

**THE EFFECT OF APPLYING THREE-STEPS INTERVIEW TECHNIQUE TOWARDS
THE STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

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By

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ABSTRACT

Lumban Tobing, Putri R. 1302050214 “*The Effect of Applying Three-Steps Interview Technique Towards The Students’ Speaking Achievement .*” Skripsi, English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017

The objectives of this research were to find out the significance effect of applying three-steps interview technique towards the students’ speaking achievement. The population of this study were the eleventh grade students which consist of eight classes and choose two classes as a sample (XI AP 2 and XI RPL 3) of SMK PAB 2 Helvetia, Jl. Veteran Pasar IV Helvetia, kecamatan Labuhan Deli, Deli Serdang which consist of 266 students. This research used Random Sampling Technique. The researcher used 60 students as Sample were divided in two groups, such as experimental group and control group. There are experimental group consist 30 students by applying *Three-Steps Interview Technique* and control group consist 30 students by using discussions method. Experimental and control group was given pre-test and post-test with the same test. The data were acquired by oral test and written test. The test was asked the students to give their answer about some question about agreeing and disagreeing and then make a dialogue about agreeing or disagreeing so they can showed that in front of the class. The finding of this research showed $t_{\text{observed}} > t_{\text{tabel}}$ or $11.13 > 1.29$. So, H_0 is rejected and H_a is accepted. It means that, there was significant effect of applying Three-Steps Interview Technique on the students’ achievement in speaking. After seeing the mean score the mean score of post-test in experimental group was 80.27 and the mean score of control group was 59.33 it can be know that the students’ achievement who taught by applying three-steps interview technique got higher score than the students who taught by using discussions method .

Keyword: *Three-Steps Interview Technique, Speaking, Expressing Agreeing and Disagreeing*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills that should be mastered by the students besides three other skills in learning a language. Speaking is a quite different from other language skills, because speaking requires the ability to perform in public. Through speaking people could express and deliver feeling and ideas directly. They make speaking be more natural than other forms of communication. However, to speak well is not easy because someone who wants to speak should be able to give understanding to people who listen to them and express their ideas.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sound.

Clark and Clark (1977) stated that speaking is fundamentally an instrument of act. Speaker talk in order to have some effect on their listener. They assert things to change their state knowledge. They ask them question to get them provide information. They request thing to get them to do thing for them.

The strategy that can be applied in teaching speaking was cooperative learning because cooperative learning was an affective method that the teacher used to improve students ability. Cooperative learning depends on small groups of learners so that the members work together to maximize their own and each other's learning (Combs, 2001: 289). One of technique in

cooperative learning is Three-Steps Interview technique, this technique can improve students speaking skills.

Three-Steps Interview was a cooperative learning technique that the researcher adapted from Kagan's Three-Steps interview technique. Three-Steps interview technique was the way to gather and share about a particular topic. Kagan (1992: 2) stated that Three-Steps Interview can be used for other purposes beside introduction, e.g., before students read an article on a particular topic, they can use three step interview to find out what each other knows and feels about the topic. There should be a technique which is effective to improve student's mastery of English language, especially speaking ability.

Based on the researcher's experiences in teaching practice (PPL) when the teacher gave the material lesson the students of SMK PAB 2 Helvetia especially in class XI about speaking as the subject of research, the research found some problem in learning speaking such as: first, some students got difficulties to speak English because most of the students still use their mother tongue to ask or to give respond to the teacher. Second, some students always afraid when they want to speak, they not confidence to speak English in front of their classmate. The researcher choose the title because the researcher things that teaching speaking by applying Three-Steps Interview technique can improve the students' speaking achievement because it is an effective technique to apply in the classroom.

Regarding to the explanation above, there should be a technique which effective to improve students mastery of English language, especially speaking achievement. Due to most English teachers of senior high school deliver the materials dominated by grammar focus, students cannot speak fluently because they lack of practice and use of spoken English themselves. So it is important to find a good technique to teach English in the class. The researcher tended to

choose ” *The Effect of Applying Three-Steps Interview Technique Towards the Students’ Speaking Achievement*”.

B. The Identification Of the Problems

The problems of this research are identified as follows:

1. Some of the students are difficulties to speak English.
2. Some of the students always afraid when they want to speak, they are not confidence to speak English in front of their classmate.
3. The teacher did not give the suitable technique in speaking.

C. The Scope and Limitation

The scope of this research will be focused in speaking. As the limitation, this research will be limited in Expressing of Agreeing and Disagreeing Opinion at eleven grade of SMK PAB 2 Helvetia in Academic year 2016/2017.

D. The Formulation of the Problems

The problems of this research are formulated as follow:

1. Is there any significant effect of applying three-steps interview technique on students’ achievement in speaking?
2. How is the students’ achievement in speaking after using three-steps interview technique?

E. The Objectives of the Study

The objectives of the study is expected as the following:

1. to find out the significant effect of applying three-steps interview technique on students' achievement in speaking.
2. to figure out the students' achievement in speaking by using three-steps interview technique.

F. The Significance of the Study

The result of the study is expected to give contribution theoretically and practically both the researcher and the students:

a. Theoretically

The theoretically explains that useful research result contribute ideas or enrich the concepts, theories on the sciences of the study, useful for other researcher.

b. Practically

1. The teachers, to help them in create the teaching process especially in teaching speaking.
2. The students, to help them to be aware about their potential and choosing certain method on their learning to increase their achievement.
3. The other researcher, to give more information in the same field as a basic knowledge for their research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deals with theories that will support the concept. In this case, theoretical frameworks to give some clear concept apply in this research. It intend to define the boundry of this study. There are many points in this study will be discuss as follow:

1. Description of Speaking

Based on competence Based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communicate. Speaking can find in spoken cycle especially in Joint Construction on Text Stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of the students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Nowicka and Wilczy' ska (in Singleton, D. 2011) stated that speaking is widely considered to be the principal skill that stand for an overall knowledge of a foreign language.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of the communication, we can find the speaker, the listener, the, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds.

Harmer (2001: 28) stated that speaking on the other hand, we construct words and phrases with individual sounds, and we also pitch change, intonation, and stress to convey different meanings.

Thornbury (2010: 4) states that there is a lot more to speaking, than the ability to form grammatically correct sentences and then to pronounce them. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. In their circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks and the nature of the speaking process means that grammar of spoken language differs in a number of significant ways from the grammar of written language. Hence, the study of written grammar may not be the most efficient preparation for speaking. No wonder speaking represents a real challenge to most language learners. Speaking is a skill, such as needs to be developed and practiced independently of the grammar curriculum.

Speaking is so much a 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 politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.

