AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING THREE-STEP INTERVIEW STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO

By:

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Tarbiyah and Teaching Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1438 H / 2017 M

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THE INFLUENCE OF USING THREE-STEP INTERVIEW STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO

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

By:
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APPROVAL PAGE

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Assalamu'alaikum Wr, Wb

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Judul Skripsi : THE INFLUENCE OF USING THREE-STEP INTERVIEW STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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It has been agreed, so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the munaqosyah. Thank you very much.
Wassalamu'alaikum Wr, Wb

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The undergraduate thesis entitled: THE INFLUENCE OF USING THREE-STEP INTERVIEW STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO. Written by RENDI ARMANDA, Student Number: 1293177, English Education Department had been examined on Munaqosyah in Tarbiyah and Teaching Training Faculty on Tuesday, June 22nd 2017 at 02.00-04.00 P.M

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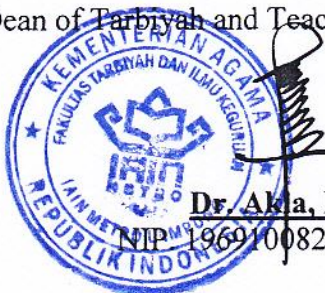
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ABSTRACT

THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO

By: RENDI ARMANDA

There are four skills that must be mastered by students, the four skills are crucial, but the most crucial is speaking which seems to naturally be the most important. But, in fact the there are several factors that initiate problems in teaching speaking. They are lack of practice in speaking, teacher still uses conventional strategy, lack of mastering the aspects of oral proficiency; fluency, pronunciation, grammar and vocabulary, and educational cultural difference. Furthermore, the students are lack practice in English communicating orally. To reach successfully in teaching speaking performance, three-step interview was one of the strategies which could be implemented as one of the solution. The aim of this research is investigating the positive and significant influence of using three-step interview toward students' speaking performance at the eleventh grader of MAN 1 Metro.

This research is quantitative research that conducted at the eleventh grader of MAN 1 Metro that involves of 40 students as the samples. The sampling tecnique was random sampling. In collecting the data, the research used test, observation and documentation. The data were analyzed by chi-square formula.

The result of the data analyzed confirmed that the value of chi-square was 12.054. Then, the data confirmed that $\chi^2_{counted}$ (12.054) was higher than the χ^2_{table} (7.814) on the degree of significant 0.05. Therefore, it can be concluded that Ha is accepted and Ho is rejected. Based on the result, three-step interview strategy gave positive and significant influence toward students speaking performance at the eleventh grader of MAN 1 Metro.

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI *THREE-STEP INTERVIEW* TERHADAP PENAMPILAN BERBICARA SISWA KELAS XI MAN 1 METRO

Oleh: RENDI ARMANDA

Terdapat empat kempuan yang harus dikuasai oleh siswa, keempat kemampuan tersebut sangatlah penting, tetapi yang paling penting adalah kemampuan berbicara yang tampaknya secara natural menjadi yang paling penting. Tetapi, faktanya terdapat beberapa faktor yang memulai permasalahan dalam mengajar bebrbicara. Diantaranya kurangnya latihan berbicara, guru masih menggunakan strategi konvensional, kurangnya penguasaan kecakapan lisan, kelancaran, pengucapan, tata bahasa dan kosa kata, serta perbedaan budaya belajar. Selanjutnya, siswa juga kurang latihan dalam berkomunikasi lisan dalam Bahasa Inggris. Untuk mencapai kesusksesan pengajaran penampilan berbicara, *three-step interview* adalah salah satu strategi yang dapat diterapkan sebagai salah satu solusinya. Tujuan dari penelitian ini adalah menyelidiki pengaruh positif dan signifikan dari penggunaan strategi *three-step interview* terhadap penampilan berbicara siswa kelas XI MAN 1 Metro.

Penelitian ini adalah penelitian kuantitatif yang dilaksanan di kelas XI MAN 1 Metro yang melibatkan 40 siswa sebagai sampel. Teknik pengambilan sampelnya adalah *random sampling*. Dalam pengumpulan data, penelitian ini mengunakan tes, observasi dan dokumentasi. Data tersebut dianalisis menggunakan rumus *chi-square*.

Data hasil analisis menegaskan bahwa nilai *chi-square* adalah 12.054. kemudian, data menegaskan bahwa χ^2_{hitung} (12.054) lebih tinggi dari χ^2_{tabel} (7.814) pada tingkat signifikan 0.05. oleh karena itu dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Berdasarkan hasil tersebut, strategi *three-step interview* memberikan pengaruh positif dan signifikan terhadap penampilan berbicara siswa kelas XI MAN 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2017

The writer,

Rendi Armanda

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MOTTO

يَقُولُ قَالَ رَسُولُ اللَّهِ ﷺ " مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُصِبْ مِنْهُ "
(رواه البخارى)

Rasulullah SAW said, "If Allah wants to do good to somebody, He afflicts him

with trials."

(Sahih Bukhari: Volume 7, Book 70, Number 548)

DEDICATION PAGE

This Piece of Work is dedicated to:

My Beloved Parents
(Mr. Sugiyono and Mrs. Trimah Rudiyah)

My Beloved Aunt and Uncle, My Second Parents
(Mrs. Jumiyem and Mr. Tamsi)

My Beloved Brother
(Rikky Alviansyah)

My Sponsor and Co-sponsor
(Mr. Drs. Kuryani Utih, M.Pd and Mrs. Syahreni Siregar, M.Hum)

Head of TBI IAIN Metro
(Ahmad Subhan Roza, M.Pd)

My Beloved Lecturers of English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro)

All my beloved friends, especially Ecology Class TBI 2012
(Rahmad Hanafi, Nur Subari, Nyanuar Algiovan, Fitri Puspa Rini, Elly Puspita Sari, Restu Utami, Pristy Yuliani, Qorina Al-Qonita UHE, Nur Jariyah, Ratna Novitasari, Nurul Apriyanti, Rini Muslimah, Nur Indah Wahyuni, Rana Wijaya, Prabawati Suwita, Rani Swastika, Fresy Fentiarisca, Fadwatul Qori'ah, Nur Khoiriyah, Nur Kholifatul Mutmainah, Rindi Rismaya, Nurul Lutfiyah, Ranti Susanti, Renita Chairunissa, Reni Sugiyarti, Arti Ine Coolina, Nuryasih Afiyanila, Ratnawati, Pradita Rosa Cahya, Nurhidayah, Nurul Hidayati, Puji Rahayu)

 "Thanks for your praying, supporting, loving and caring. Thank you all finally we have through such a remarkable moment and I hope we can be best friends forever. You are truly such a great friends I ever had. I will miss you so much. " (*Ecology Class TBI 2012*)

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To start with, I say *alhamdulillah* to Allah, The Almighty, who has given blessing, health and happiness and created all mankind in the best form. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S.Pd.) in English Education Department entitled: "The Influence of Using Three-Step Interview toward Students' Speaking Performance at The Eleventh Grader of MAN 1 Metro".

I would like to express my gratitude especially to the Head of IAIN Metro Prof. Dr. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty Dr. Hj. Akla, M.Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M. Pd., Sponsor Drs. Kuryani Utih M.Pd., and Co-sponsor, Syahreni Siregar, M.Hum., who have sincerely guided me to accomplish this undergraduate thesis in time. The writer also appreciated to all helps and supports from, my parents, my brother, my family and all my conversion friends and also teachers and staffs and students of MAN 1 Metro.

Finally, I realize that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, I hope that this writing will give a good contribution.

Metro, June 2017
The writer

Rendi Armanda
St.ID. 12933177

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a system of sounds and words used by human to express their thoughts and feelings. Language is one of tool of communication to interact with others. People need the language to deliver the meaning of what they want to say. People can fell how important the function of the language is.

In the last decade, English has become the most popular foreign language used for communication between people who do not share the same first language. English is spoken by at least a quarter of the world population. English holds the key as International language. English is a tool of communication among people of the world to get knowledge, science, trade, socio-cultural and technology goals. Therefore, we should master English or minimally we understand English as our foreign language.

Foreign language is one course in the curriculum where students should be encouraged to talk a great deal in class and to express their ideas, not simply what the teacher tells them to say. English is one of the foreign languages that were taught in Indonesia's school from Elementary School as a local content, Junior and Senior High School as compulsory subject and a complementary subject of the higher education institution. It has been taught

in order to increase the students' English competence. They are expected to become fluent in oral and written skills. Recently, in the global world, many fields in our life such as, educational, occupation, and social, English has become a crucial factor of being used in the international communication in successful life.

There are four skills that must be mastered by students, which are listening, speaking, reading and writing. The four skills are crucial, but the most crucial is speaking which seems to naturally be the most important.

Speaking is the most important skill in our life. Everyday people produce words to communicate with the others. In the average, a person produces ten thousands of words in a day even some people produce more than that a day in the human activity. That is why speaking is very important in our life. But, in human activities, the communication always changes so it is possible that there is relevancy between the language and teaching process.

There are many English experts considered if speaking is the important point in language teaching. Speaking is the major criterion to judge the students' English competence is good or lack.

Based on the researcher opinion there are several factors that initiate problems in teaching speaking. They are lack of practice in speaking because the teacher usually uses the English class by doing exercises. Inappropriate choosing strategy that make students do not interest to the activity, lack of mastering the aspects of oral proficiency; fluency, pronunciation, grammar and vocabulary, and educational cultural difference. Today, there are many

English teachers who have been teaching speaking by using conventional strategy, which is one way or passive teaching method and not the interactive strategy in class. Furthermore, many teachers just inquire their students to do some exercises and spend their time in the class in mastering other skills such as writing and reading because they have to make their students achieve a good result in the last examination. Therefore, the students lack practice in English communicating orally.

Speaking has been given to the students by teacher based on curriculum since Junior High School to Senior High School, but there are still many students in Senior High School such as the students at Eleventh Grader of MAN 1 Metro who have problem in speaking. They cannot make communication actively and spontaneously with others. Although, they have enough vocabulary to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students cannot improve their conversation into great communication. While, the goal of speaking component in a language class is encourage the acquisition of communication skills and foster real communication in and out of the classroom. The one implication that these routines have is a need for speaking classes to place more emphasis on 'frames' of oral interaction.

Based on pre survey data, the writer found that some of the eleventh grade students of MAN 1 Metro have difficulties in speaking. Consequently, they have difficulty to speak.

Table 1
The result of the pre-survey data of speaking performance score at the eleventh grader students of MAN 1 Metro

No.	Range	Frequency	Percentage (%)	Category
1	≥ 76	6	19 %	Pass
2	≤ 75	26	81 %	Fail
Total		32	100 %	

Source: Students' Examination at the Eleventh Grader Students' of MAN 1 Metro (Pre Survey on January, 22nd 2016)

The English minimum passing grade is 76. It means that the students who get the score under 76 did not pass the examination. In fact, there were only 6 students who get score more than 76 or 19% of the total sample in the pre-survey passed the examination and 26 or 81% students had failed to pass the examination. So from the data above, it can be known that the students' English speaking result was low.

The writer considers if a problem occurs it can be solved by choosing a suitable method and several strategies that would build the student's initiative in interacting and communicating in the class. Afterward, the students would improve their competent in speaking.

There are several strategies for English teaching that could help the teacher to build or create the situation where language was used actively. But, to reach successfully in teaching speaking performance, the writer concludes if three-step interview was one of the strategies which were suitable with the major purpose in teaching speaking.

Based on the case above, the writer would like to know the influence of using three-step interview and students' speaking performance. The writer takes a title:

"The Influence of Using Three-Step Interview toward Students' Speaking Performance at Eleventh Grader of MAN 1 Metro in The Academic Year of 2016/2017."

B. Identification of The Problems

Based on the background above, the writer would like to assume that there are some problems as follows:

1. The teacher still uses conventional strategies in the speaking learning process.

2. Students have lack of speaking performance.

3. Students have lack of vocabulary mastery.

4. The students feel difficult to pronounce English words.

5. The students do not feel confident to speak in front of the class.

C. Limitation of The Problems

To prevent misunderstanding and clarify the study, the making of limitation of study should be made. The writer limits the problem of this research only on the teacher still use conventional strategies in the speaking learning process and the students have lack of speaking performance.

D. The Formulation of Study

According to the limitation of study, the formulation of study in this research is "is there any positive and significant influence of using three-step interview toward students' speaking performance at eleventh grader of MAN 1 Metro?"

E. Objectives and Benefits of the Study

1. Objective of study

    Based on the formulation of study above, the objective of this study is to know whether there is any positive and significant influence of using three-step interview toward students' speaking performance at Eleventh Grader of MAN 1 Metro.

2. Benefits of the Study

    a. For the students, it can be used as an alternative way to improve their speaking performance.

    b. For the English teachers, it can be used as an alternative strategy to be used or applied in the learning process especially in teaching speaking performance in the class.

    c. For headmaster, it can be used as information to facilitate English learning process especially in speaking performance.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. Definition of speaking

There are many various definition of speaking from many English language experts, but it is impossible to discuss all of them. Therefore, the writer chooses several definitions that based on their opinion.

The writer has found several resources that explain and clarify speaking as follows: Cameron explains that speaking is the active use of language to express meaning, so that other people can make sense them.[1]

According to Sanggam, Speaking is a productive language skill. Theoretically, according to O'Grady, it is a mental process. This means that it is mental process by which a speaker puts a mental concept into come linguistic form, such as word, phrase, and sentences used to transfer a message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to transfer a message to their listeners in the communicative interaction (Gleason and Rather).[2]

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[1] Lyne Cameron, *Teaching Language To Young Learners,* (Cambridge: Cambridge University Press, 2001), p.40

[2] Sanggam Siahaan, *Issues In Linguistics,* (Pematangsiantar: GrahaIlmu, 2007), p. 95

Additionally, Sanggam states on his other book that:

"Speaking is the spoken productive language skill. It is the skill of a speaker to convey information to listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules of the language she is speaking to transfer the information she has and her or his mind to her or his listener(s) efficiently."[3]

Scott Thornbury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or pelicans may produce ever more than that.[4]

According to the McDonough and Shaw, as a language skill, speaking is sometimes undervalued or, in some circle, taken from granted.[5] It is because really in English language teaching, an English teacher almost uses all of their time in the class by taught grammar and vocabulary. The teacher only engages their students to memorize some of the vocabulary and many grammar rules and do not give them opportunities to practice and perform their speaking skill in the class. They think grammar and vocabulary are the most important point.

Actually, speaking is the essential skill from any other language skill that must be mastered by students. Speaking in a second and foreign language has often been viewed as the most demanding of the four skills.

