IMPROVING STUDENTS' SPEAKING SKILL THROUGH THREE STEPS INTERVIEW TECHNIQUE

THESIS

Submitted as Partial Fulfillment to the Requirement for the Attainment of the Degree of *Sarjana Pendidikan (S.Pd)*

By

Name : Ainurrafiah
NIM : 2014850042

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATIONAL SCIENCES

MUHAMMADIYAH UNIVERSITY OF JAKARTA

2018

MUHAMMADIYAH UNIVERSITY OF JAKARTA
FACULTY OF EDUCATIONAL SCIENCES
ENGLISH EDUCATION STUDY PROGRAM

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THREE STEPS INTERVIEW TECHNIQUE

xv + 47 pages, 8 tables, 10 appendices

ABSTRACT

The objective of this research is to prove whether three steps interview technique effective or not in teaching speaking. This research was conducted at eleventh grade of SMA Al Muhajirin in the academic year of 2017/2018. The subjects of this research were 32 students of class XI A in Al Muhajirin, Koja, Jakarta Utara. The design of the study was Quasi-Experimental, to collect the data the writer was used quantitative method; and used the pre-test and post-test as the instruments. The data of this study were obtained through students' speaking skill in pre-test and post-test. Also the data from pre-test and post-test were analyzed statistically using the formula. The result of the research showed that students' pre-test score was 11.44 and post-test score was 18.75. The students got improvements in their pronunciation, fluency, vocabulary, grammar, and comprehension. The findings of the research conclude that three steps interview technique was effective to improve students' speaking skill.

References 20 (2001-2017)

MENINGKATKAN KEMAMPUAN BICARA ANAK MELALUI THREE STEPS INTERVIEW TECHNIQUE

xv + 47 halaman, 8 tabel, 10 lampiran

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah three steps interview technique efektif atau tidak dalam pengajaran berbicara. Penelitian ini dilakukan pada kelas sebelas di SMA Al Muhajirin pada tahun akademik 2017/2018. Subjek penelitian ini adalah 32 siswa kelas XI A di Al Muhajirin, Koja, Jakarta Utara. Desain yang digunakan dalam penelitian adalah Quasi-Experimental, untuk mengumpulkan data penulis menggunakan metode kuantitatif; dan menggunakan pre-test dan post-test sebagai instrumen. Data penelitian ini diperoleh melalui keterampilan berbicara siswa dalam pre-test dan post-test. Data dari pre-test dan post-test dianalisis secara statistik dengan menggunakan rumus. Hasil dari penelitian ini menunjukan bahwasanya skor pre tes 11,44 dan skor post-test adalah 18,75. Siswa mendapatkan peningkatan dalam pengucapan, kefasihan, kosakata, tata bahasa, dan pemahaman dalam berkomunikasi. Maka dalam penelitian ini disimpulkan bahwa three steps interview technique efektif untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: *Three Steps Interview Technique, Keterampilan Berbicara, Pembelajaran Kooperatif*

Daftar Pustaka 20 (2001-2017)

APPROVAL SHEET

Thesis Advisor,

Lidiyatul Izzah, M.Pd.

Date : ⑦ ⑬𝑝𝑜𝑟𝑙 2018

Acknowledged by,

Head of English Education Study Program

Zaitun, M.Pd.

Date : April 9th, 2018

Name	: Ainurrafiah
Student's Registration Number	: 2014850042
Thesis Tittle	: **IMPROVING STUDENTS' SPEAKING SKILL THROUGH THREE STEPS INTERVIEW TECHNIQUE**
Academic Year	: 2014/2015

BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "Improving Students' Speaking Skill Through Three Steps Interview Technique" written by Ainurrafiah student's registration number 2014850042 was examined by the committees on Saturday, August 11th 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

Acknowledged by.

FACULTY OF EDUCATIONAL SCIENCES

Dean,

Dr. Iswan, M.Si.

Board of Examiners	Signature	Date
Ismah, M.Si. Chairperson		13/9 18
Zaitun, M.Pd. Secretary		06/09/2018
Lidiyatul Izzah, M.Pd. Advisor		06/09/2018
Dr. Ansharullah, M.Ag., M.Ud. Examiner – 1		03/09/2018
Zaitun, M.Pd. Examiner – 2		3/9/2018

ENDORSEMENT SHEET

This is to certify that board of examiners has approved the undergraduate thesis as follows:
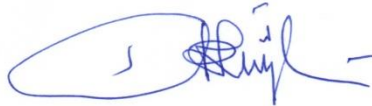
Name : Ainurrafiah

Student's Registration Number : 2014850042

Thesis Tittle : Improving Students' Speaking Skill Through Three Steps Interview Technique

Academic Year : 2014/2015

Day : Saturday

Date : August, 11th 2018

Ismah, M.Si.
Chairperson

Zaitun, M.Pd.
Secretary

Dr. Ansharullah, M.Ag., M.Ud.
Examiner – 1

Zaitun, M.Pd.
Examiner – 2

PAKTA INTEGRITAS

Yang bertanda tangan di bawah ini:

a. Nama : Ainurrafiah

b. Tempat, TanggalLahir : Jakarta , 27 Maret 1994

c. Fakultas/Prodi : Fakultas Imu Pendidikan / Pendidikan Bahasa Inggris

d. Nomor Pokok : 2014850042

e. Alamat Rumah : Jl. Mantang GG I Blok M no.24 012/007 Koja - Lagoa Jakarta Utara 14270

f. No. Tlp/Hp : 0878-8892-1688

g. Judul Skripsi : Improving Students' Speaking Skill Through Three Steps Interview Technique

Dengan ini menyatakan dengan sesungguhnya bahwa seluruh dokumen atau data yang saya sampaikan dalam skripsi ini adalah benar sesuai dengan ketentuan yang berlaku, apabila dikemudian hari ditemukan seluruh atau sebagian dokumen atau data yang teridentifikasi penyimpangan, saya bersedia menerima sanksi sesuai dengan perundang-undangan yang berlaku.