2. Factors for successful speaking classes

There are four factors that indicate a successful speaking class. In the first place, students can talk a lot in an English speaking class (Ur (1996: 120) and that is also what they expect from the lesson (Nunan (1996: 157)). They need to talk and to give their own opinions in English in meaningful contexts so that they can develop their ability to produce language real life or to use it as a means to do other jobs.

In the second place, the motivation is high Ur (1996: 120). That is the effort to involve students in the lesson that they can feel inspired enough to speak. This can be done through many other factors like acceptable level difficulty, the meaningful activities the relevant content to students' experience, and the relaxed environment as well.

In the third place, as Nunan (1996) states, the participation is even, however I think it is relatively even to some extent only. In other words, teachers try to offer chances for students to participate in speaking to the fullest according to their personalities and abilities. However, as different individuals possess different personal styles, it is hard to equalize their participation. Therefore, it is best if teacher can give equal chances suitable for every students to participate and don't single out any slow or passive students in the class. That is one of the reason why the lesson is successful. In the last place, many students enjoy interactive and active learning, Nunan (1999:161) because it helps to maintain the relationship between people to create lifelike environment for them to practice English as a rehearsal for the real life communication outside the classroom as well as to bring up with the vivid atmosphere in class. Therefore, to satisfy his demand of students is also a way to make an accomplishment in teaching speaking.

3. Component of Speaking Skills

There are four components of speaking skills introduced by Heaton (1998: 100). They are:

1) Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy.

They are pronunciation, vocabulary and grammar.

a. Pronunciation

Teaching pronunciation deals with recognition or understanding the flow of speech and production of words. Teaching pronunciation is intended students can produce speech which is intelligible in the areas where they use it. When a teacher teaches English, she makes sure that the students' utterances can be understood. They need to be able be at least adequate for the purpose.

b. Vocabulary

When speaking the language, the speaker conveys words based on his mind. Words are mean of communicate. Literally, word has a meaning that is used in a certain proper context. Word is known as vocabulary used in structural sentence.

Vocabulary is total number of words which (with rules for combining them) make up a language. It consist of content words, noun, verb, adjective and function words such as preposition, conjunction, article and pronoun.

c. Grammar

Grammar is one of the major language components. It pertains to sentences and word. It figure the categories such as noun, subject, imperative clause and so on. One often presupposes that speaking communicatively does not have to use grammar. However, we do nor realize that by grammar, we can miss understanding which maybe it is not bad in relax conversation but it can really being about serious bad effect in formal conversation.

From the explanation above about accuracy, the writer concludes that accuracy is the quality of being accurate, exactness, or correctness in pronunciation, vocabulary and grammar. In this research, accuracy that is produced by students is one of aspect to be measured to know the students'

Speaking ability.

2) Fluency

Speaking performance does not lie totally on accuracy as mastering the language system but it is also lays on the fluency as using the language system communicatively and without too much hesitation.

fluency is the ability to produce communicative language even though it is not in perfect utterances but it continuous speech and smooth. It asks students to perform it naturally as long as understandable. Fluency is the ability to speak in an easy smooth manner. Fluency is also as an aspect to be indicate the students speaking ability.

3) Comprehensibility

Comprehensibility is the process of understand of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (1998: 107) that if two people want to make communication to each other, they have to speak because they have different information if there is a “gap” between them, it is not good communication if the people still confuse with what they say.

The writer concludes that comprehensibility is the process of understanding of utterances sent by the speaker done by the listener. Comprehensibility is just the same with accuracy and fluency as an aspect to be assessed by the researcher because of this aspect as one of aspects that can indicate the students speaking ability.

4) Content

Content refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the content should be well unified and completed. To be suitable the researcher will focus on three of them, they are accuracy, fluency,

and comprehensibility that will be very important to be discussed in this research because three of them as the aspect that can help researcher to find out the students' speaking ability in applying this research.

4. Speaking-Teaching Principles

The first principle is that, to make sure the teaching takes place in an intended way, it is critical to create a high level of motivation Ur (1981: 4). That is the key consideration in the determining the preparedness of learners to communicate. Motivation is the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. So effort alone does not signify motivation but it is the desire and the satisfaction in the activity that count Nunan (1999: 233). In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things.

First, teachers use the instinct or experience, depending on the teachers' qualification, to choose interesting topics in order to draw students' attention and make inspiration. Productive skills cannot be develop beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings Green (1995).

Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start. In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Also, teachers can ask students to make guesses about the content and to discuss what happens which inspire students' curiosity and their wanting to find out the truth. So they have a reason to attend to the lesson and to talk for themselves. Additionally, teachers can ask several

guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation, Harmer (2002: 253).

Third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, non-anxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first Harmer (1999: 234,235). In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form. Fourth, teachers should give appropriate level of difficulty, not too difficult not too easy for students may feel bored. And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves. The second principle is, when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis Nunan (1999: 241). It is because learners must learn to develop the ability to use language to get things done in real life, outside the classroom.

5. Three-Steps Interview Technique

a. Definition of three-steps interview technique

As English is a second language for many students, so the teachers need methods or technique to promote language acquisition. In Dr. Spencer Kagan's book which titled "cooperative learning" the teachers can find some technique to improve students in each skill, for example students' speaking skill. The speaking or oral communication can be improved with one technique which named "Three-Steps Interview".

Three-Steps Interview was a cooperative learning, cooperative learning was a learning method that the students as the center of teaching and learning process. As stated by Jacobs (1978), Salvin (1990) Kagan (1992), Jhonson and Halubec (1993), there were important components of cooperative learning namely positive interdependence, collaborative ability, processing group interactive, and individual accountability and various cooperative technique.

Three-Steps Interview was create by Kagan when he looked in the class, the students is only fluent to share with a partner than asked to share with a team or with the whole class. So, Kagan decided to make an interview in pairs then make a new team from the pairs. Kagan (2009: 6) stated that After reading an article, students are interviewed their current event by a partner, and finally each student shares what they learned in the team. The goal is academic but by virtue of the interaction sequence, students develop their communications skills because students have to listen to their partner well and represent their partner's ideas to the team. Three-steps interview also develops personal and social skills, including listening, understanding, and responsibility.

Based on the explanation above, the research can concludes that Three -Steps Interview is technique that designed to maximize oral communication development or an effective way to teach speaking because it includes interaction activities cooperatively that appropriate in

supporting teaching speaking where students will be encouraged to share their thinking, ask questions, and take notes about their learning.

b. Procedure of Teaching Speaking by Using Three Steps Interview Technique

Kagan (2009: 160) stated that students interview their partner and then each share with teammates what they learned. (1) Teacher provides the interview topic, states the duration of the interview, and provides think time. (2) In pairs, student A interviews student B. (3) Pairs switch roles: student B interviews student A. (4) 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.