Furthermore, McDonough *et.al,* state that:

"As a skill which enables us to utterances, when genuinely communicate, speaking is desire and purpose driven, in other words

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[3] Sanggam Siahaan, *The English Paragraph,* (Pematangsiantar: GrahaIlmu, 2008), p.2
[4] Scott Thornbury, *How to Teach Speaking,* (Harlow: Longman, 2005), p.1
[5] Jo McDonough *et.al*., *Material and Methods in ELT: A Teacher Guide*, (Cambridge: Blackwell Publisher, 1993), p.156

we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship."[6]

Based on some various definitions above, the writer concludes the definition of speaking as the essential skill of language is naturally the way human communicate to express ideas, feelings, as well as opinions to achieve a particular goal while to maintain social relation between people.

2. Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three;

a. **Talk as interaction**

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. **Talk as transaction**

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. **Talk as performance**

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is,

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[6] *Ibid.* p.157

talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. [7]

Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

3. **Types of Speaking**

Penny Ur also notes the types of spoken interaction, which tend to be neglected. They are interaction talk, long turn, non-classroom talks (situations, emotion and relationships).

a. **Interaction Talk**

This is to some extent a matter of learning conversational formulates of courtesy: how to greet, take leave, begin and end conversations, apologize, thank and so on. But even more than this it is culture-linked: how the interactional function of speech is realized in different language depends as much on culture convention as on knowledge of the words of the language.

b. **Long Turns**

The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

c. **Varied Situation, Emotion and Relationship**

It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them. Conventional task-based discussions do not provide such opportunities; but, as the extract quoted here claims, role-play activities do-which is a cogent argument for including them in a language course. [8]

These types of speaking occur in varied classes situations and conditions.

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[7] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p.22-27

[8] Penny Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University Press. 2002), p.129

4. Definition of Speaking Performance

According to De Kort and Leerdam, as quoted in Scha, performance denotes the production of actual utterance as a result of certain psychological process.[9]

Richard states that speaking that can usefully be distinguished have been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as class room presentations, public announcements and speeches.

Speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.[10] Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

To conclude that, speaking performance is the active use of language to express meaning, ideas and also opinion in the form of the monolog and dialog so that other people can understand what we want to deliver and response what we share.

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[9] Dian Karyani Astuti, "The Gap Between English Competence and Performance (Performance: The Learners' Speaking Ability)", presented in FLLT Conference Proceeding on March,15-16 2013, p.663

[10] Jack C. Richards, *Teaching Listening,* p.27

5. Types of Speaking Performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. They are:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human 'tape recorder' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or student-initiated questions or comment.

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. [11]

In speaking learning process, the teacher had to understand different types of speaking performance in the class. It is able to the teacher easier on study to decide which activity may be use. The types of class speaking performance like imitative, intensive, responsive, transactional, interpersonal, and extensive has explained above.

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[11] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition),* (San Francisco: Longman, 2000), p.271-274

6. **Speaking Difficulties**

These same characteristics must be taken into explanation in the productive generation of speech, but with a slight twist in that the learners are now the producer. Bear in, mind that the following characteristics of spoken language can make oral ability easy as well as, in some cases difficult.

a. **Clustering**

Fluent speech is phrasal not word by word. Learner can arrange their output both cognitively and physically through such clustering.

b. **Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. **Reduced Forms**

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation).

d. **Ability variables**

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of ability hesitations, pauses, backtracking, and correlations.

e. **Colloquial language**

Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. **Rate of delivery**

Another salient characteristic of fluency is rate of delivery. Helping the learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

g. **Stress, rhythm, and intonation**

This is the most important characteristics of English pronunciation, as will be explained below.

h. **Interaction**

As noted in the previous section, learning produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.[12]

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[12] *Ibid*, p.270-271

The difficulties faced by students can obstruct the English learning process. It can make students hard to developing their English skills.

7. **The Measurement of Speaking Performance**

Here are the indicators of measurement in valuing speaking performance.

Table 2
Harris' Oral English Rating Scale Frame

No	Criteria	Rating Scores	Description
1	Pronunciation	5	The pronunciation is clear and quite understandable for elementary students
		4	There are some pronunciation problems, but still quite understandable
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding
		2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
		1	Pronunciation problem so severe as to make speech virtually un-intelligible
2	Grammar	5	Errors in grammar are quite rare
		4	There are few grammatical errors but still intelligible
		3	Makes frequent errors grammar and word order occasionally obscure meaning

3		**2**	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible
	Vocabulary	**5**	Almost all vocabularies used are in a proper use
		4	Frequently use inappropriate terms or must replace ideas but still intelligible
		3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
		2	Misuse up words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	**Fluency**	**5**	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate
		4	Speed of speech seem to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant often forced into silent by language limitation
		1	Speech is so halting and

5	Comprehension	5	Understand most of what is said at average speed
		4	Understand what is said at average speed, but occasional repetition may be necessary
		3	Understand what is said is at slower than average speed repetition
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

Source[13]

By using this measurement, teacher can measure the students speaking performance exactly by the criteria mentioned above.

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[13] Widya Arum Wicaksani, "Using Digital Discussion Trough Commenting Blog to Improve Students' Ability in writing Analytical Exposition Text", *Journal of English Language Teaching,* (Semarang: UNNES), Vol.2 No.1 2013, p.4-5

B. The Concept of Three-Step Interview

1. Definition of Three-Step Interview

Three-step interview is one of the strategies provided by Kagan on his current book *"Kagan Cooperative Learning"*. The studies and reviews by Johnson *et.al.*, Johnson and Johnson, Salvin, and Sharan confirm that cooperative learning as an effective teaching strategy that can be used to enhance achievement and socialization among students and contribute to improve attitudes toward learning and working with others, including developing a better understanding of children from diverse cultural background.[14] The three-step interview is a part of cooperative learning strategy.

According to Judy Richardson *et.al,* three-step interview is another multipurpose strategy designed for groups of four but adaptable for other group sizes.[15]

According to Kagan, three-step interview is another excellent structure to help teammates gets acquainted.[16] This structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Then, Three-step interview was the way to gather and

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[14] Robyn M. Gallies and Adrian F. Ashman, *Co-operative Learning: The Social and Intellectual Outcomes of Learning in Group,* London: RoutledgeFalmer, 2003), p.8

[15] Judi S. Richardson, *et. al.*, *Reading to Learn in The Content Areas (Seventh Edition)*, (California: Wadsworth, 2006), p.202

[16] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (California: Kagan Publishing, 2009) p.10.10

share about a particular topic.[17] Students are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner. At the end of the exercise, all two students have had their position or viewpoints on an issue heard, digested, and described by their peers.

In addition, Kagan states that in the three-step interview students interview their partner then each share with teammates what they learned.[18] Three-Step Interview is a learning model in which consists of four members of students signed A, B, C, and D. Each member chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.[19]

Then, According Garmston and Wellman, The three-step interview is a cooperative structure that helps participants personalize learning and listen to and appreciate the ideas and thinking of others.[20] Furthermore they state that this strategy is most often used to help participants make personal connections with the topic being exploring.[21]

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[17] Fahimah Saifuddin, "Improving Students' Speaking Ability Through Three-step Interview Technique", *JP3*, (Malang: UNISMA), Vol.1 No.12 2013, p.86

[18] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, p.6.38

[19] Ahmad Rofi'i, "The Effectiveness Between Three Steps Interview Toward Students' Speaking Ability for Seven Grade in MTs. Roudloh Semambung Konor Bojonegoro", *Jurnal Widyaloka IKIP Widya Darma Surabaya,* (Surabaya: IKIP Widya Darma), Vol.1 No.2 2014, p.188

[20] Robert J. Garmston and Bruce M. Wellman, *How to Make Presentations That Teach and Transform*, (Alexandria: ASCD, 1992), p.87

[21] *Ibid*.

Moreover, according to Bennett *et.al,* as quoted by Ahmad Rofi'i in his journal, says that three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with three students per group, but it can be modified into four groups.[22]

Students can use a particular topic that can be used as an introduction to an activity or a way to explore ideas and concepts more deeply. By Using three-step interview, students also have an opportunity to develop active listening skills and understand others viewpoint.

Additionally, to introduce the beginning of the lesson, a question or topic is proposed for interviews.[23]

The structure of three step interview not only promotes interpersonal (social skills) but intrapersonal as well as logical intelligence. For example, once the student has answered a particular question the interviewer can demand for further explanation and the interviewee will have to provide logical answers. It means that three step interview is a great structure for practicing a range of social skills, including listening and communication skill. Also, it helps to construct knowledge, as each student has his/her own point of view and there is a scope for divers thinking.

In conclusion, three-step interview is a strategy that is part of cooperative learning strategy which divides students in the group of four,

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[22] Ahmad Rofi'i, *The Effectiveness*, p.188
[23] Judi S. Richardson, *et. al.*, *Reading to Learn*, p.202

in the group the students are interview each other to gather and share information about particular topic provided.

2. Procedure of Three-Step Interview

There are three steps considered important in the implementation of the three-step interview classroom:

a. Teacher provides the interview topic, states the duration of the interview, and provides think time.

b. In pairs, Student A interviews Student B.

c. Pairs switch roles: Student B interviews Student A. Then Round Robin: Pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.[24]

The teacher can modify the entire steps in order to make students do not fell bored with teaching and learning process. The variation as follows:

a. If there are an odd number of students for pairing, have two partners interview the other partner, or interview the extra student yourself.

b. For younger students who cannot remember, especially if they have to be the interviewee as well as the interviewer, complete step one, then have them share with their group. Have interviewer/interviewee switch roles, interview then share.

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[24] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, p.6.38

c. For ELL students who might be shy in speaking before a larger group: Follow steps one and two with shoulder partner, then share individually with their face partner. The repeat steps one and two with the face partner, then share individually with their shoulder partner. In this scenario, they are sharing only with one person at a time.

3. **Example Teaching Using Three-Step Interview**

By using three-step interview as describes above, here are some example of teachings by using three-step interview:

a. **Three Questions**

The teacher and/or students select three important questions for students to ask each other. In pairs, students ask each other the three questions and record their partner's answer. Using questions such as:

1) What is your favorite free-time activity?

2) If you could switch places with anyone for a day, who would you switch places with?

3) How would describe your personality to someone who's never met you before?

b. **What's in a Name?**

Students interview each other regarding their names. How did they get their name? Is there an interesting family history associated with their name? Do they like their name? What would they be

called if they could have another name? Do they have a nickname? Have their feelings about their name or nickname ever changed? What interesting experiences have they had associated with their name?

c. **Outside of School**

Students interview each other about what they do outside of school:

1) What do you do right after school?

2) What do you do in the evenings?

3) What do you do on the weekend?

4) What do you do during summertime?

5) What do you do during the holiday break?[25]

Teachers also can modify the topic related to the current issues happening in order to make students do not feel bored to the learning process.

4. **Advantages of Three-Step Interview**

Three-step interview is able to be applied in the class to teach speaking.[26] This because three-step interview provides an active learning process including speaking activity.

Three-Step Interview has many advantages can be taken if worked well and cooperatively.

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[25] *Ibid*. p.10.10
[26] Ahmad Rofi'i, *The Effectiveness*, p.189

The advantages as follows:

a.   Three-Step Interview creates simultaneous accountability,

b.   Students share and apply different questioning strategies,

c.   Over time.

Students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking (Bennett, *et.al,*)[27]

Furthermore, this strategy is useful for exploring prior knowledge, making predictions, or sharing personal connections related to a topic in the preparation phase of a lesson.[28]

From the explanation mentioned above, three-step interview not only give the students advantages in acquiring knowledge but also give them advantages in social skills.

C.   Theoretical Framework and Paradigm

1.   Theoretical Framework

There are two variables in this research. They are *Independent Variable* (X) and *Dependent Variable* (Y). The *Independent Variable* (X) is Three-Step Interview and *Dependent Variable* (Y) is speaking performance.

Speaking means a process of production words become a sentence that can be understood by the others. Three-Step Interview is a strategy

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[27] *Ibid.*

[28] Judi S. Richardson, *et.al*., *Reading to Learn,* p.202

that includes in cooperative learning strategy to develop speaking performance. There are so many strategies in teaching speaking. In this research, the writer uses three-step interview to teaching speaking that focus on student's speaking performance at the eleventh grader of MAN 1 Metro.

The writer assumes that if three-step interview is applied appropriately, students' speaking performance will be good. On the other hand, if three-step interview is not applied appropriately, students' speaking performance will be bad.

2. Paradigm

The paradigm is the correlation pattern between two variables that will be researched. Based on the theoretical framework above, the writer can describe the paradigm as following:

Figure 1

The Influence of Three-Step Interview towards Students' Speaking Performance
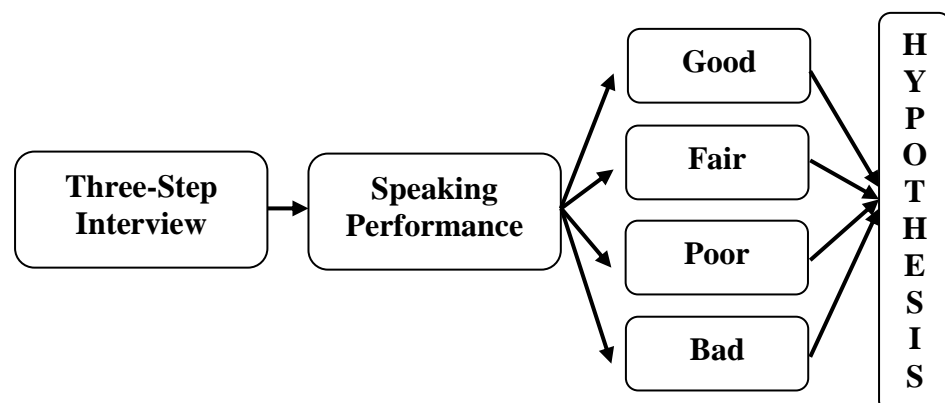
From the table criteria of paradigm above, the writer can describe: if the three-step interview is good, the student's speaking performance will also good. And if the three-step interview is bad, the student's speaking performance will also bad. So, there is a positive and significant influence of using three-step interview toward speaking performance as the basic skills in learning English at the eleventh grader of MAN 1 Metro in academic year of 2016/2017.

D. Hypothesis

Based on the theoretical framework and the paradigm above, the writer formulates the hypothesis as follows:

1. Hypothesis Formulation

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using three-step interview toward speaking performance at the eleventh grader of MAN 1 Metro in academic year of 2016/2017.

b. Null Hypothesis (Ho)

There is no positive and significant influence of using three-step interview toward speaking performance at the eleventh grader of MAN 1 Metro in academic year of 2016/2017.