Demikian pakta integritas ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun, untuk dipergunakan sebagaimana mestinya.

Jakarta, 11 Agustus 2018
Mahasiswa yang bersangkutan,

Ainurrafiah

vi

PERNYATAAN PERSETUJUAN

PUBLIKASI TUGAS AKHIR UNTUK PENINGKATAN AKADEMIK

Sebagai sivitas Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta, saya yang bertanda tangan di bawah ini:

Nama	:	Ainurrafiah
NIM	:	2014850042
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Ilmu Pendidikan
Jenis Karya	:	Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta Hak Bebas Royaliti Non Ekslusif (Non-Exlusive Royality Free Right) atas karya ilmiah saya yang berjudul:

"IMPROVING STUDENTS' SPEAKING SKILL THROUGH THREE STEPS INTERVIEW TECHNIQUE"

Dengan ini hak bebas royaliti nonekslusif ini Fakultas Ilmu pendidikan berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (database), merawat dan mempublikasikan skripsi saya selama saya tetap mencantumkan nama saya sebagai penulis dan sebagai pemilik hak cipta.

Demikian pernyataan ini saya buat dengan sebenar-benarnya agar bisa dipergunakan sebagaimana mestinya.

Dibuat di Jakarta,

Pada tanggal 11 Agustus 2018

Ainurrafiah

DEDICATION

"I dedicated this thesis to my beloved father, mother, and my brothers.

And all of my beloved families and friends who always support me to finish this thesis"

MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۙ

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۚ

</div>

"Karena sesungguhnya, sesudah kesulitan itu ada kemudahan"

"Sesungguhnya, sesudah kesulitan itu ada kemudahan"

(QS: Al Insyirah 5-6)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil‟alamin, all praises to Allah SWT who has always gives his gracious and mercy that has helped the writer finishing this thesis entitles "Improving Students' Speaking Skill Through Three Steps Interview Technique". Peace and blessing don't forget to our prophet Muhammad SAW, his family and his followers.

In this opportunity, the writer would like to thank to her beloved parents, Mr. Ahmad Jazari and Mrs. Masrura for their love, patience, pray, and their motivation for the writer to finish her study. And also to her beloved brothers, Mujiburrahman and Muhammad Irfan who support and never bored to keep on reminding the writer to completed this thesis. The writer also would like to address her gratitude to her thesis advisor, Lidiyatul Izzah, M.Pd, who has guided, gives suggestion, and correction in writing this thesis. Her appreciation and gratitude also goes to:

1. Dr. Iswan, M.Si, as Dean of Faculty of Educational Sciences Muhammadiyah of Jakarta.

2. Zaitun, M.Pd, as the Head of English Department.

3. All lecturers Of English Study Program that cannot mention the entire name who gave the writer many knowledges and skills.

4. Rudi Khoerudin, S.Pd.I as the headmaster of SMA Al Muhajirin who has given his permission to the writer did her research.

5. Bunga Nurahmah, S.Pd as the English teacher in SMA Al Muhajirin who has helped her during take the research in the school.

6. All her friends in English Study Program of 2014 academic year, especially her class B-ing members who motivated her during her study.

7. Nadia Ulfah, Rachma Thalia, and Nadya Khairunnisa Adila as her best friends who always help, shared their knowledge and motivated the writer to finish her study.

8. Some participants who cannot be mentioned one by one here and who has given her support and contribution during the completion of my research and the thesis writing.

Finally, this thesis would give a contribution to the faculty of education sciences; although the writer realizes this thesis still far from being perfect, and hopefully this thesis become a valuable writing. Amen.

Jakarta, August 2018

The Writer

Ainurrafiah

TABLE OF CONTENTS

LIST OF APPENDICES

Appendix1   Lesson Plan

Appendix 2   Speaking Test Validation Pre-Test and Post-Test

Appendix 3   Table of t Distribution

Appendix 4   Guide Letter of University

Appendix 5   Guide Letter of School

Appendix 6   Sheet Witnessed Thesis Examination

Appendix 7   Guidance Consultant Letter

Appendix 8   After Exam Revision Card

Appendix 9   Documentation of Classroom activities

Appendix 10   Curriculum of Vitae

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Backgroud of the study

Speaking is one of the most important skills to develop and enhance as an effective of communication. Farabi et al., (2017:19) stated that speaking is a two–way process involving a true communication of ideas, information and feelings. In this global era, many people used English as a media of communication; it has become an international language and makes people who come from different countries to be easier in making interaction and communication by English. Mastering English is an important interaction so that the speakers are able to communicate to listeners properly and fluently about what they are being said.

Based on surah Al-Ahzab verse 70-71:

♦✖⇦🐍⌂▲✎🐛🐟   🐛□🐌🐍⑨□🕯❋🕐♦③
☎🐟□➜☽❋✍🐛🐟   ☎🐟□🏹☾★♦🐾🐟♦↗
☾★♦↗□♦🔔   ☎🐟□🏹🐾◎□➜🔔♦□   ▲✎🐛🐟
⇕⊠🐍📫⇔🕐🏹③   🐃🐍☞🐟   🐟✡⑨③🐍⑨□◁🐓
↗🐍🏹▤■📫🕐◁☺⇕🏹□📖   ↗☠🏹▤♦🐾◎
↗☠🏹▤♦🐾◎   ↗❷🐍▦🐓⇔♦③♦□
Ⅱ♦🐾♦□   ▤   ↗☠🏹▤♦🐲□⬅☼➜❶
▲✎🐛🐟   🖙🏹🐍⮎🏹③
◁🐓🐛🐟♦▫ ⇕⑨♦☽♦▫ 🕐🏹📖♦✎□⬅🐓♦❻♦□
🐃🐍🐲🐓 🐛🐟🕐☺⑩🐍➜♦🏹 🐟🕐🐍↗□♦▫
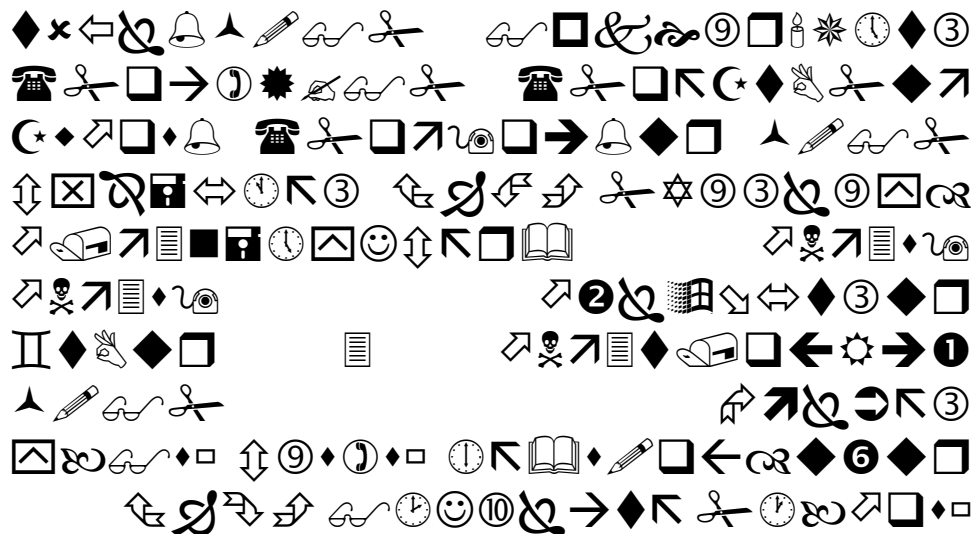
The meaning:

(70) O You who believe! keep Your duty to Allâh and fear him, and speak (Always) the truth.

(71) He will direct You to do righteous good deeds and will forgive You Your sins. and Whosoever obeys Allâh and his Messenger (Sal-Allaahu 'alayhe Wa Sallam) He has indeed achieved a great achievement (i.e. He will be saved from the Hell-fire and made to enter Paradise).

This surah explains that Allah calls on us to believe Him, His Prophet, the day of judgment, and the existence of heaven and hell. Believing Allah means that we obedience His commands and avoid His prohibitions. By saying words correctly, Allah will certainly fix our deeds and forgive our sins.

In learning English speaking appropriately, we should be more emphasized so that students can interact and communicate English with their peers frequently. By developing this kind of activities it will train the students to achieve their certain goals such as expressing opinions and exchanging ideas. But the facts, the teacher generally does not create the appropriate conditions to support that situation. This is responsibility teachers about how to teach or to guide his or her students to speak appropriately. Starting from the teacher himself, he must show or become an example that he can speak appropriately in front of their student.

Many students not confidence to speak up with their peers moreover in front of class, therefor teacher must be sensitive in that condition to express speaking appropriately in front of public is needs a great confidence. Students' must prepare well for face it; they must prepare the good text and also can deliver as much as possible by speaking appropriately in order that the listener understand what the speaker is talking about the topic. Many problems face by teacher, such as the student difficult to express what they want to express because they are scared in mispronunciation and lack of vocabulary.

In this situation, teacher must be an active role to entice students in order to interact with other and also give a motivation for students to speak up in English. When the teacher teaches speaking skills how to speak appropriately, confidently, and smoothly is not easy for teacher how to make their student be able to be a good speaker in certain time. Thus, teacher should attract the attention of their students by creating good atmosphere and interesting in the learning process.

In this research, the writer use Cooperative Learning method which suggest by three steps interview technique to improve students' speaking skill. By using this three steps interview technique students can play a role as interviewer and interviewee. Students can more interacting with their friends, discussion, sharing

idea, and giving opinion. In this learning process that focuses on students' speaking skill in English classroom, students are taught to express their opinion to their peers in a discussion by group. Then, students can exchange their ideas with sharing to their peers in the classroom. In this technique, the teacher can use this three steps interview to improve students' speaking skills.

By using this three steps interview technique, which can diminish the problem face by teacher. In order to teach with three steps interview techniques, students can collaborate with their friends they can be interviewer and interviewee. In this technique by using three steps interview; teacher divide a class into 4 groups A, B ,C, and D each group consist of four or five students depending on how many students in the class then divided into four groups. Afterwards, students A can discuss and interview with student B and also student C and D. After discuss and interview about the topic that given by the teacher, students are conclude the results from that interview with their peers so go forward to present and give an opinion about what they have discussed and sharing with their peers.

Teacher create a group in the class to work together in completing a topic, in this cooperating student can express their idea to their friends and try to confidence to speak appropriately. From this technique, students can interesting to improve their

speaking skills and invite them to interact with their peers by speaking appropriately. So teachers do not always use lecture method in teaching speaking skill. By applying this technique in English learning it is expected that learners becomes to speak appropriately. So they can express their idea, solution, and opinion to their peers in front of class. Here the writer applies the method for senior high school. So that learning can be more interesting, fun, and can be accelerate the ability of speaking in English learning.

Based on the background above, the writer tries to raise the case of her thesis entitled: "Improving Students' Speaking Skill Through Three Steps Interview Technique".

B. Identification of the problem

Based on the background of the study above, the writer identifies some problem as follow:

1. Students have difficulties in speaking English because they are not accustomed themselves to speak in English.
2. Many students' anxiety in delivering speaking performance especially in learning English.
3. Students are afraid to making oral mistakes.
4. Most students lack of confidence to speak English.