There are some versions of Three Step Interview Technique. One of the versions is according to Kagan (2009:71) that describes the procedure of Three Step Interview technique by using the structure of inside-outside circle then the teaching procedure of Three Step Interview technique, as follows;

1. Fun Interview. While students are standing in the Inside-Outside Circle, they do a Pair Interview with their face partner, each interviewing the other on a fun topic like dream vacation, favorite food, or ideal profession. (The Pair Interview is the first two steps of a Three-Step Interview).
2. Pairs Selected. The teacher selects two adjacent pairs to team up to form a team of four and sit down as a team.
3. Pairs Pair. A gap is created when the first team leaves the circle. Pairs from each other to close the gap. When they meet, they leave to sit down as a team. If there is an extra pair, steal a person from one of the groups of four to form two groups of three and have them sit next to each other.
4. Timed Round Robin. When students are seated as a team, they do a Timed Round Robin, each introducing their partner by sharing what they learned in the Pair Interview. For example, "My

new friend, Steve, would spend his dream vacation....” (The Round Robin is the third step of the Three-Step Interview.) We don’t tell students in advance that we will be moving from Inside-Outside Circle to random teams. Thus it comes as a surprise when pairs pair to form a group of four, and as another surprise when students are asked to take turns introducing their partner. Occasional unexpected events in our class create stimulation.

In the first step, student will do an interview, student A interview student B, then they reverse roles. In the second step, two pairs of students will be selected by teacher to make a new team (this team can do timed- round robin to complete the procedure of three step interview technique). But, the third step still needed to make the other teammates randomly. After all pairs have team, the last step is Round robin, the students can do over all communication where they have a chance to speak in turns.

The improvement of students speaking is occurs in the first and the last step where students have chances to speak up and practice their English. The students must pay attention and listen when their partners ask question, they have to understand what their partners mean (comprehension). the students have to speak clearly in pronouncing the English words to make their partners know about they said (pronunciation). The students may use various English words in their speaking (vocabulary). The students have to able speak by using limitation time that given by teacher, so they have to control their pauses (fluency). The students also learn to use English structure well like form of verb, to be, etc (grammar).

After looked the useful of Three Step Interview Technique procedure that described by Kagan (2009) above, The researcher decides to apply Three Step Interview Technique by using circle inside-outside structure in the Classroom. It is because the procedure of Three Step

Interview technique by using structure of inside-outside circle are more specific, fun and involving the students to be active in the classroom.

B. Conceptual Framework

Speaking is productive skill. The skill must be have by people to expressing opinion, ideas, perception, and feeling interactively. The goal of teaching speaking skill is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest, but in fact there are many students who cannot achieve this goal. In teaching and learning process of speaking , many students speak hesitatingly and even choose to be silent. So, teacher should use a new way to solve the problem in order that the students enjoy and benefit from the teaching learning activity.

In teaching activity, teacher should design a strategy in influencing the student's achievement in learning process, especially in speaking achievement. Students' should be able to communicative the process of transferring the knowledge and more practice or exposure to use the language. Therefore, the suitable of teaching strategy is very important to increase student ability in speaking achievement.

This research will give pre-test, treatment and post-test. The pre-test is given oral test. The treatment provides learning to students by the three-steps interview technique.

C. Hypothesis

Based on theoretical and conceptual framework above, hypothesis can be formulated as follows:

Ha: There is significant effect of applying Three-Steps Interview Technique on the students' achievement in speaking.

Ho: There is not significant effect of applying Three-Steps Interview Technique on the students' achievement in speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location of research

The research will be conducted at SMK PAB 2 Helvetia, Jl. Veteran Pasar IV Helvetia, kecamatan Labuhan Deli, Deli Serdang. This research will be focused in the second year of 2016/2017. The researcher choosing this school because based on the background clarify that many students still low in speaking, the students were difficult and afraid being mistakes to speak English because less vocabulary and less grammatically, the students were passive in learning process in this school. So it is needed a technique to increase students achievement in speaking to make students more interesting and more confidence in speaking.

B. Population And Sample

1. Population

The population of the research will be the eleventh grade student of SMK PAB 2 Helvetia year 2016-2017. There are eight classes, XI RPL-1 consist of 37 students, XI RPL-2 consist of 35 students, XI RPL-3 consist of 30 students, XI AK-1 consist of 38 students, XI AK-2 consist of 31 students, XI AP-1 consist of 38 students, XI AP-2 consist of 30 students, XI AP-3 consist of 27, so total of the population are 266 students.

Table 3.1

Population of the research

NO	Class	Population
1	XI RPL-1	37
2	XI RPL-2	35
3	XI RPL-3	30
4	XI AK-1	38
5	XI AK-2	31
6	XI AP-1	38
7	XI AP-2	30
8	XI AP-3	27
Total		266

Note :

RPL (Rancangan Perangkat Lunak)

AK (Administrasi Akutansi)

AP (Administrasi Perkantoran)

2. Sample

The research use Random Sampling Technique. Sample in this research will be 60 students in two classes, there are XI RPL-3 and XI AP 2.

Table 3.2.

Sample of the research

No	Class	Population	Sample
1	XI RPL-3	30	30
2	XI AP-2	30	30
Total		60	60

Note :

RPL (Rancangan Perangkat Lunak)

AK (Administrasi Akutansi)

AP (Administrasi Perkantoran)

C. Research Design

This research will be an experimental research, which consist of two groups named experimental group and control group. The experimental group will be taught by applying Three-Steps Interview Technique and the control group will be taught by applying discussion method. The design of this research could show below

Table 3.3

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Three-Steps Interview Technique	√
Control	√	Discussion Method	√

D. The Instrument of The Research

The instrument for collecting data of this research will be oral test and written test. The students will be ask to make a conversations in pair about opinions giving expressing Agreeing and Disagreeing and then the students perform in front of the class. The test and the source of material will be taken from English book for Senior High School the topic in expressing Agreeing and Disagreeing.

a. Pre-Test

Both groups, the experimental and control group will be given pre-test before the treatment. The function of the pre-test is to know the mean scores of experimental and control group.

b. Treatment

Experimental and control group will be taught by the same materials but in different way in teaching. Treatment will be given to both experimental and control group. The experimental group will be taught by applying Three-Steps Interview Technique, while the control group will be taught by using the Discussion method.