2. Statistical Hypothesis

Based on the explanation above, the writer makes conclusion that the statistical hypothesizes are:

a. If $\chi^2_{counted} > \chi^2_{table}$, The Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

b. If $\chi^2_{counted} < \chi^2_{table}$, The Alternative Hypothesis (Ha) is rejected and the Null Hypothesis (Ho) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Yogesh Kumar defined that research design was a mapping strategy which was based on sampling technique.[29] It was essentially statement of the object of the inquiry, sampling, research strategy, tools and techniques for collecting the evidences, analyzing the data and reporting the findings.

Thus, research design was a plan of collecting and analyzing data in order to match the research objectives. It also can be stated that research design was a guide for the writer to conduct a scientific research. It gave the writer description of in what ways was collected, coded, and analyzed. It was well-organized plan of achieving the research objectives.

In this research, the writer used quantitative research. Furthermore, the writer used the descriptive quantitative research, because this research used one class as the treatment class. The class which had been chosen was the class with low score of speaking performance.

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[29] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.77

Daniel Muijs stated that quantitative research was explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[30]

In conclusion quantitative research was a process to collecting data by using numeric data to describe the active variables and the control variables that purpose to solve the research problem. To collect the data, the writer used one class.

The research conducts in the eleventh grader of MAN I Metro. The writer investigated students at eleventh grader of MAN 1 Metro in academic year of 2016/2017.

The research focuses on the influence between independent and dependent variable. They were: independent variable that was three-step interview (X), and dependent variable that was students' speaking performance (Y).

B. Population, Sample and Sampling Technique

1. Population

Population was one of elements of research methodology. According to Donald Ary, Population could be defined as all members of any well-defined class of people, events or object.[31]

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[30] Daniel Muses, *Doing Quantitative Research in Education with SPSS*, (London: Sage publication, 2004) p.1

[31] Donald Ary, *et.al*, *Introduction to Research in Education*, (United States of America: Library of Congress Cataloging in Publication Data, 1979) p.148

In addition, Cresswell defined a population as a group of individuals who have the same characteristic.[32]

Thus, population was the object of research from which the writer might collect data. Population provided the writer with information or data used to solve the research problems. The population in this research was the eleventh grader of MAN 1 Metro.

Table 3
Number of students of eleventh grader of MAN 1 Metro

No	Class	Number of Students
1	XI MIA 1	40
2	XI MIA 2	40
3	XI MIA 3	39
4	XI MIA 4	40
5	XI MIA 5	40
6	XI MIA 6	40
7	XI IIS 1	40
8	XI IIS 2	38
9	XI IIS 3	40
10	XI IIS 4	40
	Total	397

Table 4
Number of students of eleventh grader of MAN 1 Metro based on the sex

No	Class	Sex		Total
		Male	Female	
1	Class XI MIA	73	164	237
2	Class XI IIS	61	99	160
	Total	134	263	397

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[32] John W Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition),* (New York: Pearson, 2002) p.142

2. **Sample**

Within the population, the writer then selected a sample for study. A sample was a subgroup of the target population that the writer plans to study for generalizing about the target population.[33]

While the writer took the entire of eleventh grader of MAN 1 Metro in academic year of 2016/2017 as the population, the writer chose 10% of the population as the sample of this research that consisted of 40 students. The total population of this research was about 397 students.

3. **Sampling Techniques**

The population of this research was a little bigger than the writer could handle. So, the writer only took some of the population as the sample. Sampling technique was a way to decide the sample which was appropriate with data source and gave attention in characteristics and distributing population in order to get representative sampling. The writer chose purposive sampling as the technique for choosing the sample of this study.

The writer chose simple random sampling as the technique for choosing the sample of this study. The basic characteristic of simple random sampling was that all members of the population had an equal and independent chance of being included in the random sample.[34]

The writer believed that every student which included in the population had same chance to be the sample of this research.

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[33] *Ibid*.
[34] Donald Ary, *et.al*, *Introduction to Research.*, p.150

C. Operational Definition of Variables

According Creswell, operational definition of variable was the specification of how you would define and measure the variable in your study.[35] By using operational definitions, the writer proceeded with investigations that might not otherwise be possible. There were two kinds of variables, namely:

1. Independent Variable

Independent variables were those that the writer chose to study in order to assess their possible effect(s) on one or more other variables.[36] In this research, independent variable was Three-Step Interview (X).

In this research, the writer measured the influence of three-step interview toward the students' speaking performance. It was implemented to the students at eleventh graders of MAN 1 Metro. In addition, the writer measured by using observation to get the data. Then, the writer applied three-step interview by the teacher. So the writer got the data of speaking performance by the observation.

The indicators of independent variable were:

a. Students could share and gather information during the interview,

b. Students could use good grammar in asking their partner to gather information,

c. Students could be a good interviewer, and

d. Students could be good volunteer in interview.

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[35] John W Creswell, *Education Research*., p.151
[36] Jack R. Fraenkel, *How to Design and Evaluate Research in Education (Eighth Edition)*, (New York: Mcgraw-Hill,1990), p.80

The using of three-step interview could be said successful if the score of students speaking performance was more than 76.

2. **Dependent Variable**

The dependent variable was presumed to affect.[37] In this research, dependent variable was speaking performance (Y). To measure the students' speaking performance, the writer used an oral test. The writer asked them to gather and share the information with the given topic to be discussed with their group.

To measure this variable, the writer used oral test. The indicators of dependent variable were:

a. The students could speak English with good pronunciation and rich vocabulary,

b. The students could speak fluent in English,

c. The students could speak English with their friends with good grammar, and

d. The students could answer the question from teacher with use English language.

D. **Data Collection Technique**

1. **Test**

Test was a set of stimuli which given to the individual to obtain the respond based on what was assessed.[38] Therefore, in this research, test was used as data collecting technique to measure dependent variable.

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[37] *Ibid*.
[38] Donald Ary, *et.al*, *Introduction to Research.,* p.201

Furthermore, the writer measured teaching speaking for the students through three-step interview by pre-test and post-test as data collecting technique. The writer used oral test for the instrument.

a. Pre-test

First, the writer used pre-test to know whether the using of three-step interview toward students' speaking performance, in this case, the writer gave pre-test before the students got treatment by using three-step interview. From this result, the writer knew the students' capability in speaking and knew the weakness of learning process.

b. Post-test

Second, post-test was a test given to measure the outcome variable after the experimental manipulation was implemented. The post-test was given after doing treatment by using three-step interview to find out whether the treatments gave any effect to students' speaking performance in the class or not. The writer used oral test of performance test.

2. Observation

According to Wallace, observation was data collection technique which concerned some form of observation of learning processes and it might involve the use of video or audio techniques or of checklists or

observational schedule.[39] In this case the writer used observation to obtain the data about students' activity or participation. The observation sheet activity was described as follows:

Table 5

The observation sheet of student's learning activity

No	Name	Atten-tion	Active in Small Group Discussion				Total	%
			Ask-ing	Answer-ing	Giving Idea	Task-ing		
1								
2								
	Total							
	Percentage							

The indicators of students' activities for further explanation were explained as follows:

a. The students paid attention toward the teacher explanation.

b. The students were active in small-group discussion involved:

   1) The students asked to the teacher.

   2) The students answered or responded direct question from the teacher.

   3) The students gave an idea.

c. The students were able to finish the task timely.

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[39] Michael J Wallace, *Action Research for Language Teachers,* (Cambridge: Cambridge University Press, 1998), p.46

Furthermore, observation was used to get information from relatively source of the students at the eleventh grader of the MAN 1 MAN 1 Metro in academic year of 2016/2017.

3. **Documentation**

According to Cohen *et.al*, documentation or document was data collection technique that was useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.[40] The writer used this technique to get the data about:

a. The profile of MAN 1 Metro.

b. The condition of teachers and official employees in MAN 1 Metro.

c. The quantity of the students in MAN 1 Metro.

d. Organization structure of MAN 1 Metro.

E. **Research Instrument**

The research instrument in this research held the test which had explained as follows:

The writer used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research was about speaking performance that used three-step interview as the technique of teaching, so the research instrument which was used in present research was in the form of oral test or composing conclusion of collected information.

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[40] Louis Cohen, *et.al*, *Research Methods in Education,* (New York: Routledge, 2007), p.201

1. **Instrument Blueprint**

    Instrument blueprint was a way to get data that help the writer to collect information in the field.

    Here were the blue prints:

a. The instrument used was included the pre–test and post–test about speaking performance test. The pre-test conducted before implementation the treatments. The post-test was used to get the data of the students' speaking performance after giving treatment. Then the writer found out whether there was an effect of the result between the pre-test and post-test. The form of the treatment was giving a topic to be used as an interview and teacher used performance test to measure their speaking performance.

b. The instrument which was used in observation technique as observation guidance, as follows:

    1) Observation about the students' activity in the class.

    2) Observation about the students' participation in the learning process.

    3) Observation about the students' activity in the small group discussion.

    4) Observation about the students' speaking performance including pronunciation, vocabulary, fluency, grammar and comprehension.

c. The instrument which was used in documentation technique as documentation guidance, as follow:

1) Documentation about condition of the teachers and officials in MAN 1 Metro.

2) Documentation about the students of MAN 1 Metro.

3) Documentation about the organization structure of MAN 1 Metro.

2. Instrument Calibration

Instrument calibration was the scale of measurement which was used to decide the instrument standard which was used. The test was oral test where students was spoken English. Otherwise, the instrument should be relevant to the focus of the research. The writer used the several ways to measure the using three-step interview toward the students' speaking performance by making test based on the indicator of three-step interview. And the measure of speaking performance used was oral test with scale of measurement was 0-100. To get the result score, the amount of students' score was multiplied by 4. So the maximum score was 100.

Table 6
The indictors of speaking performance based on Harris' oral English rating scale frame

No	Criteria	Rating Scores	Description
1	Pronunciation	5	The pronunciation is clear and quite understandable for elementary students
		4	There are some pronunciation problems, but still quite understandable
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding
		2	Very hard to understand because of pronunciation problem. Most frequently be asked to repeat
		1	Pronunciation problem so severe as to make speech virtually un-intelligible
2	Grammar	5	Errors in grammar are quite rare
		4	There are few grammatical errors but still intelligible
		3	Makes frequent errors grammar and word order occasionally obscure meaning

		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible
3	**Vocabulary**	5	Almost all vocabularies used are in a proper use
		4	Frequently use inappropriate terms or must replace ideas but still intelligible
		3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
		2	Misuse up words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	**Fluency**	5	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate
		4	Speed of speech seem to be slightly affected by language

			problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant often forced into silent by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	**Comprehension**	**5**	Understand most of what is said at average speed
		4	Understand what is said at average speed, but occasional repetition may be necessary
		3	Understand what is said is at slower than average speed repetition
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

F. Data Analysis Technique

To investigate whether there was influence of using three-step interview toward the students' speaking performance at eleventh graders of MAN 1 Metro, the writer used Chi-square. The research analyzed the data by using Chi-Square. The formulation of Chi-Square:

$$\chi^2 = \Sigma\left[\frac{(fo-fe)^2}{fe}\right]$$

Note : χ^2 = Value of chi-square

fo = Observed frequency

fe = Expected frequency[41]

[41] Donald Ary, *et.al*, *Introduction to Research.*, p.188

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

G. Research Setting

1. The Brief History of MAN 1 Metro

MAN 1 Metro stood since the enactment of the Religious Ministry Affairs Decree No. 64 of 1990 dated 25th of April 1990 and No. 42 of 1992 dated 27th of January 1992 about the transfer functions of the State Religious Teacher Education (PGAN) into Madrasah Aliyah (MAN). The steps of strategic that developed the wisdom that Madrasah got turn became public school and it could be realized, after the enactment of Law No. 2 of 1989 on the national education system as the implementing legislation in PP. No 28, 1998 on Dik Das and Education and Culture minister's decision No. 0489/V/1992 on public Madrasah in article 1, paragraph 6 stated that the Madrasah Aliyah was Senior High School that had Islamic distinctively organized by the Ministry of Religious Affairs.

Based on the fact above inferred that Madrasah Aliyah obliged to give the subjects at least equal to a senior high school besides the Islamic subjects that was given in the Madrasah in Article 26 KEP. The Minister of Education and Culture (MENDIKBUD) No. 0487/V/1992 and article 22 6th paragraphs No. 0489/V/1992 Madrasah Aliyah had the same task with the Senior High School (SMA), which provided the ability to

learners to develop life as an individual member of society, citizens, and prepare the learners to participate in higher education.

Therefore, there was a common thread that connected and developed wisdom further since it was included seven general subjects at the school in 1950 until the enactment of Law No. 2 of 1989 which confirmed that Madrasah Aliyah was the Senior High School that had Islamic distinctively.

Following up on the global development that increased rapidly and greater challenges for a future Muslim generations and people's desire to choose the quality of Madrasah that was recognized regionally, nationally and even internationally, for the MAN 1 Metro was expected to be ready to realize the graduates who were responsive and able to tackle challenges in global competition. One effort that was expected to achieve those all above was by projecting themselves to change the vision and mission that would be developed into a national standard of Madrasah.

2. **Vision and Mission of MAN 1 Metro**

The Vision is "The realization of the students MAN 1 Metro that qualified, established in IMTAQ and excel in Technology Information."

The missions are:

a. Implementing the teacher's professional development.

b. Implementing a sustainable improvement in teacher competence.

c. Implementing development Unit Level Curriculum (SBC), Dok. II syllabus and lesson plans.

d. Implementing Preparation of Education Calendar by the Team of Curriculum Development (TPK) and the Team of Student Academic Potential Development.

e. Implementing the strategies development with multi-method Learning Strategies and learning models.

f. Growing appreciation and experience about content of the Qur'an and Hadits.

g. Carrying out the construction of worship place (mosque).

h. Implementing programs of prayer in congregation, lecture by teachers and students.

i. Implementing the network creation of academic information in the internal/external Madrasah through TV, radio and Hotspot.

j. Implementing additional/Lab development, Computer Lab, Language Lab, Science Lab, Multimedia and Library.