C. Limitation of the problem

In this research, the writer only focus on three steps interview technique to improve students' speaking skill. The writer use three steps interview as a technique of the study.

D. Problem of the study

Based on the background of the study, identification of the problem, and limitiation of the problem above, the research problem is "Is three steps interview technique effective to improve students' speaking skill?".

E. Objective of the study

The objective of the study is to prove whether or not the use of three steps interview technique is effective to improve students' speaking skill.

F. Significance of the study

The significance of the study can be benefit to:

1. The student

   This three steps interview technique can help the student to practice speaking in English. Students also learn how to work in group and to express their idea.

2. The teacher

To find many new technique in learning process and to improve students' speaking skill so that learning becomes fun and interesting.

CHAPTER II

LITERATURE REVIEW

A. The Description of the theory

1. Speaking skill

a. Definition of speaking

According to Fulcher (2003:23), "Speaking is the verbal use of language to communicate with others". Supported by Haidara (2016:1502) Speaking is one of the productive skills that enable us to convey or to express something in a spoken language. Speaking can also be interpreted as an activity when a person used the voice to deliver a suggestion, opinion, and information. In speaking we must arrange the words properly and correctly, by speak appropriately the listener can understand what the delivered by speaker. By getting used to speak in English, indirectly people can drill himself to speak correctly, fluency, and appropriately.

Based on Ampa et al., (2013:3) stated that Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Speaking skills are the

ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feelings, thoughts, and needs orally. The focus on this study is the accuracy which is concerned with the 'grammar, vocabulary, and pronunciation. If someone speaks English, the understanding of the English grammar should be paid attention in order that the utterances produced are grammatically correct, so that the listeners understand those utterances.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. When someone speaks, he produces verbal communication and it should be meaningful and easy to understand. Kayi (2006:1) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In the nature of communication, there is always the speaker and the listener, the message, and the feedback. A good speaker should be clear and informative to make the listener understands what the speakers say. Supported by Sunaryo (2017:7) states that speaking means to produce some words representing ideas. It is a process of building

and sharing meaning through the use of verbal communication.

There are four skills that taught in English learning are; listening, writing, speaking, and reading. Speaking skills is one of skill which should be taught and practiced in the classroom. Speaking skill is also one of the important skills that must be more emphasized in learning process, because many students that understand about the material but they lack to practice in speaking skill especially in English learning.

b. Types of speaking

According to Brown (2004:141) stated that five types of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

1) Imitative

The ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.

2) Intensive

The production of short stretches of oral language designed to demonstrate competence in narrow

band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.

3) Responsive

This performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.

4) Interactive

In this stage, the length and complexity of the conversation is more then responsive stage, which sometimes includes multiple exchange or multiple participants.

5) Extensive

Extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

Turk (2003:5) stated that if we want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes. It can

be concluded that our own motivation and also our environment are the emphasis factors in improving speaking skill.

c. Teaching speaking skill

According to Luoma (2004:1) speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. The main purpose of speaking skill was able to communicate by using foreign language very well. There are same importance of teaching speaking skill in the classroom based on Harmer (2007: 123);

1) Speaking activities provided rehearsal opportunities chances to practice real life speaking in the safety of the classroom.

2) Speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students.

3) Students have opportunities to active the various elements of language they have stored in their brain. As a result, the students gradually become autonomous language users. This means that they will be able to use the words and phrase fluently without very much conscious thought.

d. Competence Theory

Competency theory based approach has been extended at the beginning of the XXI century in connection with discussions about problems and ways of modernization of the education. Innovative education is not only a new way of teaching, but also a new way of thinking. Competency based approach in education is well-known to the educators and scientists, all over the world discussed from different angles and being viewed from different perspectives.

In competency theory, assessment for speaking involves a variety of assessments such as comprehension, pronunciation, grammar, fluency, and vocabulary. Comprehension in speaking is important, because when teacher gives the text to students they have to understand about it. Students have to retell the text in front of the class. Assessment in student's comprehension of the topic must be fifty percent's value to get the final score of the student in evaluation.

e. Assessment of speaking skills

Harmer (2001 : 139-140) states that assessing speaking performance should be represented through praise or comment. However, the teacher should be careful in praising or commenting the students' work. The teacher

should consider the students' psychology. Not all students can accept praises or comments positively. The teacher should give praises or comments that do not decrease the students' motivation. Hamer also adds some ways to asses the students' work:

1) Comments

   Comments can be used to assess both indoor and outdoor speaking performances.

2) Marks and grades

   Giving marks and grades to assess the students' work should be considered carefully. Before giving marks and grades, the teacher should discuss the criteria with the students so that they know the target that has to be achieved.

3) Reports

   Reports are used in the end of a semester or the study to report the result of the students' work. The reports usually are given to the students themselves, parents, and school.

   Based on the description above, the writer concluded that in assessing speaking it can be done by giving feedback or comment directly. The writer used the rubric of speaking which used the criteria of those rubric i.e pronunciation,

fluency, vocabulary, grammar, and comprehension with 1-5 point of the scale. Nunan cited in Rahmawati and Ertin (2014:202) explained proficiency rating as follows:

1) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and the pronunciation aspect interfered the communication are the criteria of the assessment.

2) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing word.

3) Vocabulary

The range, precision, and the usage of vocabulary features in conversation used by test takers indicate the level of how proficient they are.

4) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately to avoid grammatical errors in speaking.

5) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

2. Cooperative learning

a. Definition of cooperative learning

Richards and Rodgers (2001:195) described that cooperative language learning is an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities. Slavin in George's Journal also emphasized that cooperative learning could be shown to enhance learning. He stated that "Working in dyads or small groups, usually with some incentive or reward for the group's accomplishments, students are motivated in cooperative learning to help one another master skills or learn the material.

b. Aims of cooperative learning

The application of cooperative learning method in teaching and learning has goals based on Richards and Rodgers (2001:193) as follows:

1) To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

2) To provide teachers with methodology to enable them to achieve this goal and one that can be applied in variety of curriculum settings.