Table 3.4

Treatment in Experimental and Control Group

Experimental Group	Control Group
Firstly, the researcher divides the students into some group that consist 4 members each group	Firstly, the students given the topic about Expression Agreeing and Disagreeing Opinion and ask their attention so that teaching program will be well.
The students given the material about Expression Agreeing and Disagreeing Opinion and ask their attention so that teaching program is running well. After the researcher give explanation about the material, the researcher prepare the oral test.	The researcher explain about Expression Agreeing and Disagreeing Opinion.
And then the researcher given explanation to each groups about the rules Three-Steps Interview Technique, how they can interviewed each other about what they like.	The researcher gives example of the Expression Agreeing and Disagreeing Opinion. And the students asked to read it.
In this session the students must give their answer and their opinion about the question.	The students given the oral test and then for each students asked to do it.
After discussion, the researcher ask each group to perform their result in front of the class.	After finish, the students asked to read it with their friend.

C. Post-Test

The post-test will be given to both groups, experimental and control group after the treatment. It will be used the differences of their mean scores.

E. Technique for Collecting Data

In collecting the data, some steps will be applied as follows,

1. Giving the pre-test to both of classes.
2. Giving treatment to the experimental group by applying Three-Steps Interview Technique.
3. Giving treatment to the control group by applying Discussion Method.
4. Giving post-test to both of classes.
5. Evaluating the effect of Three-Steps Interview Technique.

F. Technique of Data Analysis

After collecting the data from test, some steps will be applied in analyzing the data, they are:

1. Scoring the students' answer.

According to Brown (2001:406-407) in scoring students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar.

Table 3.5

The Five Components to Evaluate Speaking Ability

A. Vocabulary (20)	
Level	Explanation
16-20	Very good: rarely has trouble
11-15	Good: Sometimes uses inappropriate terms about language
6-10	Fair: Frequent uses wrong speech limited to simple vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
B. Comprehension (20)	
Level	Explanation
16-20	Very good: Few noticeable errors
11-16	Good: Occasionally grammatical errors

	which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
C. Pronunciation (20)	
Level	Explanation
16-20	Very good: Understandable
11-15	Good: Few noticeable errors
6-10	Fair: Errors of basic pronunciation
1-5	Unsatisfactory : Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.
D. Fluency	
Level	Explanation
16-20	Very good: Understandable
11-15	Good: Speech in generally natural
6-10	Fair: Some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory: Speed of speech and length of utterances are far bellow normal, long, pause, utterances left unfinished.
Grammar (20)	
Level	Explanation
16-20	Very good: Errors in grammar are quite rare
11-15	Good: Control of grammar is good
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar
1-5	Unsatisfactory: Errors in grammar frequent to speak language

2. Listing their score into two tables, first for experimental group scores and second for the control group scores.

3. Calculating the total scores post-test in experimental group and control group

a. Standard deviation of sample 1 (experimental group)

$$S_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_2(n_2-1)}}$$

b. Standard deviation of sample 2 (control group)

$$S_1 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_2(n_2-1)}}$$

c. **T-test for decide the data is separated variants (heterogenic) or polled variants (homogeny):**

$$F_C = \frac{S_1^2}{S_2^2} \rightarrow \text{if } F_c < F_1, \text{ so the data is polled variants (homogeny)}$$

d. **Correlation of product moment between X₁ and X₂:**

$$r_{X_1 X_2} = \frac{n \sum x_1 x_2 - \sum x_1 \sum x_2}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}}$$

e. **T_c between X₁ and X₂:**

$$T_c = \frac{\overline{x_1 - x_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

(Sugiyono 2013)

Notes:

T = t-test

T_c = t-count

T_t = t-table

\bar{x}_1 = average of variable 2 (control group)

S₁ = standard deviation of sample 1 (experimental group)

S₂ = standard deviation of sample 2 (control group)

S_{1,2}² = standard deviation squared (variants) of sample 1 (experimental group) and sample 2 (control group)

n₁ = number of cases for variable 1 (experimental group)

n₂ = number of cases for variable 2 (control group)

f_c = f_{count}

f_t = f_{table}

l = number constant

R = correlation of product moment between X₁ and X₂

G. Statistic Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following:

If $\text{test} \geq T_{\text{table}} = H_a$ is accepted and H_o is rejected

If $\text{test} \leq T_{\text{table}} = H_a$ is rejected and H_o is accepted

Ha: There is a significant effect of applying Three-Steps Interview Technique on the students' achievement in speaking (the hypothesis will accepted).

Ho: There is not significant effect of applying Three-Steps Interview Technique on the students' achievement in speaking (the hypothesis will be rejected).

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Collection

The data was taken from students' written test and oral test. The research took place at SMK PAB 2 Helvetia, Jl. Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Deli Serdang. This research used Random Sampling Technique. The researcher used 60 students as Sample were divided in two groups, such as experimental group and control group. There are experimental group consist 30 students and control group consist 30 students.

In following table 4.1 shows the score of experimental group in pre-test and post-test.

Table 4.1
The score Pre-Test of Experimental Group

NO	Student's Initial Name	Score A	Score B	Indicator					Score C	Total Score
				V	C	P	F	G		
1	AW	50	66.6	13	14	15	13	13	68	61.5
2	PR	33.3	50	13	13	14	12	13	65	49.4
3	RA	16.6	50	13	12	14	12	13	64	43.5
4	AP	0	16.6	13	13	15	14	13	68	28.2
5	NAL	0	16.6	14	13	14	14	13	68	28.2
6	MSR	66.6	16.6	12	14	13	15	16	70	51.1
7	NAH	50	16.6	13	13	14	14	15	69	45.2
8	RAR	83.3	50	14	13	15	13	15	70	67.7
9	SA	33.3	66.6	13	15	13	12	13	66	55.3
10	AL	16.6	50	15	13	14	12	13	67	44.5
11	NSAN	16.6	0	13	13	12	14	14	66	27.5
12	RA	16.6	0	14	12	13	14	13	66	27.5
13	DY	0	0	13	13	14	15	15	70	23.3
14	DN	0	83.3	15	15	15	16	13	74	52.4

15	MS	50	50	13	12	14	15	13	67	55.6
16	SV	83.3	33.3	15	15	15	15	15	75	63.8
17	VH	33.3	33.3	15	15	15	14	15	74	46.8
18	DP	33.3	33.3	14	15	15	15	15	74	46.8
19	HM	16.6	16.6	13	14	15	16	15	73	35.4
20	SA	50	83.3	13	14	13	15	16	71	68.1
21	DAL	33.3	66.6	13	15	13	15	15	71	57
22	AN	16.6	33.3	15	15	16	14	16	76	42
23	RS	66.6	83.3	13	13	14	15	13	68	72.6
24	SNS	33.3	66.6	15	14	14	16	13	72	57.3
25	WL	16.6	50	13	14	13	14	14	68	44.8
26	WLD	50	33.3	12	13	13	12	13	63	48.7
27	AL	50	33.3	12	12	13	12	13	62	48.4
28	SS	33.3	16.6	12	12	13	12	13	62	37.3
29	IC	16.6	16.6	12	13	13	12	13	63	32.1
30	RA	0	16.6	12	12	13	12	13	62	26.2
										Σ 1389.5