3. The Condition of Teacher and Official Employees at MAN 1 Metro

Condition of teachers and the official employers in MAN 1 Metro, the numbers of teacher and official employers in MAN 1 Metro in the academic year 2016/2017 are that could be identified as follows:

Table 7

The condition of teachers and the official employees at MAN 1 Metro in the academic year 2016/2017

No	Name	Sex	Occupation
1.	Antoni Iswantoro, M.Ed	Male	English Teacher
2.	Drs. Masduki	Male	Physics Teacher
3.	Dra. Hj. Hamidah	Female	Counselor
4.	Drs. Buyung Pranajaya, M.Pd.I	Male	Chemistry Teacher
5.	Dra. Siti Atifah	Female	Mathematics Teacher
6.	Dra. Hindun Aftoniah, M.Pd.I	Female	Fiqih Teacher
7.	Drs.H. Mulyana	Female	Mathematics Teacher
8.	Dra. Hj. Maryani, M.Pd	Female	Economics Teacher
9.	Dra. Erlina Harniati	Female	Biology Teacher
10.	Drs.Supadi	Male	Chemistry Teacher
11.	Dra.Zuraida	Female	Counselor
12.	Dra. Hj. Erniwati, M.Pd.I	Female	Arabic Teacher
13.	Drs.H. Kartana, M.Pd.I	Male	Physic Teacher
14.	Sarbiyono, S.Pd, M.Pd	Male	Mathematics Teacher
15.	Dra. Sri Mulyani	Female	Mathematics Teacher
16.	Mustofa Khoiri, M.Si	Male	Biology Teacher
17.	Dra. Hj. Ade Suhairiah, M.Pd.I	Female	Biology Teacher
18.	Sri Astuti, S.Pd, M.Pd	Female	Biology Teacher
19.	Drs. H. Gufron, M.Pd.I	Male	Qur'an Hadits Teacher

20.	Mustolah, S.Ag, M.Pd.I	Male	Qur'an Hadits Teacher
21.	H. Firman, S.Pd	Male	Economics Teacher
22.	Akhmad Yusuf S, S.Pd	Male	Geography Teacher
23.	Dra.Hj. Eni Susiati, M.Pd	Female	Biology Teacher
24	Drs. Gunawan Rg, M.Pd.I	Male	Fiqih Teacher
25.	Lilis Odiah, S.Pd	Female	English Teacher
26.	Dr. Marhayati, M.P.Mat	Female	Mathematics Teacher
27.	Marlina Zahara, S.Ag	Female	Arabic Teacher
28.	Ismoyo, S.Pd	Male	Indonesian language Teacher
29.	Wagino, S.Pd	Male	PKn Teacher
30.	Drs. Sudriyatmoko	Male	History Teacher
31.	Rokiban, S.Ag, M.Pd.I	Male	Arabic Teacher
32.	Kasiman, S.Pd	Male	Arabic Teacher
33.	Susi Masjuwita, S. Ag	Male	Qur'an Hadits Teacher
34.	Endang Purnawati, S.Pd	Female	Physic Teacher
35	H. Suhardi, M.P.Fis	Male	Physic Teacher
36	Hj. Endang Widaryati, M.P.Kim	Female	Chemistry Teacher
37	Murniyanto, S.Pd, M.Pd.I	Male	Indonesian language Teacher
38	Edya Rosita, S.Pd	Female	Aqidah Akhlak Teacher
39	Musta'in, S.Ag, M.Pd.I	Male	Fiqih Teacher
40	Feri Mitra Liana, S.Pd	Female	Indonesian language Teacher
41	Dahlia, S.Pd	Female	History Teacher
42	Khabib Wahyono, S.Pd, M.Kes	Male	Sport Teacher

43	Hamidah Hasan, S.Pd	Female	Indonesian Language Teacher
44	Helyani, S.Ag, M.Pd.I	Female	Fiqih Teacher
45	Muhammad Darojad, M.Pd	Male	English Teacher
46	Drs. H. Ridwan, M.Pd.I	Male	Sociology Teacher
47	Darsahid, S.Ag, M.Pd.I	Male	PKn Teacher
48	Gunawan Santoso, S.Ag, M.Pd.I	Male	Fiqih Teacher
49	Evi Kurniawati, Se	Female	Sociology Teacher
50	Iwan Saputra S.Pd, M.Kes	Male	Sport Teacher
51	Miswanto, S.Pd, M.Pd	Male	Economics Teacher
52	Kartika Dewi, S.Pd	Female	Geography Teacher
53	Inta Wahidah, S.Pd	Female	Counselor
54	Eldi Asmi, S.Sos	Female	Sociology
55	Suhardi	Male	The chief of Administration
56	Umi Sumarniatun	Female	Administration I
57	Suriyati	Female	Administration II
58	Rasinem	Female	Administration III
59	Supartini, S.E	Female	Economics Teacher
60	Diyan Rahmawati, S.Pd	Female	Counselor
61	Nita Hidayanti, S.Pd	Female	Indonesian language Teacher
62	Drs. Tatang Juhaeni	Male	Counselor
63	Saripin, S.Kom	Male	Computer Teacher
64	Fitri Astuti, S.Pd	Female	Geography teacher
65	Novi Candra Dewi, S.Pd	Female	English teacher
66	Susi Mayasari, S.Pd	Female	English teacher
67	M. Januar, S.Pd	Male	English teacher
68	Lidiawati, S.Pd	Female	Mathematics teacher

69	Nanang Sukaryono, S.Kom	Male	Computer operator
70	M. Zulkipli, S.Pd.I, M.Pd.I	Male	Art and skill teacher
71	Risky Suci Prwatiwi, S.Pd	Female	Art Teacher
72	Hepna Sari, S.Pd.I	Female	History teacher
73	Ps. Gama Eka Nugraha P,S.Pd	Male	Sociology teacher
74	Milyani, S.Pd	Female	Sport teacher
75	Sugimin, S.Kom	Male	Administration Staff
76	Mutmainnah Adaninggar, A.Md	Female	Administration Staff
77	Heldawati, S.Kom	Female	Administration Staff
78	Efriana, S.E	female	Administration Staff
79	Lilis Setia Ningsih	Female	Administration Staff
80	Reza Agusta	Female	Administration Staff
81	Herlan	Male	Security I
82	M. Choirul Bachri	Male	Radio operator
83	Mahmud Nispurwanto	Male	Security II
84	Mauly Nineo Camelia, A.Md	Female	Library
85	Candra Huda Buana, A.Md	Male	Administration Staff
86	Maman Fatkhurrohman	Male	Security III
87	Ismail Ludin	Male	Cleaning Service I
88	Sulistianto, S.Kom	Male	Computer Operator
89	M. Nur Sodik, S.Pd	Male	Art Teacher
90	Restiani, S.Pd.I	Female	Art Teacher
91	Imroatun Atika, S.Pd.I	Female	Art Teacher
92	Novia Mayangsari, S.Pd	Female	English Teacher

Source : Result of documentation at MAN 1 Metro on March 11th 2017

4. The Quantity of Students of MAN 1 Metro

MAN 1 Metro had two programs in their curriculum. They are Natural Science Program (MIA) and Social Science Program (IIS).

The quantities of the students at MAN 1 Metro that can be identified as follows:

Table 8

The students quantity of MAN 1 Metro in the academic year 2016/2017

No.	Class	Sex		Total
		Male	Female	
1	Class X MIA	75	172	247
2	Class X IIS	65	104	169
3	Class XI MIA	73	164	237
4	Class XI IIS	61	99	160
5	Class XII MIA	42	141	183
6	Class XII IIS	46	91	137
Total		362	771	1133

Source: Result of documentation at MAN 1 Metro on March 11th 2017

5. **The Building of MAN 1 Metro**

MAN 1 Metro had two campuses that was located on 15 A Ki. Hajar Dewantara Street, East Metro (Campus I) and in 38 Banjarejo Batanghari, east Lampung (Campus II).

The condition of facilities and buliding in MAN 1 Metro in the academic year 2016/2017 were described as follow:

a. Campus I which was located in 15 A Ki. Hajar Dewantara Street, East Metro, Lampung and the facilities in Campus I could be seen from the table below:

Table 9

The building of MAN 1 Metro campus I in the academic year 2016/2017

No	Names of Building	Total
	Building A First Floor	
1.	Headmaster Room	1
2.	Administration Room	1
3.	UKS room	1
4.	Teachers room	1
5.	Computer laboratory room	1
6.	Students' Cooperation	1
	Building B Second Floor	
7.	Classroom	4
8.	Computer room	1
9.	Guidance and counseling room	1

Building C		
10.	Mosque	1
Building D		
11	Classrooms	3
Building E		
12	Language laboratory	1
Building F first floor		
13	MAN Library	1
14	IPA Laboratory	1
15	Ramanda room	1
16	Classrooms	3
Building F Second Floor		
15	Auditorium Room	1
16	OSIS Room	1
Building G		
17	Classrooms	3
18	Classrooms	3
19	Security Home	1
20	MAN Canteen	1
21	Toilet	2

b. Campus II which was located in 38 Banjarejo Batanghari East Lampung and this campus had many facilities that was shown in the table below :

Table 10

The building of MAN 1 Metro Campus II in the academic year
2016/2017

No	Names of Building	Total
	Building A	
1.	Teachers Room	1
2.	Classrooms	3
3.	Students Cooperation	1
4.	Language laboratory	1
5.	Students Dormitory	11
6.	Mosque	1
	Building B	
7.	UKS Room	1
8.	Library	1
9	Classrooms	3
	Building C	
10.	Classrooms	3
	Building D	
11	Auditorium Room	1
12	Students Dormitory	6
13	Students' Toilet	15
	Building E	
12	Classrooms	3

Source: Result of documentation at MAN 1 Metro on March 11th

2017

6. The Organization Structure of MAN 1 Metro

The Organization Structure of MAN 1 Metro in the academic year 2016/2017 could be shown in the figure as follows:

Figure 2

The organization structure of MAN 1 Metro

Head of Commitee	Head of MAN 1 Metro		Head of Administration
H. Ridwan, S.Pd	Antoni Iswantoro, M.Ed		Suhardi

Vice of Curriculum	Vice of Students Bureau	Vice of PR	Vice of Infrastructure
Suhardi, M.P.Fis	Rokiban, S.Ag., M.Pd.I	Khabib Wahyono, M.Kes	Drs. Masduki

Head of LAB and Library	BK and Elder Council	Library Drs. Kartana	Building Sugimin
Class' Teacher	Class' Teacher	Officialdom Umi, Suriyati	KKM Lilis S
	Teachers	Finances Rohayah	Students Rasinem
	Students	SIM Mutmainah	Security Maman F Herlan Mahmud

Source: Result of documentation at MAN 1 Metro on March 11th 2017

7. Location Sketch of MAN 1 Metro

Figure 3

The location sketch of MAN 1 Metro Campus I

Photo copy		Gate		Gate	**Security Post**	**Trash Bin**

(The figure is a floor plan / location sketch of MAN 1 Metro Campus I, containing the following labeled rooms and areas:)

- Photo copy
- Computer LAB
- XII MIA 1
- XII MIA 2
- Mosque
- Gate (×2)
- BK Room
- XI MIA 1
- XI MIA 2
- XI MIA 3
- XI MIA 4
- Cooperation
- Teachers' Room
- Headmaster's Room, Employee's Room
- Campus I
- XII IIS 1
- XII IIS 2
- XII IIS 3
- UKS
- Physics LAB
- Lavatory
- Security Post
- Chemistry LAB
- Library
- XI IIS 3
- XI IIS 2
- XI IIS 1
- X IIS 1
- X IIS 2
- X IIS 3
- Trash Bin
- X MIA 1
- X MIA 2
- X MIA 3
- School Keeper's House
- Lavatory
- Biology LAB
- U (compass)

Figure 3

The location sketch of MAN 1 Metro Campus II

Mosque	Female Dorm	
	Cooperation / Teachers' Room / Language LAB	
X MIA 4		Auditorium
X MIA 5	*Campus II*	U
X IIS 4		Lavatory
Gate	XI MIA 6 / XI MIA 5 / XI IIS 4 / UKS / Library — XII MIA 5 / XII MIA 4 / XII IIS 4	Male Dorm
Security Post		

Source: Result of documentation at MAN 1 Metro on March 11th 2017

H. Description of Research Data

1. Pre-Test Result

The purpose of pre-test was to know the students' performance in speaking performance before giving the treatment. This pre-test was given on the second meeting which was on April 1st 2017, after the researcher doing the observation. The students had given a pre-test that must be done in a pair. The researcher gave them a topic, and gave them time to discuss with their pair and to make a conversation about the given topic. To measure the students' speaking performance, the students had to present the dialogue they had made before in front of the class related to the topic. The result of pre-test of the student's speaking performance could be identified as follows:

Table 11

The pre-test result of students' speaking performance score at the eleventh grader of MAN 1 Metro

No.	Students' Initial	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total Per Aspect	Score	Criteria
1	AA	4	4	3	4	4	19	76	Good
2	AK	4	3	2	3	4	16	64	Fair
3	AYP	3	3	3	3	3	15	60	Fair
4	AF	4	3	4	4	3	18	72	Fair
5	ANS	2	1	1	1	1	6	24	Bad
6	BIP	3	4	3	2	3	15	60	Fair
7	DWF	4	3	3	2	4	16	64	Fair

8	DOA	3	3	4	4	3	17	68	Fair
9	DP	2	3	2	3	3	13	52	Fair
10	DF	2	3	2	2	3	12	48	Poor
11	EOP	1	2	1	1	1	6	24	Bad
12	EDW	4	4	2	3	3	16	64	Fair
13	FMA	2	3	2	2	3	12	48	Poor
14	FP	3	4	4	2	3	16	64	Fair
15	FRT	3	3	2	3	3	14	56	Fair
16	FYGS	2	2	3	2	2	11	44	Poor
17	HAFP	4	3	4	4	4	19	76	Good
18	HH	3	4	3	3	4	17	68	Fair
19	IFK	4	3	4	3	4	18	72	Fair
20	IAR	3	2	4	3	3	15	60	Fair
21	JHA	4	3	3	3	3	16	64	Fair
22	KAS	3	3	3	3	3	15	60	Fair
23	KN	2	2	3	3	2	12	48	Poor
24	LP	2	3	2	2	3	12	48	Poor
25	MA	3	3	4	4	3	17	68	Fair
26	MN	2	3	3	2	2	12	48	Poor
27	MAAH	3	4	4	3	3	17	68	Fair
28	NAK	2	3	3	3	3	14	56	Fair
29	NFR	2	3	3	4	3	15	60	Fair
30	PNZ	4	3	3	3	3	16	64	Fair
31	PPS	3	3	3	3	3	15	60	Fair
32	RDS	2	3	2	3	3	13	52	Fair
33	STL	2	2	3	3	2	12	48	Poor
34	TF	3	2	2	3	3	13	52	Fair
35	TFS	3	2	2	2	2	11	44	Poor
36	TH	3	3	4	4	3	17	68	Fair
37	UF	3	2	3	3	3	14	56	Fair
38	VA	3	3	2	2	3	13	52	Fair
39	WD	3	2	2	2	3	12	48	Poor
40	ZM	3	2	2	2	3	12	48	Poor
Total								**2276**	
The Highest Score								**76**	
The Lowest Score								**24**	
Average								**56.9**	

Source: Pre-test of the eleventh grader of MAN 1 Metro on April 1st 2017

From the table above could be inferred that the highest score was 76 and the lowest score was 24. Based on the data, the researcher measured the class interval by using the formula[42]:

The Highest Score is 76

The Lowest Score is 24

Range (R) $= X_{max} - X_{min}$

$= 76 - 24$

$= 52$

Number of Classes (b)$= 1 + 3,3$ Log n

$= 1 + (3.3) \log 40$

$= 1 + 3.3$ x 1.602

$= 1 + 5.287$

$= 6.287\ (7)$

The Class Interval (P)$= \dfrac{X_{max} - X_{min}}{b}$

$= \dfrac{R}{b}$

$= \dfrac{52}{7}$

$= 7.428\ (8)$

---

[42] Donald Ary, *et.al*, *Introduction to Research.*, p.114-115

The total of class interval (P) for the pre-test score was 7. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 12

The frequency distribution of the students' score in pre-test

No	Class Interval	Frequency	Percentage
1	72-79	4	10%
2	64-71	10	25%
3	56-63	9	22.5%
4	48-55	13	32.5%
5	40-47	2	5%
6	32-39	0	0%
7	24-31	2	5%
Total		**40**	**100%**

Based on the data above, it could be inferred that from 40 students as the research samples there were 38 students who got the score below the Minimum Mastery Criteria (KKM), which was 76. There was only 2 students who got the score 76 or above. It can be concluded that most of students got bad score in speaking performance. It meant the score was unsatisfied.