3) To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

4) To provide opportunities for learners to develop successful learning and communication strategies.

5) To enhance learners motivation and reduce learner stress and to create a positive affective classroom climate.

c. Advantages of cooperative learning

Mc Groarty in Richards and Rodgers (2001:195) offers six learning advantages by doing Cooperative Learning in classroom activity. They are:

1) Increased frequency and variety of second language practice through different types of interaction

2) Possibility for development or use language in ways that support cognitive development and increased language skills

3) Opportunities to integrate language with content-based instruction

4) Opportunities to include a greater variety of circular materials to stimulate language as well as concept learning

5) Freedom for teachers to master new professionals' skills, particularly those emphasizing communication

6) Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

3. **Three steps interview technique**

   a. Definition of three steps interview technique

   As quoted in Permanasari (2014 : 22) three steps interview technique was used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. By applying three steps interview technique, students will have an

interaction in pairs as an interviewer and an interviewee. Three steps interview Technique is an effective way to encourage students to share their thinking, ask questions, and take notes.

Three-Step Interview is a cooperative structure used to develop speaking skills. According to Barkley, et al. (2005 : 121), in Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair. The three steps (Interview-Interview-Report) are;

Step 1 : Student A interviews student B

Step 2 : Student B interviews student A

Step 3 : Student A and student B each summarizes their partner's responses for student C and D, and vice versa.

b. The aims of three steps interview technique

The aims of three steps interview technique are to engage students in conversation for the purpose of analyzing and synthesizing new information. Three steps interview is a strategy that is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process.

c. The procedure of three steps interview technique

Based on Olsen and Kagan in Richards and Rodgers (2001:198), the procedure of Three Steps Interview technique are as follows:

1) Teacher makes a group of 4 students and gives them labelled. It can be A, B,C, D.

2) Teacher pairs the student A with student B, and student C with student D.

3) Teacher gives topic to the student.

4) Students are in pairs, one is interviewer and the other is interviewee.

5) Student A interview student B. Student C interview student D.

6) Students reverse roles.

7) Each shares with team member what was learned during the two interviews.

Three Steps Interview technique is one of Cooperative Learning in which students works in a group consisting of 4 or 5 persons. Students will be accuctomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview technique will also help students speak in English, because they have to make an interaction

with their partner in order to share the ideas orally. So, Three Steps Interview Technique is very useful to be used by the teacher to improve students' speaking skil.

d. The advantage of three steps interview technique

There are the advantages of three step interview:

1) The students get adequate opportunities to practice speaking.

2) All of students are more active and more cooperative during the speaking class.

3) The teacher teaches speaking in real situation.

4) The students share and apply different questioning strategies.

B. Theoretical Framework

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Many problem face by the teacher in teaching speaking skill; one of them is students are not confidence to speak and conversation with their peers in English, also difficult to express their idea because student fear about mispronunciation. Therefore, as a teacher must be sensitive by the happened of students. In this study explains how to improve

students' speaking skills through three steps interview technique.

Based on the research above, the writer will perform three steps interview technique that will be done to Senior High School. Because with this technique that can facilitate students in speaking skills. By applying three steps interview technique, students showed positive responds, they were motivated to speak English because the technique is interesting and easier to be learnt.

C. Hypothesis of the Study

To know the improving of teaching speaking by using three steps interview technique, the writer formulates two hypothesis that will be tested by using cooperative. They are:

1. Null Hypothesis (Ho): Three steps interview technique does not improve students' speaking skill.

2. Alternative Hypothesis (Ha): Three steps interview technique improves students' speaking skill.

CHAPTER III

METHODS AND PROCEDURES

A. Time and Place of the Study

This research was held on Oct 2017 until Feb 2018 at second semester in SMA Al Muhajirin Jakarta Utara which located on Jl. Tunda No.20-21 Kel.Rawa Badak Selatan Kec.Koja, Jakarta Utara 14270. It was conducted at eleventh grade of SMA Al Muhajirin in period 2017/2018 academic year. The writer was focused in improving students' speaking skills through three steps interview.

B. Method of the Study

In collecting the data, a method that used by the writer was Quantitative method. It is methods that use numbers to measure the problem of the study which can be changed into useable statistics. Thomas (2003:2) said that Quantitative research uses numbers and statistical methods. It tends to be based on numerical measurements of specific aspects of phenomena; it abstracts from particular instances to seek general description or to test causal hypothesis.

The design of the study was Quasi-Experimental design. The writer used its design to see the improvement of students'

speaking skill through three steps interview. In the Quasi-Experimental design, the researcher used one group design; it is pre-test and post-test in collecting the data.

C. Operational Definition of Variables

Variables divided into two types, there are independent variable or variable X and dependent variable or variable Y. In this research, the independent variable is three steps interview technique (variable X) and the dependent variable is students' speaking skill (variable Y).

D. Population and Sample

1. Population

According to Gerry and Michael (2004:14) population is called a sample and the number of observations. In this research, the population is all students in eleventh grade at SMA Al Muhajirin in period 2017/2018. It consists of 60 students and divided into 2 classes for eleventh grade, XI-A consist of 32 students, and XI-B consist of 28 students.

2. Sample

The writer applied cluster random sampling in her research and used one class as the sample of this research.

The sample of this research was class XI-A which consisted of 32 students in period 2017/2018 academic year.

E. Techniques of Collecting the Data

To obtain the data on this study, the writer used quantitative method. The writer used a test as instruments of the research to collect the data, as follows:

1. Pre-test

    Pre-test was held at class XI-A to know how far students' understanding in the lesson. The writer gave pre-test in the first meeting before doing the treatment.