Table 4.2
The score Pre-Test of Control Group

NO	Student's Initial Name	Score A	Score B	Indicator					Score C	Total Score
				V	C	P	F	G		
1	KN	33.33	16.67	13	14	14	15	13	69	39.6
2	SH	33.33	16.67	13	14	13	14	14	68	39.3
3	PCR	16.67	16.67	12	13	14	14	12	65	32.7
4	IM	33.33	16.67	13	13	14	12	12	64	38
5	DM	16.67	16.67	12	12	13	14	14	65	32.7
6	NF	50	16.67	13	13	14	14	13	67	44.5
7	HN	66.67	33.33	13	12	13	12	12	62	54
8	NM	83.33	50	14	12	15	12	12	65	66.1
9	RRN	50	33.33	13	12	12	14	14	65	49.4
10	DP	33.33	50	14	13	13	12	12	64	49.1
11	DY	0	33.33	14	13	14	12	12	65	32.7
12	ARS	0	16.67	13	13	14	13	12	65	27.2
13	RAZ	0	50	12	13	14	13	12	64	38

14	TNP	0	50	13	13	14	14	14	68	39.3
15	QP	33.33	50	14	13	13	14	14	68	50.4
16	SK	33.33	0	12	15	13	13	12	65	32.7
17	MYA	0	50	13	15	16	15	14	73	41
18	GS	83.33	0	14	14	13	13	14	68	50.4
19	EJL	66.67	0	13	13	14	14	15	69	45.2
20	IS	50	33.33	13	12	12	13	13	63	48.7
21	MI	33.33	33.33	14	14	13	14	14	69	45.2
22	AK	16.67	50	15	15	13	13	13	69	45.2
23	BR	50	66.67	13	13	14	14	15	69	61.8889
24	AA	66.67	33.33	14	14	14	15	15	72	57.3
25	MR	83.33	33.33	14	13	14	13	15	69	61.8
26	IRA	33.33	16.67	12	13	12	13	13	63	37.6
27	IA	33.33	50	12	13	12	13	13	63	48.7
28	WO	33.33	33.33	12	13	13	13	13	64	43.5
29	NT	50	66.67	13	13	12	13	13	64	60.2
30	RD	16.67	33.33	12	13	13	13	13	64	38
										Σ 1351.5

Table 4.3
The score Post-Test of Experimental Group

NO	Student's Initial Name	Score A	Score B	Indicator					Score C	Total Score
				V	C	P	F	G		
1	AW	66.7	100	16	17	16	16	16	81	82.556
2	PR	66.7	100	16	16	16	16	16	80	82.222
3	RA	83.3	100	17	16	16	17	17	83	88.778
4	AP	50	66.7	16	16	17	17	17	83	66.556
5	NAL	66.7	83.3	16	18	17	17	17	85	78.333
6	MSR	100	83.3	17	19	18	18	18	90	91.111
7	NAH	100	66.7	16	16	16	17	17	82	82.889
8	RAR	100	83.3	18	18	19	17	17	89	90.778
9	SA	83.3	100	16	16	16	16	17	81	88.111
10	AL	66.7	100	15	16	16	17	19	83	83.222

11	NSAN	66.7	50	16	17	17	18	18	86	67.556
12	RA	83.3	33.3	16	17	17	17	18	85	67.222
13	DY	83.3	83.3	16	18	18	18	16	86	84.222
14	DN	50	100	17	18	18	18	16	92	80.667
15	MS	83.3	83.3	18	18	17	17	18	88	84.889
16	SV	83.3	66.7	18	19	19	19	19	94	81.333
17	VH	83.3	66.7	16	18	18	18	18	88	79.333
18	DP	66.7	83.3	17	19	18	18	17	89	79.667
19	HM	83.3	83.3	15	18	19	18	17	87	84.556
20	SA	83.3	66.7	17	18	17	18	18	88	79.333
21	DAL	83.3	50	16	18	18	17	18	87	73.444
22	AN	66.7	83.3	17	18	18	17	17	87	79
23	RS	83.3	83.3	17	18	17	18	16	86	84.222
24	SNS	50	83.3	17	18	18	18	18	89	74.111
25	WL	66.7	100	16	17	16	17	18	84	83.556
26	WLD	66.7	66.7	16	16	17	17	17	83	72.111
27	AL	66.7	50	17	17	16	17	17	84	66.889
28	SS	83.3	100	17	18	17	17	17	86	89.778
29	IC	66.7	100	16	16	17	17	17	83	83.222
30	RA	83.3	66.7	17	17	18	17	17	86	78.667
Mean		75.6								$\Sigma 2408$.3

Table 4.4
The Score Post-test of Control Group

NO	Student's Initial Name			Indicator					Score	
				V	C	P	F	G		
1	KN	50	16.6	15	15	15	16	14	75	47.22
2	SH	50	50	14	15	15	15	14	73	57.67
3	PCR	50	16.6	14	14	15	15	13	71	45.89
4	IM	33.33	16.6	16	15	15	15	16	77	42.33
5	DM	66.67	16.6	16	16	15	16	15	78	53.78
6	NF	66.67	66.6	15	14	15	16	15	75	69.44
7	HN	83.33	100	16	13	16	14	14	73	85.44
8	NM	66.67	66.6	15	14	16	14	15	74	69.11

9	RRN	83.33	66.6	14	15	15	15	14	73	74.33
10	DP	100	33.3	16	15	15	14	13	73	68.78
11	DY	83.33	50	16	15	16	16	16	79	70.78
12	ARS	33.33	50	14	14	15	14	15	72	51.78
13	RAZ	33.33	50	15	16	16	15	17	79	54.11
14	TNP	33.33	33.3	15	15	16	16	15	77	47.89
15	QP	33.33	50	17	15	15	15	16	78	53.78
16	SK	50	50	15	16	16	17	16	80	60
17	MYA	33.33	33.3	16	15	16	15	14	76	47.56
18	GS	66.67	33.3	16	15	15	15	14	75	58.33
19	EJL	66.67	66.6	16	16	16	16	17	81	71.44
20	IS	33.33	33.3	15	15	16	16	16	78	48.22
21	MI	50	50	15	15	14	15	14	73	57.67
22	AK	50	66.6	15	16	15	15	15	76	64.22
23	BR	66.67	50	15	15	15	16	16	77	64.56
24	AA	50	66.6	16	16	16	17	17	82	66.22
25	MR	66.67	33.3	15	15	16	16	16	78	59.33
26	IA	33.33	66.6	15	16	16	16	15	78	59.33
27	IP	33.33	33.3	15	15	15	16	15	76	47.56
28	WO	33.33	66.6	15	16	15	16	16	78	59.33
29	NT	33.33	66.6	15	15	16	16	16	78	59.33
30	RD	66.67	50	15	15	15	16	16	77	64.56
Mean		53.33								∑1780