Figure 5

The frequency distribution of students' speaking score in pre-test
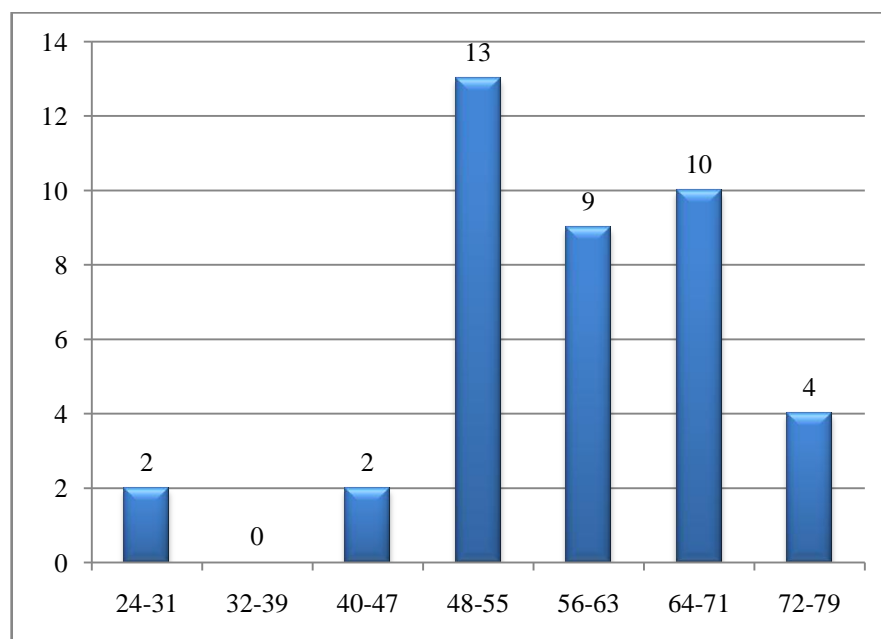
From the result of pre-test above, the researcher found the students' problems was in speaking performance. These problems could be seen by the test that had been given. Many students got score under the KKM in this test.

2. Post–test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The post-test was done on April 22nd 2017. The test was about speaking performance in the kind of narrative text. The result of students' post-test could be identified as follows:

Table 13

The post-test result of the students' speaking score at the eleventh

grader of MAN 1 Metro

No.	Students' Initial	Aspect					Total Per Aspect	Score	Criteria
		Pronunciation	Vocabulary	Grammar	Fluency	Comprehension			
1	AA	5	4	4	5	4	22	88	Good
2	AK	4	4	3	5	4	20	80	Good
3	AYP	3	3	4	4	3	17	68	Fair
4	AF	4	4	4	4	3	19	76	Good
5	ANS	2	2	3	3	2	12	48	Poor
6	BIP	3	3	4	4	4	18	72	Fair
7	DWF	4	4	3	4	4	19	76	Good
8	DOA	4	3	3	4	4	18	72	Fair
9	DP	3	3	3	4	3	16	64	Fair
10	DF	3	2	4	4	3	16	64	Fair
11	EOP	3	3	3	2	2	13	52	Fair
12	EDW	5	4	4	3	4	20	80	Good
13	FMA	2	3	2	2	3	12	48	Poor
14	FP	4	3	4	4	3	18	72	Fair
15	FRT	3	3	3	3	3	15	60	Fair
16	FYGS	4	4	4	3	4	19	76	Good
17	HAFP	5	4	4	4	4	21	84	Good
18	HH	4	4	3	4	3	18	72	Fair
19	IFK	4	4	5	3	4	20	80	Good
20	IAR	5	4	4	3	2	18	72	Fair
21	JHA	4	5	4	4	3	20	80	Good
22	KAS	4	4	4	4	4	20	80	Good
23	KN	4	2	3	3	4	16	64	Fair
24	LP	2	2	2	3	3	12	48	Poor
25	MA	3	4	4	3	4	18	72	Fair
26	MN	2	4	4	3	3	16	64	Fair
27	MAAH	4	5	5	3	3	20	80	Good

28	NAK	4	4	3	5	4	20	80	Good
29	NFR	3	4	4	3	4	18	72	Fair
30	PNZ	3	3	4	4	3	17	68	Fair
31	PPS	4	3	5	4	4	20	80	Good
32	RDS	4	4	3	4	3	18	72	Fair
33	STL	4	4	3	3	3	17	68	Fair
34	TF	2	3	2	2	3	12	48	Poor
35	TFS	2	2	3	3	2	12	48	Poor
36	TH	4	4	4	3	3	18	72	Fair
37	UF	3	4	4	4	3	18	72	Fair
38	VA	4	3	4	3	3	17	68	Fair
39	WD	3	4	4	4	3	18	72	Fair
40	ZM	3	2	4	4	4	17	68	Fair
Total								2780	
The Highest Score								88	
The Lowest Score								48	
Average								69.5	

Source : Post-test of the eleventh grader of MAN 1 Metro on April 22nd 2017

From the table above can be inferred that the highest score is 88 and the lowest score is 44. Based on the data the researcher measure the class interval by using the formula[43]:

The Highest Score is 85

The lowest Score is 45

Range (R) $\qquad = X_{max} - X_{min}$

$\qquad\qquad\qquad = 88-48$

$\qquad\qquad\qquad = 40$

Number of Classes (b) $= 1 + 3,3$ Log n

$\qquad\qquad\qquad = 1 + (3.3) \log 40$

$\qquad\qquad\qquad = 1 + 5.054$

---

[43] *Ibid.*

$$= 6.054\ (6)$$

$$\text{The Class Interval (P)} = \frac{X_{max} - X_{min}}{b}$$

$$= \frac{R}{b}$$

$$= \frac{40}{6}$$

$$= 6.67\ (7)$$

The total of Class Interval (IR) for independent variable of this research was 6. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 14

The frequency distribution of the students' score in post-test

No	Class Interval	Frequency	Percentage
1	83-89	2	0.05%
2	76-82	11	27.5%
3	69-75	11	27.5%
4	62-68	9	22.5%
5	55-61	1	2.5%
6	48-54	6	15%
Total		40	100%

From the table above, it could be seen that there was an increase of the students' speaking performance.

Figure 6

The frequency distribution of students' speaking score in post-test
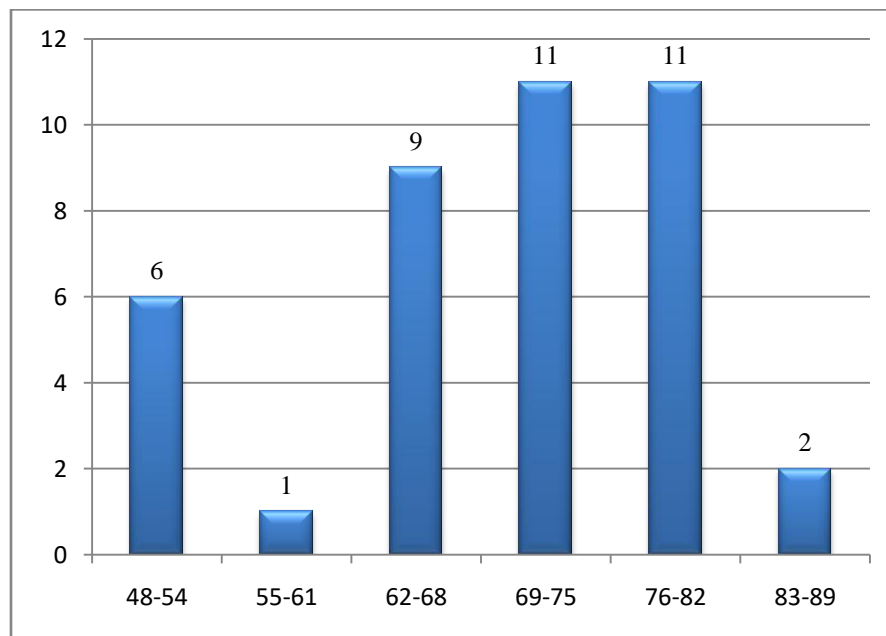
Based on the result above, it could be inferred that the post-test was categorized into good category even though some of students were still poor in speaking performance, but it was good because they had good effort in speaking.

I. Hypothesis Testing

After the researcher doing observation and test, including pre-test and post-test, the researcher analyzed the data by using analysis of chi-square in order to prove whether there was a significant influence of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1 Metro, as follows the hypotheses are: (Ha) "there is a positive and significant influence of using three-step interview strategy

toward students speaking performance at the eleventh grader of MAN 1 Metro". And (Ho) "there is no positive and significant influence of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1 Metro".

1. **Putting the data into the formula Chi-Square (χ^2)**

    After administering the oral test method, the researcher analyzed the data using was Chi-Square (χ^2) with the two variables in order to prove whether there is a positive and significant of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1 Metro as follows:

    The formula of Chi-Square was[44]:

    $$\chi^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

    Note : χ^2 = Value of chi-square

    fo = Observed frequency

    fe = Expected frequency

Table 15

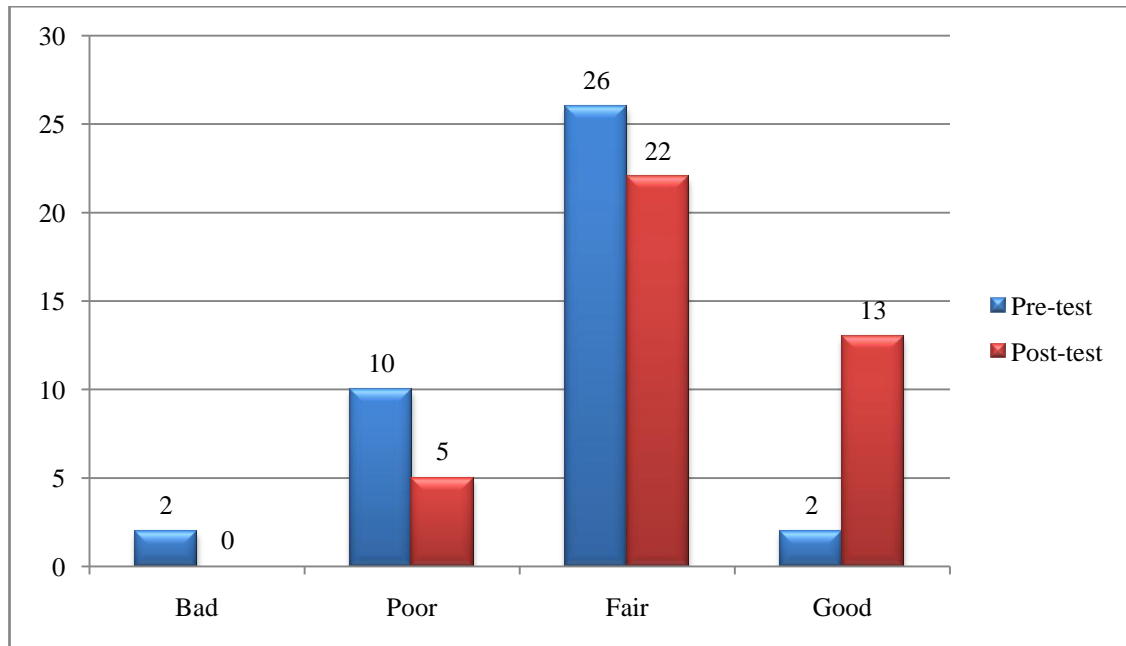**The result of the students' speaking performance in pre-test and post-test based on the categories**

Variables	Categories				Total
	Bad	Poor	Fair	Good	
Pre-test	2	10	26	2	Rn = 40
Post-test	0	5	22	13	Rn = 40
Total	Cn = 2	Cn = 15	Cn = 48	Cn = 15	N = 80

---

[44] *Ibid.*, p.188

Figure 7

The result of the students' speaking performance in pre-test and

post-test based on the categories

Then the researcher counted the expected frequency (Fe) based on

the observed frequency (Fo) data above.

Table 16

The contingency table of the expected frequency (Fe) on the result of

the students' speaking performance in pre-test and post-test

Variables	Categories								Total	
	Bad		**Poor**		**Fair**		**Good**			
	Fo	$Fe = \frac{Cn.Rn}{N}$	Fo	$Fe = \frac{Cn.Rn}{N}$	Fo	$Fe = \frac{Cn.Rn}{N}$	Fo	$Fe = \frac{Cn.Rn}{N}$	Fo	Fe
Pre-test	2	$\frac{2.40}{80} = 1$	10	$\frac{15.40}{80} = 7.5$	26	$\frac{48.40}{80} = 24$	2	$\frac{15.40}{80} = 7.5$	40	40

Post-test	0	$\dfrac{2.40}{80} = 1$	5	$\dfrac{15.40}{80} = 7.5$	22	$\dfrac{48.40}{80} = 24$	13	$\dfrac{15.40}{80} = 7.5$	40	40
Total	2	2	15	15	48	48	15	15	80	80

Taken from the source of the data above, the researcher put the data to determine the valuable of Chi-Square (χ^2) by orientation on the frequency that describe above. To make it clear, it could be looked at the work table as bellow:

Table 17

The testing of the data

No	Fo	Fe	Fo-Fe	(Fo-Fe)^2	$\dfrac{(Fo-Fe)^2}{Fe}$
1	2	1	1	1	1
2	10	7.5	2.5	6.25	0.83
3	26	24	2	4	0.167
4	2	7.5	-5.5	30.25	4.03
5	0	1	-1	1	1
6	5	7.5	-2.5	6.25	0.83
7	22	24	-2	4	0.167
8	13	7.5	5.5	30.25	4.03
Total	80	80	0	83	$\chi^2 = 12.054$

Based on the table above, it could be inferred that the valuable of Chi-Square (χ^2) was 12.054. For investigating whether there was a positive and significant influence of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1

Metro, then the researcher counted the degree of freedom (df). The formulation of df was[45]:

df = (c-1) (r-1)

Note   : df = Degree of freedom

c = Column

r = Row

df = (c-1) (r-1)

df = (4-1) (2-1)

= 3

Table 18

The table of Chi-Square (χ^2)

df	Critical Value on the Degree of Significant (α)	
	0.05	**0.01**
1	3.841	6.635
2	5.991	9.210
3	**7.814**	**11.345**

The degrees of freedom were 3. So, the values of χ^2_{table} on degrees of significant (α) 0.05 or 5% were 7.814 and on (α) 0.01 or 1% were 11.345. On the research of language and social science, it was used the degree of significant 0.05 or 5%.