2. Treatment

    In this study after doing the pre-test, the students got treatment by three steps interview technique to improve their speaking skills.

3. Post-test

    In the last meetings, the writer was applied post-test to know the effectiveness of three steps interview to improve students' speaking skills. And also to know the students' achievement and progress after giving the treatment at eleventh grade of SMA Al Muhajirin about three steps interview technique.

    In this research, the writer gives oral test to the students to speak in front of class about the topic. The writer assessed

student's speaking skill that stated by Brown (2000: 406-407)

cited in Mulyani (2015:55) can be seen on table 3.1:

Table 3.1
Rubric of Scoring Students' Speaking Ability

Content	1 point	2 points	3 points	4 points	5 points
Pronunciation	Errors in pronunciation on are frequent but can be understood by native speaker	Pronunciation has many problems	Require guessing at meaning, accent may be obviously foreign	Errors in pronunciation are quite rare	Pronunciation is excellent like native speaker
Fluency	No specific fluency description, not complete utterance	Fluently not good enough, many unnatural hesitation	Fluently enough, several unnatural hesitations and searching for words	Fluently, occasional hesitation	Quick, fluently, continuous with no hesitation and clear
Vocabulary	Very little vocabulary, many vocabulary	No enough vocabulary or incorrect use	Good enough, rarely have to look for a	Good, appropriate vocabulary and	Very good, use appropriate and new

	repeated		word	response	words
Grammar	Errors in grammar are frequent but speaker can be understood by native speaker	Many problems like in verb forms Error in basic structure	Good enough, listener understand enough	Good, two or fewer grammatical errors	Excellent, no grammatical errors
Comprehension	Confusing in understanding the concept	No enough understanding the concept	Understanding the concept good enough	Understanding the concept good	Understanding the concept very good

Table 3.2
Speaking Skill Final Score From

No.	Students' name	Aspect					Total Score
		P	G	V	F	C	
1.							
2.							
3.							
4.							
5.							

Explanation:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

F. Techniques of Analyzing the Data

In this research, the writer analyzed the data of the test statistically. The writer analyzed the result of the test. The analysis of data do after the writer get the students' speaking skill in both test : pre test and post test. In order to analyze the data, the writer using the T-test statistic and a formula of t-test for one group that is called Paired Sample t-test. The data obtained pre-test and post

test scores from the classroom test were calculated by using formula of T-test one group:

t-test one group

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

$$SD = \sqrt{Var}$$

$$Var\ (S^2) = \frac{1}{n-1}\sum_{i=1}^{n}(x_1 - \bar{x})^2$$

The steps of Paired Sample t-Test are as follow:

1. Determining MEAN of DIFFERENCE score of 1 and 2

$$\bar{D} = \frac{Xj - Xi}{n}$$

Note: $X_j - X_i$ = total of Students' gained score of experimental class.

2. Determining DEGREES of FREEDOM (*df*)

df = N-1

Note: N is all sample of the experiment.

3. Determining VAR

$$Var\ (S^2) = \frac{1}{n-1}\sum_{i=1}^{n}((Xj - Xi) - \bar{D})^2$$

4. Determining STANDARD DEVIATION

$$SD = \sqrt{Var}$$

5. Determining t$_{cal}$ or T CALCULATION

$$t = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

CHAPTER IV

FINDINGS AND INTERPRETATIONS

A. Findings

In this chapter, the writer was presented the data and the analysis from the result of pre-test and post-test. The writer collected the data from one class of eleventh grade students at SMA Al Muhajirin in the academic year of 2017/2018. They were consist of 32 students from Class XI A as the sample of this research. The results of the research presented as follows:

1. The result of pre-test

The writer used pre-test before doing the treatment. The data were described in the following:

Table 4.1
Classification of the Students' Speaking Skill in Pre-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	23-25	5	-	-
Very Good	18-22	4	1	3.1 %
Good	13-17	3	3	9.4 %
Good Enough	8-12	2	28	87.5 %
Poor	5-7	1	-	-
Very Poor	< 5	0	-	-
Total			N=32	100 %

The percentage was counted using this formula:

$$\frac{Frequency}{N} \; X \; 100\%$$

In the above table 4.1, there are 32 students in this research before given treatment. From all of the respondents, there is 1 student (3.1%) who got very good, there are 3 students (9.4 %) who got good score, and there are 28 students (87.5%) who got good enough score. The details of the students' score in the pre-test presented on the table below:

Table 4.2
The Details of the Students' score in Pre-Test

NO	S	P	F	V	G	C	TOTAL	SCORE
1	S1	2	2	2	2	3	11	2
2	S2	2	2	2	2	3	11	2
3	S3	3	2	2	2	3	12	2
4	S4	2	2	2	2	2	10	2
5	S5	2	2	2	2	3	11	2
6	S6	2	2	2	2	3	11	2
7	S7	4	3	3	3	4	17	3
8	S8	2	2	2	2	3	11	2
9	S9	2	2	2	2	3	11	2
10	S10	2	2	3	2	3	12	2
11	S11	2	2	2	2	2	10	2
12	S12	2	2	2	3	3	12	2
13	S113	2	2	2	2	3	11	2
14	S14	2	2	2	2	3	11	2
15	S15	2	2	2	2	2	10	2
16	S16	2	2	2	3	3	12	2
17	S17	3	2	2	2	4	13	3
18	S18	2	2	2	2	2	10	2
19	S19	3	2	2	2	3	12	2
20	S20	2	2	2	2	3	11	2