B. Data Analysis

B. 1. The significant effect of applying three-steps interview technique on students' achievement in speaking.

Table 4.5
The Score Pre-test and Post-test in Experimental Group

NO	Students' Initial Name	Score				
		Pre-Test (X1)	(X1) ²	Post-Test (X2)	(X2) ²	X ₂ -X ₁
1	AW	61.55556	3789.09	82.5	6815.4	21
2	PR	49.44444	2444.75	82.2	6760.5	32.7778
3	RA	43.55556	1897.09	88.7	7881.5	45.2222
4	AP	28.22222	796.494	66.5	4429.6	38.3333
5	NAL	28.22222	796.494	78.3	6136.1	50.1111
6	MSR	51.11111	2612.35	91.1	8301.2	40
7	NAH	45.22222	2045.05	82.8	6870.6	37.6667
8	RAR	67.77778	4593.83	90.7	8240.6	23
9	SA	55.33333	3061.78	88.1	7763.6	32.7778
10	AL	44.55556	1985.2	83.2	6925.9	38.6667
11	NSAN	27.55556	759.309	67.5	4563.8	40
12	RA	27.55556	759.309	67.2	4518.8	39.6667
13	DY	23.33333	544.444	84.2	7093.4	60.8889
14	DN	52.44444	2750.42	80.6	6507.1	28.2222
15	MS	55.66667	3098.78	84.8	7206.1	29.2222
16	SV	63.88889	4081.79	81.3	6615.1	17.4444
17	VH	46.88889	2198.57	79.3	6293.8	32.4444
18	DP	46.88889	2198.57	79.6	6346.8	32.7778
19	HM	35.44444	1256.31	84.5	7149.6	49.1111
20	SA	68.11111	4639.12	79.3	6293.8	11.2222
21	DAL	57	3249	73.4	5394.1	16.4444
22	AN	42	1764	79	6241	37
23	RS	72.66667	5280.44	84.2	7093.4	11.5556
24	SNS	57.33333	3287.11	74.1	5492.5	16.7778
25	WL	44.88889	2015.01	83.5	6981.5	38.6667
26	WLD	48.77778	2379.27	72.1	5200	23.3333
27	AL	48.44444	2346.86	66.8	4474.1	18.4444
28	SS	37.33333	1393.78	89.7	8060	52.4444
29	IC	32.11111	1031.12	83.2	6925.9	51.1111
30	RA	26.22222	687.605	78.6	6188.4	52.4444
		∑1389.556	∑69742.9	∑2408.3	∑194764	∑1018.78

Mean	46.31852		80.27778		
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Table 4.6
The Score Pre-test and Post-test in Control Group

NO	Students' Initial Name	Score				
		Pre-Test (X1)	(X1) ²	Post-Test (X2)	(X2) ²	X ₂ -X ₁
1	KN	39.6	1573.4	47.2	2229.9	7.55
2	SH	39.3	1547.1	57.6	3325.4	18.3
3	PCR	32.7	1074.3	45.8	2105.7	13.1
4	IM	38	1444	42.3	1792.1	4.3
5	DM	32.7	1074.3	53.7	2892.0	21
6	NF	44.5	1985.1	69.4	4822.5	24.8
7	HN	54	2916	85.4	7300.7	31.4
8	NM	66.1	4370.6	69.1	4776.3	3
9	RRN	49.4	2444.7	74.3	5525.4	24.8
10	DP	49.1	2411.9	68.7	4730.3	19.6
11	DY	32.7	1074.3	70.7	5009.4	38
12	ARS	27.2	741.0	51.7	2680.9	24.5
13	RAZ	38	1444	54.1	2928.0	16.1
14	TNP	39.3	1547.1	47.8	2293.3	8.5
15	QP	50.4	2544.6	53.7	2892	3.3
16	SK	32.7	1074.38	60	3600	27.2
17	MYA	41	1681	47.5	2261.5	6.5
18	GS	50.4	2544.6	58.3	3402.7	7.8
19	EJL	45.2	2045.0	71.4	5104.3	26.2
20	IS	48.7	2379.2	48.2	2325.3	-0.55
21	MI	45.2	2045.04	57.6	3325.4	12.44
22	AK	45.2	2045.0	64.2	4124.4	19
23	BR	61.8	3830.2	64.5	4167.4	2.6
24	AA	57.3	3287.1	66.2	4385.3	8.88
25	MR	61.8	3830.2	59.3	3520.4	-2.5
26	IRA	37.6	1418.7	59.3	3520.4	21.6
27	IP	48.7	2379.2	47.5	2261.5	-1.22
28	WO	43.5	1897.0	59.3	3520.4	15.7

29	NT	60.2	3626.7	59.3	3520.4	-0.88
30	RD	38	1444	64.5	4167.4	26.5
		$\Sigma 1351.55$	$\Sigma 63720.9$	$\Sigma 1780$	$\Sigma 10851.2$	$\Sigma 428.44$
Mean		45.05		59.33		

Based on the table above or table 4.6 showed that the mean of the Pre-test in control group was 45.05 and the mean of the Post-test was 59.33. And based on the table 4.5 showed that the mean of the Pre-test in experimental group was 46.31 and the mean of the Post-test was 80.27.

After seeing both of table (4.5 and 4.6) showed that the mean score of Post-test in experimental group was 80.27 and the mean score of the control group was 59.33. The data showed that be mean score of student in experimental group who were taught by applying Three-Steps Interview Technique was greater than the mean score of students in control group who were taught by discussion method. After getting the students' score in Pre-test and Post-test of both classes, it can be known that there was a difference of students' ability after receiving the treatment.