The $\chi^2_{counted}$ was 12.054 and the χ^2_{table} on the degree of significant 0.05 was 7.814. It means that $\chi^2_{counted}$ (12.054) > χ^2_{table} (7.814).

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[45] *Ibid.,* p.191

From the explanation above, it could be concluded that the alternative hypothesis (Ha) which explain that "there is a positive and significant influence of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1 Metro" was accepted and the null hypothesis (Ho) was rejected. It means that the three-step interview give any positive and significant influence to the students speaking performance at the eleventh grader of MAN 1 Metro.

The writer formulated $\chi^2_{counted}$ and the χ^2_{table} as follows:

1. If $\chi^2_{counted} > \chi^2_{table}$, Ha was accepted and Ho was rejected.

2. If $\chi^2_{counted} < \chi^2_{table}$, Ha was rejected and Ho was accepted.

Based on the data above, the value of chi-square was 12.054. Then, the data confirmed that $\chi^2_{counted}$ (12.054) was higher than the χ^2_{table} (7.814) on the degree of significant 0.05. Therefore, it could be concluded that Ha was accepted and Ho is rejected. It meant that there was a positive and significant influence of using three-step interview strategy toward students speaking performance at the eleventh grader of MAN 1 Metro in academic year 2016/2017.

J. Discussions

In this research the researcher observed the students speaking performance at the eleventh grader of MAN 1 Metro in academic year 2016/2017. The researcher chose the eleventh grader of MAN 1 Metro as the population of this research because they had difficulties in speaking performance. The total sample of the research was 40 students that was selected based on the simple random sampling technique. So based on the problem, the researcher applied the three-step interview strategy to help students in learning English especially in speaking performance.

To collect the data the researcher used test, observation and documentation. The test was divided into two phases, the pre-test which was conducted before the treatment and the post-test which was conducted after the treatment. Observation and documentation was used for collected the supporting data of the research.

Based on the researcher's observation, the students faced some problems in learning English, especially in speaking performance. They were lack of practice in speaking, so they had bad speaking performance in the class especially in grammar and pronunciation. Furthermore, the students were lack practice in English communicating orally. Besides, the researcher assumed that the teacher still used a coventional strategy to teach in the class that was not appropriate to the English subject, especially in speaking performance.

The researcher assumed that their speaking performance could be better if they had practice communicating with English and enrich their vocabullary and learned how to pronunce the words. The researcher also assumed that teaching and learning by using three-step interview strategy could help students in learning process, especially speaking performance. By using three-step interview strategy, students could be more motivated and active in learning English especially in speaking. The students would interact with others and it could help them to increase their speaking performance.

After the researcher applied the strategy in the class, from the test that the researcher done, it proved that three-step interview strategy could give possitive and significant influence toward students' speaking performance result especially for the students at the eleventh grader of MAN 1 Metro.

From the result of this research, it could be seen that there was a positive and significant influence of using three-step interview strategy toward the students' speaking performance result. In fact, it showed that the students score changed. Before the treatment most of students got score under the KKM (76). It was only two students who pass the KKM and after the treatment, there are 13 students who pass the KKM. Therefore, it could be inferred that the strategy which was applied gave positive influence to the students' speaking performance score.

K. Limitation

The research that had been done by the researcher was on the eleventh grader of MAN 1 Metro in the English subject in the academic year 2016/2017. So if this research was done in different school, class, subject, or academic year, the research might give different result. So the result of the research could not be generalized as the general result of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher has conducted the research in MAN 1 Metro which had located on 15 A Ki. Hajar Dewantara Street, Metro. The researcher had conducted the test to 40 students on the eleventh grader of MAN 1 Metro in academic year 2016/2017. Based on the data of pre-test, students' speaking performance was bad. Then, the researcher used three-step interview strategy to be used in the research to know the influence of the strategy toward students' speaking performance.

Based on the result of the reaserch, three-step interview strategy gave positive and significant influence toward students speaking performance at the eleventh grader of MAN 1 Metro in academic year 2016/2017. It was proved by the increase of the students speaking score after the implementation of three-step interview. Their speaking performance was increase especially in the proficiency of grammar and pronunciation.

The result of this research could not be generalized as the general result of the research.

B. Suggestion

1. For students

   The students are suggested to be more confident and competitive to explore their speaking performance. So, they can enrich their vocabulary, pronunciation, grammar, fluency and comprehension because they have to speak in English.

2. For English teacher

   The teachers are suggested to use three-step interview strategy in teaching English, especially in teaching speaking performance with topic and more modification to be more interesting.

3. For headmaster

   The headmaster is suggested to prepare the facilitation of the school to support the English learning processes.

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Research Picture Documentation

Picture 1: Students perform their speaking

Picture 2: Students learning activity

Picture 3: Students learning activity

Picture 4: Students are interviewing each other

Picture 5: The students gather and share information

Picture 6: The students gather and share information

SILABUS SMA/MA

Mata Pelajaran   **: BAHASA INGGRIS-WAJIB**

Kelas   **: XI**

Kompetensi Inti   **:**

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks	6 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.daily english.com - http://amer

fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	*Unsur kebahasaan* (1) Kata-kata terkait karakter, watak, dan setting dalam legenda (2) Modal auxiliary verbs. (1) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasi kan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial,	naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa		icanenglish .state.gov/f iles/ae/reso urce_files - http://learn english.brit ishcouncil. org/en/

		struktur, dan unsur kebahasaan	catatan atau rekaman monolog teks naratif		
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.	• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi		
		Mengkomunikasikan	• Kumpulan hasil tes dan latihan.		
		• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.	• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
		• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	**Penilaian Diri dan Penilaian Sejawat**		
		• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.	Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
		• Siswa membuat 'learning journal'			

Metro, 01 Maret 2017

Guru Mata Pelajaran | Peneliti

<u>Susi Mayasari, S.Pd.I</u> | **<u>Rendi Armanda</u>**

NPM: 1293177

Mengetahui,

Kepala MAN 1 Metro

<u>Antoni Iswantoro, M.Ed</u>

NIP. 197406171998031001

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	**: MAN 1 Metro**
Mata pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI / 2**
Alokasi waktu	**: 6 X 45 Menit (3 X Pertemuan)**
Topik pembelajaran`	**: Teks Ekposisi Analitis**
Pertemuan	**: 1 dan 2**

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

3.10. Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

4.15. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi (IPK)

Pertemuan 1

1. Menganalisis struktur teks naratif sederhana berbentuk legenda sederhana.
2. Menganalisis unsur kebahasaan teks naratif sederhana berbentuk legenda sederhana.
3. Menangkap gagasan utama, makna kata, dan menggali informasi tentang teks naratif tulis legenda sederhana.

Pertemuan 2

1. Menyajikan gagasan utama dan makna kata dalam teks naratif tulis berbentuk legenda sederhana.
2. Menyimpulkan pesan moral (*moral value*) dalam teks naratif tulis berbentuk legenda sederhana.

D. Tujuan Pembelajaran

1. mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. meneladani sikap dan tindakan peduli, percaya diri, disiplin, dan cinta damai yang ditunjukkan oleh tokoh dalam teks naratif berbentuk legenda sederhana.

3. menunjukkan perilaku jujur dan bertanggungjawab dalam mengerjakan tugas-tugas dalam pembelajaran teks naratif berbentuk legenda sederhana.

4. menjelaskan struktur teks naratif sederhana berbentuk legenda rakyat (*orientation, complication, resolution*).

5. menjelaskan unsur kebahasaan teks naratif sederhana berbentuk legenda rakyat.

6. menganalisis gagasan utama, makna kata, dan menggali informasi tentang teks naratif lisan dan tulis berbentuk legenda sederhana.

7. menafsirkan gagasan utama dan makna kata dalam teks naratif lisan dan tulis berbentuk legenda sederhana.

8. menyimpulkan dan menyajikan pesan moral (moral value) dalam teks naratif lisan dan tulis berbentuk legenda sederhana.

E. **Materi pembelajaran**

Narrative Text (Folktales)

a. **Social function:** The communicative purpose of narrative text is to entertain or amuse the reader or listeners and teach about moral value.

b. **Generic structure of texts**

Orientation : Orientation or introduction that provides information about who, where, and when the event or events that occurred in the past.

Events : A series of problems taht arise and are experienced by the characters.

Resolution : Tell about how the character olve the problem.

c. **Language features**

1. Use of past tense : We went to Bali, I was happy, etc.

2. Focus on temporal conjunction : Firstly,after that, finally, etc.

3. Circumstances of times : Yesterday, last month , etc

4. Using action verb : Went, slept, run, etc,

F. Metode pembelajaran

1. **Pendekatan :** Scientific approach.
2. **Strategi** : *Three-step Interview.*
3. **Metode** : Small group discussion.

G. Media, alat dan sumber pembelajaran

1. **Media**

   Whiteboard, speaker

2. **Alat**

   Marker

3. **Sumber belajar**

   Buku paket siswa Talk Active 2

   Mulyono, 2014. *Talk Active 1 English for Senior High School Grade XI*. Jakarta: Yudistira

H. Kegiatan pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<u>*Orientasi*</u> ● Guru mengucapkan salam dalam bahasa Inggris untuk menciptakan *English Environment* (a.l. *Good Morning, How are you?*) ● Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran ● Siswa bersama dengan guru melakukan ice breaking *(Introduction the topic will be discussing).* <u>*Motivasi*</u> ● Guru memberikan motivasi belajar kepada siswa	15 menit

	Pemberian acuan	
	● Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	
Inti	**Mengamati** ● Guru membagi siswa kedalam beberapa kelompok. Masing-masing kelompok terdiri dari 4 siswa. ● Guru memperdengarkan beberapa contoh teks naratif. ● Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. ● Guru menjelaskan secara detail mengenai teks naratif. **Menanya** ● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. ● Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks naratif. **Mengeksplorasi** ● Dalam kelompok, siswa mencari beberapa text naratif dari berbagai sumber. ● Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.	60 menit

	• Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut
	• Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat
	Mengasosiasi
	• Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai informasi yang telah terkumpul.
	• Siswa mengelompokkan informasi yang terkumpul dengan bimbingan guru.
	• Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
	Mengomunikasikan
	• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan
	• Berkelompok, siswa bertukar cerita tentang teks naratif dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
	• Siswa mempresentasikannya di kelas
	• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks naratif selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penutup	*Refleksi* ● Memberikan umpan balik terhadap proses dan hasil pembelajaran; ● Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? *Menyimpulkan* ● Siswa bersama dengan guru menyimpulkan kegiatan pembelajaran pada hari ini *Pemberian tugas* ● Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual ● Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	15 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<u>*Orientasi*</u> ● Guru mengucapkan salam dalam bahasa Inggris untuk menciptakan *English Environment* (a.l. *Good Morning, How are you?*) ● Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran ● Guru memberikan pertanyaan-pertanyaan yang mengaitkan pembelajaran sebelumnya dengan pembelajaran yang akan dilakukan. <u>*Motivasi*</u>	15 menit

	• Guru memberikan motivasi belajar kepada siswa ***Pemberian acuan*** • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	
Inti	**Mengamati** • Guru menjelaskan ragam bahasa yang digunakan dalam teks eksposisi analitis. • Guru menjelaskan prosedur dalam pelaksanaan strategi three-step interview. • Guru membagi siswa kedalam beberapa kelompok. Masing-masing kelompok terdiri dari 4 siswa. • Guru memberikan topik yang menyangkut teks naratif untuk digunakan. • Guru memberikan waktu berfikir sebelum interview dimulai. **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan informasi umum mengenai prosedur yang digunakan dalam strategi three-step interview . • Siswa mempertanyakan topik yang telah diberikan oleh guru. **Mengeksplorasi** • Dalam kelompok, siswa menayakan mengenai permaslahan-permasalahan mengenai topik yang telah diberikan.	60 menit

	• Secara berpasangan, siswa saling menginterview temannya untuk mengumpulkan informasi mengenai teks yang diberikan. • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks eksposisi analitis berdasarkan informasi yang telah dikumpulkan sebelumnya. • Secara bergantian siswa saling menginterview teman sekelompoknya untuk mengumpulkan informasi tertentu mengenai topik. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai informasi yang telah terkumpul. • Siswa mengelompokkan informasi yang terkumpul dengan bimbingan guru. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengomunikasikan** • Menyampaikan hasil kerja kelompok tentang topik yang telah diberikan sesuai dengan panduan yang disiapkan guru. • Siswa mempresentasikan hasil interview secara individu. • Siswa membuat laporan evaluasi diri secara secara lisan, melakukan konfirmasi terhadap topik yang diberikan termasuk menyebutkan dukungan dan kendala yang dialami (learning journal)	

Penutup	*Refleksi*	15 menit
	● Memberikan umpan balik terhadap proses dan hasil pembelajaran;	
	● Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?	
	Menyimpulkan	
	● Siswa bersama dengan guru menyimpulkan kegiatan pembelajaran pada hari ini	
	Pemberian tugas	
	● Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual	
	● Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	

I. Teknik penilaian (scoring rubrics)

1. Penilaian sikap

Kelas : _____

Hari/Tanggal : _____

Materipokok : _____

NO	NAMA	SIKAP				Jumlah Skor	Nilai	Deskripsi
		Jujur	Disiplin	Bertanggung jawab	Percaya Diri			
1								
2								

KETERANGAN								

Deskripsi Rubrik	Skor
Selalu menunjukkan sikap	4
Sering menunjukkan sikap	3
Kadang-kadang menunjukkan sikap	2
Tidak pernah Pernah menunjukkan sikap	1

2. **Penilaian Pengetahuan.**

   Jawaban benar = 1

   Jawaban salah = 0

3. **Penilaian keterampilan**

   PENILAIAN KETERAMPILAN BERBICARA

   Skill   :_____

   Kelas   :_____

   Hari/Tanggal   :_____

   Materi pokok/Tema :_____

NO	NAMA	KRITERIA					Nilai	Deskripsi
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1								
2								
	KETERANGAN							

No	Criteria	Rating Scores	Description
1	Pronunciation	5	The pronunciation is clear and quite understandable for elementary students
		4	There are some pronunciation problems, but still quite understandable
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding
		2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
		1	Pronunciation problem so severe as to make speech virtually un-intelligible
2	Grammar	5	Errors in grammar are quite rare
		4	There are few grammatical errors but still intelligible
		3	Makes frequent errors grammar and word order occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible
3	Vocabulary	5	Almost all vocabularies used are in a proper use
		4	Frequently use inappropriate terms or must replace ideas but still intelligible
		3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
		2	Misuse up words and very limited vocabulary make comprehension quite difficult

		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	**Fluency**	5	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate
		4	Speed of speech seem to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant often forced into silent by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	**Comprehension**	5	Understand most of what is said at average speed
		4	Understand what is said at average speed, but occasional repetition may be necessary
		3	Understand what is said is at slower than average speed repetition
		2	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

J. Bentuk instrument

1. Tes isian

Orientation

Long Time ago, In a village there lived an old widow named mbok Sarni. Every day she spends his time alone, because mbok Sarni did not have a child. Actually she wanted to have children, in order to assist her and accompany his solitude.