21	S21	2	2	2	2	2	10	2
22	S22	2	2	2	2	2	10	2
23	S23	3	2	2	2	2	11	2
25	S25	2	2	2	2	2	10	2
26	S26	2	2	2	2	2	10	2
27	S27	2	2	3	2	3	12	2
28	S28	2	2	2	2	2	10	2
29	S29	2	2	2	2	3	11	2
30	S30	4	3	4	3	4	18	4
31	S31	2	2	2	2	3	11	2
32	S32	2	2	2	2	2	10	2

Notes:

Score = $\frac{Total}{5}$

S = Students   V = Vocabulary

P = Pronunciation   G = Grammar

F = Fluency   C = Comprehension

2. The result of post-test

The writer used post-test after doing the treatment. The data were described in the following:

Table 4.3
Classification of the Students' Speaking Skill in Post-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	23-25	5	2	31.25 %
Very Good	18-22	4	20	62.5 %
Good	13-17	3	10	6.25 %
Good Enough	8-12	2	-	-
Poor	5-7	1	-	-
Very Poor	< 5	0	-	-
Total			N=32	100 %

The percentage was counted using this formula:

$$\frac{Frequency}{N}\ X\ 100\%$$

In the above table 4.3, there are 32 students in this research after given the treatment. From all of the respondents, there are 2 students (31.25 %) who got excellent, there are 20 students (62.5 %) who got very good, and there are 10 students (6.25 %) who got good score. The details of the students' score on the post-test presented on the table below:

Table 4.4
The Details of the Students' score in Post-Test

NO	S	P	F	V	G	C	TOTAL	SCORE
1	S1	4	3	4	3	5	19	4
2	S2	4	3	3	3	4	17	3
3	S3	4	3	3	3	4	17	3

4	S4	3	3	4	3	4	17	3
5	S5	4	3	4	3	5	19	4
6	S6	4	3	4	3	4	18	4
7	S7	5	4	5	4	5	23	5
8	S8	3	3	4	3	5	18	4
9	S9	3	4	5	3	4	19	4
10	S10	3	4	3	3	4	17	3
11	S11	4	3	3	3	4	17	3
12	S12	4	4	4	3	5	20	4
13	S13	3	3	3	3	5	17	3
14	S14	4	3	4	3	4	18	4
15	S15	3	3	3	4	5	18	4
16	S16	4	3	4	5	5	21	4
17	S17	4	4	5	4	5	22	4
18	S18	3	3	4	4	3	17	3
19	S19	4	3	4	4	5	20	4
20	S20	3	3	3	3	5	17	3
21	S21	4	3	3	3	4	17	3
22	S22	3	4	4	4	5	20	4g
23	S23	4	3	3	3	4	17	3
24	S24	5	4	4	4	5	22	4
25	S25	4	4	3	3	4	18	4

26	S26	4	3	3	5	4	19	4
27	S27	4	3	3	5	5	20	4
28	S28	4	3	4	3	4	18	4
29	S29	4	3	3	4	4	18	4
30	S30	5	5	5	4	5	24	5
31	S31	4	3	3	3	5	18	4
32	S32	3	4	3	4	4	18	4

Notes:

Score = $\dfrac{Total}{5}$

S = Students   V = Vocabulary

P = Pronunciation   G = Grammar

F = Fluency   C = Comprehension

In order to know the use of three steps interview technique to improve students' speaking skill, the writer calculates the data from the result of the pre-test and post-test as follows:

Table 4.5
The Students' Speaking Skill Score

No	Students' Name	Test	
		Pre-Test	Post-Test
1	Aditya Surya Nugraha	11	19
2	Ahmad Nadhif Ghani	11	17
3	Ahmad Ridwan Pratama	12	17
4	Akhdan Zaidane	10	17
5	Garin Daffa Ardian	11	19
6	Annisa Dwi Lestari	11	18
7	Annisa Syaftriani	17	23
8	Malik Adnan Suhendra	11	18
9	Arif Hidayah	11	19
10	Giany Setya P	12	17
11	Dwi Rahmawati	10	17
12	Fahira Ramadin	12	20
13	Faris Abdurrazzaq	11	17
14	Fatimah Sahara	11	18
15	Juwanda Fairus	10	18
16	Khoirunnisa	12	21
17	Lutfi Alfia Yani	13	22
18	Muhammad Rizki	10	17
19	Muhammad Tata Satrio	12	20

20	Niken Trializa	11	17
21	Salma	10	17
22	Sarah Aulia Rahmah	10	20
23	Shafa Omar Hafizh	11	17
24	Salfa Alifah P	14	22
25	Siti Rahmatia Kadir	10	18
26	Syafrudin Nabil	10	19
27	Ulfia	12	20
28	Zidane Nur Faisal	10	18
29	Ana Afrilia Tika P	11	18
30	Ishella Hany	18	24
31	Abdul Andi Maulana	11	18
32	Muhammad Fikri Habibi	10	18
	TOTAL	366	600
	MEAN	11.44	18.75

In table above, students had improved performance between pre-test and post-test, it can be seen from their scores in pre-test total score was 366 with the mean score 11.44 and post-test total score was 600 with the mean 18.75. Between pre and post-test data above the writer found the rises of 234 for the total score and 7.31 for the mean score. Those score were summarized as in diagram below.