B.2. The Students' Achievement in Speaking by Using Three-Steps Interview Technique

The determination was calculated as follows;

1. Normality Test

Normality test used to determine if a data set is well-modeled by a normal distribution and to compete how likely it is fpt random variable underlying the data to be normally distribution.

a. Normality Test of X Variable

The normality test of variable x used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{x - \bar{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve.

$$4. F(Z_i) = \frac{fk}{n} = \frac{1}{30} = 0.033$$

Standard Deviation of X Variable

$$\begin{aligned}
 S &= \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \\
 &= \sqrt{\frac{30 \cdot 194764 - (2408.33)^2}{30(29)}} \\
 &= \sqrt{\frac{5842920 - 5800053}{870}} \\
 &= \sqrt{\frac{42867}{870}} \\
 &= \sqrt{49.2} \\
 &= 7.01
 \end{aligned}$$

Table 4.7
Normality Test of X variable

NO	X_i	F	F kum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	66.5556	1	1	-1.955	0.02529	0.03333	-0.008

2	66.8889	1	2	-1.908	0.02823	0.06667	-0.0384
3	67.2222	1	3	-1.86	0.03144	0.1	-0.0686
4	67.5556	1	4	-1.813	0.03495	0.13333	-0.0984
5	72.1111	1	5	-1.164	0.12231	0.16667	-0.0444
6	73.4444	1	6	-0.974	0.16514	0.2	-0.0349
7	74.1111	1	7	-0.879	0.18982	0.23333	-0.0435
8	78.3333	1	8	-0.277	0.39088	0.26667	0.12421
9	78.6667	1	9	-0.23	0.40923	0.3	0.10923
10	79	1	10	-0.182	0.42777	0.33333	0.09444
11	79.3333	1	11	-0.135	0.44648	0.36667	0.07982
12	79.3333	1	12	-0.135	0.44648	0.4	0.04648
13	79.6667	1	13	-0.087	0.46531	0.43333	0.03198
14	80.6667	1	14	0.0554	0.52209	0.46667	0.05543
15	81.3333	1	15	0.1504	0.55977	0.5	0.05977
16	82.2222	1	16	0.277	0.60912	0.53333	0.07579
17	82.5556	1	17	0.3245	0.62723	0.56667	0.06056
18	82.8889	1	18	0.372	0.64506	0.6	0.04506
19	83.2222	1	19	0.4195	0.66257	0.63333	0.02924
20	83.2222	1	20	0.4195	0.66257	0.66667	-0.0041
21	83.5556	1	21	0.467	0.67974	0.7	-0.0203
22	84.2222	1	22	0.562	0.71293	0.73333	-0.0204
23	84.2222	1	23	0.562	0.71293	0.76667	-0.0537
24	84.5556	1	24	0.6095	0.72889	0.8	-0.0711
25	84.8889	1	25	0.6569	0.74439	0.83333	-0.0889
26	88.1111	1	26	1.116	0.86779	0.86667	0.00113
27	88.7778	1	27	1.211	0.88705	0.9	-0.0129
28	89.7778	1	28	1.3535	0.91205	0.93333	-0.0213
29	90.7778	1	29	1.4959	0.93266	0.96667	-0.034
30	91.1111	1	30	1.5434	0.93864	1	-0.0614

Based on the data on the table 4.7 L_{hitung} was 0.124 and the Lilifors test in significance $\alpha = 0.05$ with $n = 30$ L_{table} was 0.161. So the $L_{hitung} < L_{table}$ ($0.124 < 0.161$). So it can be concluded that the data was normally distributed.

b. Normality Test of Y Variable

The normality test of variable x used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{x - \bar{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve.
4. $F(Z_i) = \frac{fk}{n} = \frac{1}{30} = 0.033$

Standard Deviation of Y Variable

$$\begin{aligned}
 S &= \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} \\
 &= \sqrt{\frac{30 \cdot 108512 - (1780)^2}{30(29)}} \\
 &= \sqrt{\frac{3255360 - 3168400}{870}} \\
 &= \sqrt{\frac{86960}{870}} \\
 &= \sqrt{99.9} \\
 &= 9.88
 \end{aligned}$$

Table 4.8
Normality Test of Y variable

NO	X_i	F	F kum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	27.2222	1	1	-1.8046	0.03557	0.03333	0.00223
2	32.7778	1	2	-1.2423	0.10706	0.06667	0.04039

3	32.7778	1	3	-1.2423	0.10706	0.1	0.00706
4	32.7778	1	4	-1.2423	0.10706	0.13333	-0.0263
5	32.7778	1	5	-1.2423	0.10706	0.16667	-0.0596
6	37.6667	1	6	-0.7475	0.22739	0.2	0.02739
7	38	1	7	-0.7137	0.23769	0.23333	0.00436
8	38	1	8	-0.7137	0.23769	0.26667	-0.029
9	38	1	9	-0.7137	0.23769	0.3	-0.0623
10	39.3333	1	10	-0.5788	0.28136	0.33333	-0.052
11	39.3333	1	11	-0.5788	0.28136	0.36667	-0.0853
12	39.6667	1	12	-0.5451	0.29286	0.4	-0.1071
13	41	1	13	-0.4101	0.34086	0.43333	-0.0925
14	43.5556	1	14	-0.1514	0.43981	0.46667	-0.0269
15	44.5556	1	15	-0.0502	0.47997	0.5	-0.02
16	45.2222	1	16	0.01724	0.50688	0.53333	-0.0265
17	45.2222	1	17	0.01724	0.50688	0.56667	-0.0598
18	45.2222	1	18	0.01724	0.50688	0.6	-0.0931
19	48.7778	1	19	0.37712	0.64696	0.63333	0.01362
20	48.7778	1	20	0.37712	0.64696	0.66667	-0.0197
21	49.1111	1	21	0.41086	0.65941	0.7	-0.0406
22	49.4444	1	22	0.44459	0.67169	0.73333	-0.0616
23	50.4444	1	23	0.54581	0.7074	0.76667	-0.0593
24	50.4444	1	24	0.54581	0.7074	0.8	-0.0926
25	54	1	25	0.90568	0.81745	0.83333	-0.0159
26	57.3333	1	26	1.24306	0.89308	0.86667	0.02641
27	60.2222	1	27	1.53546	0.93766	0.9	0.03766
28	61.8889	1	28	1.70415	0.95582	0.93333	0.02249
29	61.8889	1	29	1.70415	0.95582	0.96667	-0.0108
30	66.1111	1	30	2.1315	0.98348	1	-0.0165

Based on the data on the table 4.8 L_{observed} was 0.040 and the Lilifors test in significance $\alpha = 0.05$ with $n = 30$ L_{table} was 0.161. So the $L_{\text{observed}} < L_{\text{table}}$ ($0.040 < 0.161$). So it can be concluded that the data was normally distributed.

c. Homogeneity Test

Homogeneity test performed to determine whether the variances of data equal from two distribution group.