Complication

One afternoon mbok Sarni go to the forest to gather wood, and the middle of the road mbok Sarni met with immense giant. "Hey, where are you?", Asked the Giant. "I just want to gather firewood, so please allow me through", replied mbok Sarni. "Hahahaha .... you should pass after you give me a human child to eat," said the Giant. Then mbok Sarni said, "But I do not have children".

After mbok Sarni said that she had no children and wanted to have children, then the Giant gave him a cucumber seeds. The giant said, "O old woman, I give you the cucumber seeds. Plant these seeds in your yard, and after two weeks you will have a child. But remember, leave the boy to me after she was seventeen years old ".

After two weeks, it seems fruitful cucumber is very dense and there is a fairly large cucumber. Mbok Sarni then pick it up, and after the split turns out it is a very beautiful girl baby. The baby was then given the name of Timun Emas. Timun Emas grew up to be a beautiful girl, and mbok Sarni very excited that his house was not lonely anymore. All work can be completed quickly because of the help of Timun Emas.

Finally the day came when the Giants to collect on a promise. Mbok Sarni very frightened, and do not want to lose the Timun Emas. Then mbok Sarni said, "O giant, came here two years. The more mature the child is, the more delicious to eating ". The giant agreed and left the house mbok Sarni.

Period of two years is not a long time, so every day mbok Sarni find a way how to make the giant not brought timun emas. Heart mbok Sarni very worried, and finally one night mbok Sarni dream. In his dream, he was told that the Timun Emas meet hermit on Mountain. The next morning mbok Sarni asked to Timun Emas immediately see the hermit. After meeting with the hermit, Timun Emas then told me about the purpose of his arrival. The hermit then gave him four small packet in bag whose contents gold cucumbers seeds, needles, salt, and shrimp paste. "Throw one at this parcel, if you are being chased by the giant", ascetic orders. Then Timun Emas go home, and immediately save a bag from of the ascetic.

The next, the giant to come again to collect on a promise . "O old woman, where was he? I can not stand to eat it ", cried the giant. Then mbok Sarni said, "oooh giant, Do not you take a my son, because I'm very loving of her. I'd better you eat ". Giant do not want to accept the offer from mbok Sarni, and finally angry. "Where's the girl that? Where Timun Emas? ", Cried the giant. Because not hold up to see mbok Sarni crying, then Timun Emas out of hiding places. "Here I am a giant, catch me if you can!", Cried the Timun Emas.

And then giant chase her, and Timun Emas started take the contents in bags of that contains gold cucumbers seeds and throwing toward to the giant. Miraculously, the forest becomes dense fruit cucumber field. The Giant be hampered, because the cucumber stem keeps wrapped around his body. But finally, the giant managed to free as well, and the giant began chase Timun Emas again. Then the Timun Emas sprinkled second contents of in bag containing needles, in the trice, the needle was turned into in an instant plant bamboo trees are very tall and sharp. With bloody feet because the stuck the giant bamboo continues to pursue. Then, Timun Emas open the third parcel that contains salt. Forest immediately be into the vast ocean. But, the giant was easily passed the sea that. The latter finally sprinkled Timun Emas shrimp paste, immediately formed a sea of boiling mud, and the giant fell in it. Finally, the giant drowned in that the mud.

Resolution

Timun Emas give thanks to God, because it was saved from a cruel giant. Then, Timun Emas went to back at home for meet her mother, and tell to her mother what she faced and eventually he survived the cruel giant threat that. Finally, Timun Emas and mBok Sarni happy and live in peace.

Task 1

Find the meaning of the following words in your dictionary!

1. Solitude   = ...
2. Immense   = ...
3. Seeds   = ...
4. Dense   = ...
5. Hampered = ...

6. Split   = ...
7. Needles   = ...
8. Ascetic   = ...
9. Hiding   = ...
10. Sprinkled = ...

Task 2

Answer the following questions!

1. Who were the characters of the story?
2. Where did the story happen?
3. Why did the farmers pray to the God?
4. How did he get the farmers get their daughter?
5. What was her name?
6. Why did the giant come again to the farmer's house?
7. What things brought by Timun Mas when she escaped?
8. What did those things use for? How?
9. How did the giant die?
10. How the ending the story?

Task 3

Develop a narrative text telling about the legend of Lake Toba Baed on the given main idea!

1. A fisherman living in batak land.
2. One day he caught an unsual fish.
3. The fish begged him to free it back.
4. The fish turned into beautiful girl.
5. They got merried.
6. The fisherman grew furious to his son.
7. Hi wife annoyed and could not forgive her husband.

8. The earth began to shake and volcano becan to erupt.

9. The lake becomes, in time, a famous place of interest

2. Tes product

   Make a presentation by the topic provided!

<div align="right">Metro, 01 Maret 2017</div>

Guru Mata Pelajaran   Peneliti

<u>Susi Mayasari, S.Pd.I</u>   **<u>Rendi Armanda</u>**

                                            NPM: 1293177

Mengetahui,

Kepala MAN 1 Metro

<u>Antoni Iswantoro, M.Ed</u>

NIP. 197406171998031001

PRE-TEST INSTRUMENT

Subject   : English (Speaking)
Class   : XI
Time Allocation   : 60 menit

Directions:

➢ Please write your name and class on answer sheet.
➢ Please be honestly.

Instructions:

1. Work in pairs.
2. Make a concept of the dialogue about Hopes and Wishes.
3. Perform in front of class orally.

POST-TEST INSTRUMENT

Subject   : English (Speaking)
Class   : XI
Time Allocation   : 90 menit

Directions:

➢ Please write your name and class on answer sheet.
➢ Please be honestly.

Instructions:

4. Make a group consist of 4 students each group.
5. Choose one of the following topic:
   a.   Folktale/Folklore
   b.   Legend
   c.   Fabel
   d.   Myth
6. Gather and share information about the chosen topic trough interviews.
7. Make a concept of the presentation of the chosen topic.
8. Perform in front of class orally.

OBSERVATION GUIDANCE

1. Observation about the students' activity in the class.

2. Observation about the students' participation in the learning process.

3. Observation about the students' activity in the small group discussion.

4. Observation about the students' speaking performance including

   pronunciation, vocabulary, fluency, grammar and comprehension.

DOCUMENTATION GUIDANCE

1. Documentation about the profile of MAN 1 Metro.

2. Documentation about the condition of the teacher and official employees in MAN 1 Metro.

3. Documentation about the quantity of the students of MAN 1 Metro.

4. Documentation about the organization structure of MAN 1 Metro.

5. Documentation about the facility of MAN 1 Metro.

6. Documentation about the location sketch of MAN 1 Metro.

Students' Speaking Score on Pre-test

No.	Name	INITIAL	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total Per Aspect	Score	Criteria
					Aspect					
1	AHMAD ALWAN	AA	4	4	4	4	3	19	76	Good
2	AIDA KHAIRUNNISA	AK	3	2	1	2	3	11	44	Poor
3	AMALIA YENIKA PRATIWI	AYP	2	2	2	2	2	10	40	Poor
4	ANISATUL FARIDA	AF	3	2	3	3	2	13	52	Fair
5	ANNISA NUR SAFITRI	ANS	1	2	1	1	1	6	24	Bad
6	BAGUS IMAN PRASETYO	BIP	2	3	2	1	2	10	40	Poor
7	DEVI WIDIA FITRIANA	DWF	3	2	2	1	3	11	44	Poor
8	DHEA OKTAVIA ANJANI	DOA	2	2	3	3	2	12	48	Poor
9	DIANA PUTRI	DP	1	2	1	2	2	8	32	Poor
10	DWI FEBRIANTI	DF	1	2	1	1	2	7	28	Poor
11	EKA OKTARIA PRATIWI	EOP	2	1	1	1	1	6	24	Bad
12	ELLEN DIAN WIGANI	EDW	3	3	1	2	2	11	44	Poor
13	FARHAN MAHADI AHMAD	FMA	1	2	1	1	2	7	28	Poor
14	FERI PRATAMA	FP	2	3	3	1	2	11	44	Poor
15	FITA RARA TANJUNG	FRT	2	2	1	2	2	9	36	Poor

16	FITRI YENI GUNA SARI	FYGS	1	1	2	1	1	6	24	Bad
17	HAFID AL FADIL PUTRA	HAFP	4	4	5	4	3	20	80	Good
18	HUSNA HAMIDAH	HH	2	3	3	2	3	13	52	Fair
19	IKHWAN FAUZUL KHAFIDZ	IFK	4	3	4	3	4	18	72	Fair
20	IQBAL ARSY RAMADHANI	IAR	2	1	3	2	2	10	40	Poor
21	JAFAR HUSNAINI AZIZ	JHA	3	2	2	2	2	11	44	Poor
22	KARTIKA AVILIANA SALIHAH	KAS	2	2	2	2	2	10	40	Poor
23	KHOFIFAH NURHADIYANTI	KN	2	2	2	2	2	10	40	Poor
24	LANDUNG PERWIRA	LP	1	2	1	1	2	7	28	Poor
25	MIFTAHUL ANISA	MA	2	2	3	3	2	12	48	Poor
26	MIR'ATUN NAFIAH	MN	1	2	2	1	1	7	28	Poor
27	MUHAMMAD AYUB AL HAFIZ	MAAH	2	3	3	2	2	12	48	Poor
28	NADA ANISATUN KHAFIDOH	NAK	1	2	2	2	2	9	36	Poor
29	NAWANGGA FADILA RAMADAN	NFR	1	2	2	3	2	10	40	Poor
30	PANJI NADHIFA ZILULLAH	PNZ	3	2	2	2	2	11	44	Poor
31	PUTRI PUSPITA SARI	PPS	2	2	2	2	2	10	40	Poor
32	ROSDIANA DEWI SAFITRI	RDS	1	2	1	3	2	9	36	Poor
33	SUCI TRI LESTARI	STL	1	1	2	2	1	7	28	Poor
34	TANIA FEBIOLA	TF	2	1	1	2	2	8	32	Poor
35	TIKA FEBITA SARI	TFS	2	1	1	1	1	6	24	Bad
36	TITIN KHOIRUNNISA	TH	2	2	3	3	2	12	48	Poor
37	ULAFA FATMA	UF	2	2	2	2	2	10	40	Poor
38	VICKY AMMALIA	VA	2	2	1	1	2	8	32	Poor
39	WINDA DAMARYANTI	WD	2	1	1	1	2	7	28	Poor

| 40 | ZENI MAZIDAH | ZM | 2 | 1 | 1 | 1 | 2 | 7 | 28 | Poor |

Note   The total of students speaking score is multiplied by four (scorex4), so the final score of students is 100.

Scoring Categories
1. 76-100 = Good
2. 51-75   = Fair
3. 26-50   = Poor
4. 0-25   = Bad

Students' Speaking Score on Post-test

No.	Name	INITIAL	Pronunciation	Vocabulary	Grammar	Fluency	Comprehension	Total Per Aspect	Score	Criteria
			Aspect							
1	AHMAD ALWAN	AA	5	4	4	5	4	22	88	Good
2	AIDA KHAIRUNNISA	AK	4	4	3	5	4	20	80	Good
3	AMALIA YENIKA PRATIWI	AYP	3	3	4	4	3	17	68	Fair
4	ANISATUL FARIDA	AF	4	4	4	4	3	19	76	Good
5	ANNISA NUR SAFITRI	ANS	2	2	3	3	2	12	48	Poor
6	BAGUS IMAN PRASETYO	BIP	3	3	4	4	4	18	72	Fair
7	DEVI WIDIA FITRIANA	DWF	4	4	3	4	4	19	76	Good
8	DHEA OKTAVIA ANJANI	DOA	4	3	3	4	4	18	72	Fair
9	DIANA PUTRI	DP	3	3	3	4	3	16	64	Fair
10	DWI FEBRIANTI	DF	3	2	4	4	3	16	64	Fair
11	EKA OKTARIA PRATIWI	EOP	3	3	3	2	2	13	52	Fair
12	ELLEN DIAN WIGANI	EDW	5	4	4	3	4	20	80	Good
13	FARHAN MAHADI AHMAD	FMA	2	3	2	2	3	12	48	Poor
14	FERI PRATAMA	FP	4	3	4	4	3	18	72	Fair
15	FITA RARA TANJUNG	FRT	3	3	3	3	3	15	60	Fair

16	FITRI YENI GUNA SARI	FYGS	4	4	4	3	4	19	76	Good
17	HAFID AL FADIL PUTRA	HAFP	5	4	4	4	4	21	84	Good
18	HUSNA HAMIDAH	HH	4	4	3	4	3	18	72	Fair
19	IKHWAN FAUZUL KHAFIDZ	IFK	4	4	5	3	4	20	80	Good
20	IQBAL ARSY RAMADHANI	IAR	5	4	4	3	2	18	72	Fair
21	JAFAR HUSNAINI AZIZ	JHA	4	5	4	4	3	20	80	Good
22	KARTIKA AVILIANA SALIHAH	KAS	4	4	4	4	4	20	80	Good
23	KHOFIFAH NURHADIYANTI	KN	4	2	3	3	4	16	64	Fair
24	LANDUNG PERWIRA	LP	2	2	2	3	3	12	48	Poor
25	MIFTAHUL ANISA	MA	3	4	4	3	4	18	72	Fair
26	MIR'ATUN NAFIAH	MN	2	4	4	3	3	16	64	Fair
27	MUHAMMAD AYUB AL HAFIZ	MAAH	4	5	5	3	3	20	80	Good
28	NADA ANISATUN KHAFIDOH	NAK	4	4	3	5	4	20	80	Good
29	NAWANGGA FADILA RAMADAN	NFR	3	4	4	3	4	18	72	Fair
30	PANJI NADHIFA ZILULLAH	PNZ	3	3	4	4	3	17	68	Fair
31	PUTRI PUSPITA SARI	PPS	4	3	5	4	4	20	80	Good
32	ROSDIANA DEWI SAFITRI	RDS	4	4	3	4	3	18	72	Fair
33	SUCI TRI LESTARI	STL	4	4	3	3	3	17	68	Fair
34	TANIA FEBIOLA	TF	2	3	2	2	3	12	48	Poor
35	TIKA FEBITA SARI	TFS	2	2	3	3	2	12	48	Poor
36	TITIN KHOIRUNNISA	TH	4	4	4	3	3	18	72	Fair
37	ULAFA FATMA	UF	3	4	4	4	3	18	72	Fair
38	VICKY AMMALIA	VA	4	3	4	3	3	17	68	Fair
39	WINDA DAMARYANTI	WD	3	4	4	4	3	18	72	Fair

| 40 | ZENI MAZIDAH | ZM | 3 | 2 | 4 | 4 | 4 | 17 | 68 | Fair |

Note   The total of students speaking score is multiplied by four (scorex4), so the final score of students is 100.