The data of variable X and variable Y:

a. Variable X

$$\tilde{x} = 80.27$$

$$S_x^2 = 49.2$$

$$N = 30$$

b. variable Y

$$\tilde{x} = 59.33$$

$$S_x^2 = 99.9$$

$$N = 30$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$
$$= \frac{99.9}{49.2}$$
$$= 2.03$$

The value of F_{table} with the significance $\alpha = 0.05$ with $n = 30$ was 2.215. and the F_{hitung} was 2.03. So the $F_{\text{hitung}} < F_{\text{tabel}}$ or (2.03 < 2.215). So it can be conclude that the data was homogeny.

C. Testing Hypothesis

After calculating the data, the result was showed the rules of statistics normality and homogeneity was fulfilled so the next is testing hypothesis.

Table 4.9
The Calculation Table

NO	X	Y	$X_i(x-\tilde{x})$	$Y_i(y-\tilde{y})$	X_i^2	Y_i^2	X_iY_i
1	82.5	47.2	2.3	-12	5.29	144	-27.6
2	82.2	57.6	2	-1.6	4	2.56	-3.2
3	88.7	45.8	8.5	-13.4	72.25	179.56	-113.9
4	66.5	42.3	-13.7	-16.9	187.69	285.61	231.53
5	78.3	53.7	-1.9	-5.5	3.61	30.25	10.45
6	91.1	69.4	10.9	10.2	118.81	104.04	111.18
7	82.8	85.4	2.6	26.2	6.76	686.44	68.12
8	90.7	69.1	10.5	9.9	110.25	98.01	103.95
9	88.1	74.3	7.9	15.1	62.41	228.01	119.29
10	83.2	68.7	3	9.5	9	90.25	28.5
11	67.5	70.7	-12.7	11.5	161.29	132.25	-146.1
12	67.2	51.7	-13	-7.5	169	56.25	97.5
13	84.2	54.1	4	-5.1	16	26.01	-20.4
14	80.6	47.8	0.4	-11.4	0.16	129.96	-4.56
15	84.8	53.7	4.6	-5.5	21.16	30.25	-25.3
16	81.3	60	1.1	0.8	1.21	0.64	0.88
17	79.3	47.5	-0.9	-11.7	0.81	136.89	10.53
18	79.6	58.3	-0.6	-0.9	0.36	0.81	0.54
19	84.5	71.4	4.3	12.2	18.49	148.84	52.46
20	79.3	48.2	-0.9	-11	0.81	121	9.9
21	73.4	57.6	-6.8	-1.6	46.24	2.56	10.88
22	79	64.2	-1.2	5	1.44	25	-6
23	84.2	64.5	4	5.3	16	28.09	21.2
24	74.1	66.2	-6.1	7	37.21	49	-42.7
25	83.5	59.3	3.3	0.1	10.89	0.01	0.33
26	72.1	59.3	-8.1	0.1	65.61	0.01	-0.81
27	66.8	47.5	-13.4	-11.7	179.56	136.89	156.78
28	89.7	59.3	9.5	0.1	90.25	0.01	0.95
29	83.2	59.3	3	0.1	9	0.01	0.3
30	78.6	64.5	-1.6	5.3	2.56	28.09	-8.48
Total	80.2	59.2	1	2.6	1428.12	2901.3	636.27

The table 4.9 above, calculating table that explained formula for Post-test in Experimental and Post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula of t-test was implemented to find out the t-observed value both groups as the basis to test hypothesis of this research.

a. Coefficient r

$$\begin{aligned}
 R_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{30(636.27 - (1)(2.6))}{\sqrt{30(1428.12 - 1)(30(2901.3 - (2.6)^2))}} \\
 &= \frac{19088.1 - 2.6}{\sqrt{(42843.6 - 1)(87039 - 6.79)}} \\
 &= \frac{19085.5}{\sqrt{3728687445.4}} \\
 &= \frac{19085.5}{61062.9} \\
 &= 0.312
 \end{aligned}$$

b. Examining the Statistical Hypothesis

Ha : P # O There is significance effect of applying three-steps interview technique towards the students' speaking achievement.

Ho : P # O There is no a significance effect of applying three-steps interview technique towards the students' speaking achievement.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$\begin{aligned}
&= \frac{80.27 - 59.33}{\sqrt{\frac{49.2}{30} + \frac{99.9}{30} - 2(0.31)\left(\frac{7.01}{\sqrt{30}}\right)\left(\frac{9.88}{\sqrt{30}}\right)}} \\
&= \frac{20.94}{\sqrt{1.64 + 3.33 - (0.62)(1.27)(1.80)}} \\
&= \frac{20.94}{\sqrt{3.56}} \\
&= \frac{20.94}{1.88} \\
&= 11.13
\end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-observed value was 11.13. After seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). The calculation showed that:

$$\begin{aligned}
Df &= N_1 + N_2 - 2 \\
&= 30 + 30 - 2 \\
&= 58
\end{aligned}$$

In the line of 58 showed that t_{table} was 1.29. $t_o > t_{table}$ which was $11.13 > 1.29$ the fact hypothesis H_a was accepted and H_o was rejected.

D. The Findings

1. The result of the t-test showed that the $t_{observed}$ was higher than t_{table} ($11.13 > 1.29$). it means that whole three-steps interview technique gave a significant effect on students' speaking achievement.
2. The student were taught by applying Three-Steps Interview Technique got higher score that those taught by discussion method. The mean score of post-test in experimental group was 80.27 and the mean score of control group was 59.33 it can be known that the students'

achievement who taught by applying three-steps interview technique got higher score than the students who taught by using discussions method .

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow:

3. The result of the t-test showed that the t_{observed} was higher than t_{table} ($11.13 > 1.29$). it means that whole three-steps interview technique gave a significant effect on students' speaking achievement.
4. The student were taught by applying Three-Steps Interview Technique got higher score that those taught by discussion method. The mean score of post-test in experimental group was 80.27 and the mean score of control group was 59.33 it can be known that the students' achievement who taught by applying three-steps interview technique got higher score than the students who taught by using discussions method .

B. Suggestions

in relation on the conclusions above, suggestions are put forward as follows:

1. To the English teacher
 - a. They should consider that the applying of three-steps interview technique towards the students' speaking achievement can be enjoyable and fun way in teaching speaking especially in Expressing of Agreeing and Disagreeing Opinion. They should try to make variation in teaching speaking until the students comprehend and more confidence, so they can practice with other.

-
2. To the students, they should study harder to improve their achievement in speaking. Practice to speak with someone is very important. Students should practice their English in daily conversation especially in Expressing of Agreeing and Disagreeing Opinion in their daily life.