Scoring Categories
1. 76-100 = Good
2. 51-75   = Fair
3. 26-50   = Poor
4. 0-25   = Bad

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Jl. KH. Dewantara 15 A Kota Metro Telp. (0725) 41507

Nomor : Sti.06/JST/PP.00.9/0274/2017   Metro, 31 Januari 2017
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd
2. Sdri. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
Di –
      Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:
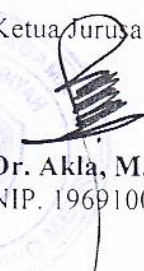
Nama   : Rendi Armanda
NPM   : 1293177
Jurusan   : Tarbiyah/TBI
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.s
   a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester seja k mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan Tarbiyah

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

Nomor   : Sti.06/JST/PP.00.9/76/2016   Metro, 06 Januari 2016
Lamp   : -
Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah MAN 1 Metro
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Rendi Armanda
NPM   : 1293177
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Influence Of Using Three-step Interview Technique Toward Students Spaeaking Performance at Eleventh Grader Of MAN 1 Metro

Untuk melakuan *PRA SURVEY* di MAN 1 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

SURAT KETERANGAN
Nomor : B-601/Ma.08.01/PP.00.6/11/2016

Berdasarkan Surat Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro Nomor : Sti.06/JST/PP.00.9/76/2016 tanggal 06 Januari 2016 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama	:	**RENDI ARMANDA**
NPM	:	**1293177**
Program Studi	:	**Pendidikan Bahasa Inggris**

Telah mengadakan Pra Survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir dengan judul *"THE INFLUENCE OF USING THREE-STEP INTERVIEW TECHNIQUE TOWARD STUDENTS SPEAKING PERFORMANCE AT ELEVENTH GRADER OF MAN 1 METRO "*.

Demikian untuk dapat dipergunakan sebagaimana mestinya.

21 November 2016
Kepala,

Antoni Iswantoro

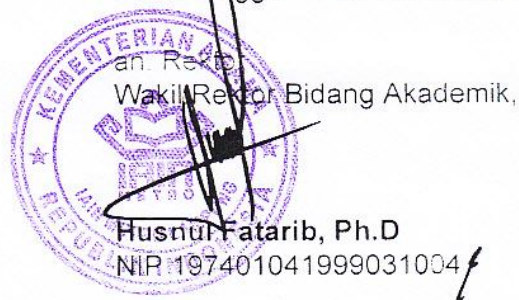# S U R A T   T U G A S

Nomor: B-1009/In.28/R/TL.01/02/2017

Rektot Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama	:	RENDI ARMANDA
NPM	:	1293177
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris (S1)

Untuk :   1. Mengadakan observasi/survey di MAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO IN ACADEMIC YEAR 2016/2017".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di   : Metro
Pada Tanggal   : 22 Februari 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Husnul Fatarib, Ph.D
NIP 197401041999031004

SURAT IZIN RESEARCH
Nomor : B-172/Ma.08.01/PP.00.6/03/2017

Berdasarkan Surat Rektor Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1010/In.28/R/TL.00/02/2017 tanggal 22 Februari 2017 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro memberikan izin research kepada :

Nama	:	**RENDI ARMANDA**
NPM	:	**1293177**
Semester	:	**10 (Sepuluh)**
Program Study	:	**Tadris Bahasa Inggris**

Untuk menyelesaikan tugas akhir/skripsi dengan judul **"THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARD STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO IN ACADEMIC YEAR 2016/2017"**.

Demikian untuk dapat dipergunakan sebagaimana mestinya.

01 Maret 2017
Kepala,

Antoni Iswantoro

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296.
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-1010/In.28/R/TL.00/02/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1009/In.28/R/TL.01/02/2017, tanggal 22 Februari 2017 atas nama saudara:

Nama : **RENDI ARMANDA**
NPM : 1293177
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO IN ACADEMIC YEAR 2016/2017".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2017
an. Rektor
Wakil Rektor Bidang Akademik,

Husnul Fatarib, Ph.D
NIP 197401041999031004

SURAT KETERANGAN

Nomor : B-265/Ma.08.01/PP.00.6/04/2017

Berdasarkan Surat Rektor Intitut Agama Islam Negeri (IAIN) Metro nomor : B-1010/In.28/R/TL.00/02/2017 tanggal 22 Februari 2017 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama	:	**RENDI ARMADA**
NPM	:	**1293177**
Program Studi	:	**Tadris Bahasa Inggris**

Telah mengadakan penelitian di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul **"THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF MAN 1 METRO IN ACADEMIC YEAR 2016/2017".**

Demikian untuk dapat dipergunakan sebagaimana mestinya.

27 April 2017
Kepala,

Antoni Iswantoro

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Rendi Armanda   Jurusan/Prodi : Tarbiyah/PBI
NPM : 1293177   Semester/TA : VIII/2015/2016

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	2/12 2016	✓	Revise postnote & Bibliografi	
2	6/12 2016	✓	Revise Chapter II	
3	9/12 2016	✓	Revise Chapter II	
4	13/12 2016	✓	Revise Bab III	
5	28/12 2016	✓	Acc For Seminar	

Diketahui :
Ketua Jurusan Tarbiyah,

Dr.Hj. Akla, M.Pd
NIP. 196910082000032005

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 196202151995031001

KEMENTERIAN AGAMA

˙SEKOLAH TINGGI AGAMA ISLAM NEGERI

(STAIN) JURAI SIWO METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL
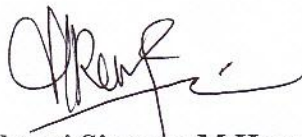
Nama   : Rendi Armanda   Jurusan/Prodi   : Tarbiyah/PBI
NPM   : 1293177   Semester/TA   : VIII/2015/2016

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Friday 28/10/16	✓	Revise Chapter I-III	
2	Tuesday 22 Nov'16	✓	- Show the reference of Chapter II - Revise your typing	
3	Friday 02 Des'16	✓	Acc and continue to the first Sponsor	

Diketahui :
Ketua Jurusan Tarbiyah,

Dr.Hj. Akla, M.Pd
NIP. 196910082000032005

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

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

Nama : Rendi Armanda Jurusan : TBI
NPM : 1293177 Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	7/2 2017	✓		Perbaiki IPD	
2.	13/2 2017	✓		Acc IPD	
3.	30/5 2017	✓		Revise Chapter IV	
3	06/06 2017	✓		Revise Chapter IV & V.	
4	8/6 2017	✓		Acc Munaqosyah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001
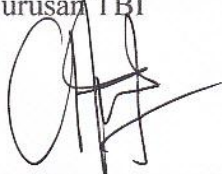
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rendi Armanda   Jurusan : TBI
NPM : 1293177   Semester : X
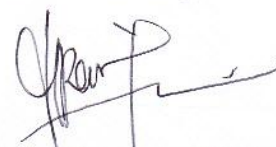
No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday, 03 Feb 2017		✓	ACC Research Instrument	
2.	Tuesday, 16/05/17		✓	Revise Chapter IV	
3.	Tuesday, 30/05/17		✓	ACC and Continue to the First Sponsor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

Note: If df=1 and HA is directional, the column heading
should be multiplied by 1/2 when bracketing the P-value.

Critical Values for Chi-Square Distribution.

df	Upper Tail Probability									
	0.2	0.1	0.05	0.04	0.03	0.025	0.02	0.01	0.005	0.0005
1	1.642	2.706	3.841	4.218	4.709	5.024	5.412	6.635	7.879	12.116
2	3.219	4.605	5.991	6.438	7.013	7.378	7.824	9.210	10.597	15.202
3	4.642	6.251	7.815	8.311	8.947	9.348	9.837	11.345	12.838	17.730
4	5.989	7.779	9.488	10.026	10.712	11.143	11.668	13.277	14.860	19.997
5	7.289	9.236	11.070	11.644	12.375	12.833	13.388	15.086	16.750	22.105
6	8.558	10.645	12.592	13.198	13.968	14.449	15.033	16.812	18.548	24.103
7	9.803	12.017	14.067	14.703	15.509	16.013	16.622	18.475	20.278	26.018
8	11.030	13.362	15.507	16.171	17.010	17.535	18.168	20.090	21.955	27.868
9	12.242	14.684	16.919	17.608	18.480	19.023	19.679	21.666	23.589	29.666
10	13.442	15.987	18.307	19.021	19.922	20.483	21.161	23.209	25.188	31.420
11	14.631	17.275	19.675	20.412	21.342	21.920	22.618	24.725	26.757	33.137
12	15.812	18.549	21.026	21.785	22.742	23.337	24.054	26.217	28.300	34.821
13	16.985	19.812	22.362	23.142	24.125	24.736	25.472	27.688	29.819	36.478
14	18.151	21.064	23.685	24.485	25.493	26.119	26.873	29.141	31.319	38.109
15	19.311	22.307	24.996	25.816	26.848	27.488	28.259	30.578	32.801	39.719
16	20.465	23.542	26.296	27.136	28.191	28.845	29.633	32.000	34.267	41.308
17	21.615	24.769	27.587	28.445	29.523	30.191	30.995	33.409	35.718	42.879
18	22.760	25.989	28.869	29.745	30.845	31.526	32.346	34.805	37.156	44.434
19	23.900	27.204	30.144	31.037	32.158	32.852	33.687	36.191	38.582	45.973
20	25.038	28.412	31.410	32.321	33.462	34.170	35.020	37.566	39.997	47.498
21	26.171	29.615	32.671	33.597	34.759	35.479	36.343	38.932	41.401	49.011
22	27.301	30.813	33.924	34.867	36.049	36.781	37.659	40.289	42.796	50.511
23	28.429	32.007	35.172	36.131	37.332	38.076	38.968	41.638	44.181	52.000
24	29.553	33.196	36.415	37.389	38.609	39.364	40.270	42.980	45.559	53.479
25	30.675	34.382	37.652	38.642	39.880	40.646	41.566	44.314	46.928	54.947
26	31.795	35.563	38.885	39.889	41.146	41.923	42.856	45.642	48.290	56.407
27	32.912	36.741	40.113	41.132	42.407	43.195	44.140	46.963	49.645	57.858
28	34.027	37.916	41.337	42.370	43.662	44.461	45.419	48.278	50.993	59.300
29	35.139	39.087	42.557	43.604	44.913	45.722	46.693	49.588	52.336	60.735
30	36.250	40.256	43.773	44.834	46.160	46.979	47.962	50.892	53.672	62.162
31	37.359	41.422	44.985	46.059	47.402	48.232	49.226	52.191	55.003	63.582
32	38.466	42.585	46.194	47.282	48.641	49.480	50.487	53.486	56.328	64.995
33	39.572	43.745	47.400	48.500	49.876	50.725	51.743	54.776	57.648	66.403
34	40.676	44.903	48.602	49.716	51.107	51.966	52.995	56.061	58.964	67.803
35	41.778	46.059	49.802	50.928	52.335	53.203	54.244	57.342	60.275	69.199
36	42.879	47.212	50.998	52.137	53.560	54.437	55.489	58.619	61.581	70.588
37	43.978	48.363	52.192	53.344	54.781	55.668	56.730	59.893	62.883	71.972
38	45.076	49.513	53.384	54.547	56.000	56.896	57.969	61.162	64.181	73.351
39	46.173	50.660	54.572	55.748	57.215	58.120	59.204	62.428	65.476	74.725
40	47.269	51.805	55.758	56.946	58.428	59.342	60.436	63.691	66.766	76.095
41	48.363	52.949	56.942	58.142	59.638	60.561	61.665	64.950	68.053	77.459
42	49.456	54.090	58.124	59.335	60.845	61.777	62.892	66.206	69.336	78.820
43	50.548	55.230	59.304	60.526	62.050	62.990	64.116	67.459	70.616	80.176
44	51.639	56.369	60.481	61.714	63.253	64.201	65.337	68.710	71.893	81.528
45	52.729	57.505	61.656	62.901	64.453	65.410	66.555	69.957	73.166	82.876
46	53.818	58.641	62.830	64.085	65.652	66.617	67.771	71.201	74.437	84.220
47	54.906	59.774	64.001	65.268	66.847	67.821	68.985	72.443	75.704	85.560
48	55.993	60.907	65.171	66.448	68.041	69.023	70.197	73.683	76.969	86.897
49	57.079	62.038	66.339	67.627	69.233	70.222	71.406	74.919	78.231	88.231
50	58.164	63.167	67.505	68.804	70.423	71.420	72.613	76.154	79.490	89.561

CURRICULUM VITAE

The writer was born in Trisnomulyo, Batanghari Nuban, East Lampung, on January 13th, 1995. He is the first son from two brothers of happy family of Mr. Sugiyono and Mrs. Trimah Rudiyah. He lives in Trisnomulyo, Batanghari Nuban, East Lampung.

He began his study at TK Aisiyah Bustanul Atfal Trisnomulyo and graduated on 2000. He continued to State Elementary School 2 Trisnomulyo and graduated on 2006. He took his Junior High School at SMPN 3 Batanghari Nuban and graduated on 2009. And then, in period of 2010-2012 he continued his study at SMAN 5 Metro.

After he graduated from Senior High School, he continued his study on IAIN Metro and took English Education as his study.