Diagram of Speaking Skill Scores
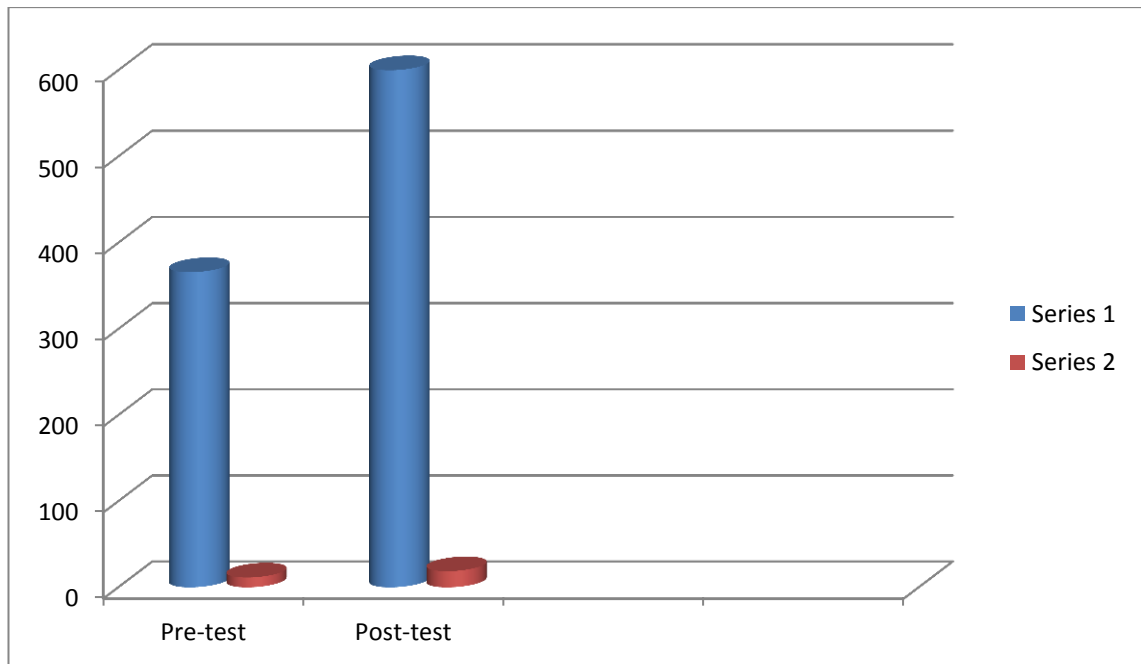
Table 4.6

Statistical table of students' pre-test and post-test

No	Pre test X_i	Post test X_j	$X_j - X_i$	$\overline{D}$	$((x_j - x_i) - \overline{D}$	$((x_j - x_i) - \overline{D})^2$
1	11	19	8		0.69	0.48
2	11	17	6		-1.31	1.7161
3	12	17	5		-2.31	5.3361
4	10	17	7		-0.31	0.0961
5	11	19	8		0.69	0.48
6	11	18	7		-0.31	0.0961
7	17	23	6		-1.31	1.7161

8	11	18	7		-0.31	0.0961
9	11	19	8		0.69	0.48
10	12	17	5		-2.31	5.3361
11	10	17	7		-0.31	0.0961
12	12	20	8		0.69	0.48
13	11	17	6		-1.31	1.7161
14	11	18	7		-0.31	0.0961
15	10	18	8		0.69	0.48
16	12	21	9		1.69	2.8561
17	13	22	9		1.69	2.8561
18	10	17	7	7.31	-0.31	0.0961
19	12	20	8		0.69	0.48
20	11	17	6		-1.31	1.7161
21	10	17	7		-0.31	0.0961
22	10	20	10		2.69	7.2361
23	11	17	6		-1.31	1.7161
24	14	22	8		0.69	0.48
25	10	18	8		0.69	0.48
26	10	19	9		1.69	2.8561
27	12	20	8		0.69	0.48
28	10	18	8		0.69	0.48
29	11	18	7		-0.31	0.0961

30	18	24	6		-1.31	1.7161
31	11	18	7		-0.31	0.0961
32	10	18	8		0.69	0.48
Σ	11.44	18.75	234			42.9181

Based on the result of pre-test and post-test of the students below, the writer calculated them based on the steps of the *t-test* formula as follows:

1) Determine MEAN of DIFFERENCE score of 1 and 2

$$\bar{D} = \frac{Xj - Xi}{n}$$

$$\bar{D} = \frac{234}{32} = 7.31$$

2) Determine DEGREES of FREEDOM (*df*)

df = N - 1

df = 32 − 1

df = 31

3) Determine VAR (S^2)

$$Variansi\ (S^2) = \frac{1}{n-1} \sum_{i=1}^{n} (x_j - xi) - \bar{D})^{\,2}$$

$$= \frac{1}{32} (42.9181)$$

$$= 1.34$$

4) Determine STANDARD DEVIATION

$$SD = \sqrt{Variansi}$$

$$= \sqrt{1.34}$$

$$= 1.15$$

5) Determine t_{cal} or T CALCULATION

$$tcal = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

$$= \frac{7.31}{\frac{1.15}{\sqrt{32}}}$$

$$= \frac{7.31}{\frac{1.15}{5.65}}$$

$$= \frac{7.31}{0.20}$$

$$= 36.55$$

6) t – table → degree at significance 5% = 2.039

Based on the calculation above, the result is 36.55 > 2.039. The result of the data analysis showed that by using the t-test formula the result of t_{cal} is 36.55 higher than t_{table} 2.039. In conclusion, applying three steps interview technique in students' speaking skill was effective.

B. Interpretations

As the writer mentioned on Chapter II, the writer proposed the hypothesis as follows:

1. (H_0) : Three steps interview technique is not effective in improving students' speaking skill

2. (H_a) : Three steps interview technique is effective in improving students' speaking skil

In order to prove the hypothesis, the writer has the assumption as below; Based on the result of t-test calculation above, it can be conclude that:

1. The value of t_{cal} is 36.55.

2. The degree of freedom (df) of 32 (32 – 1 = 31), so the value of t_{table} in degree of significance 5% (0.05), it gained score based on t-table (2.039).

If the result of $t_{calculation}$ is higher than t_{table} the alternate hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result of t-test calculation above, the value of T_{cal} 36.55 is higher than T_{table} 2.039. It means that there is significance different in students' post-test toward students' pre-test score. Thus, it can be concluded that three steps interview technique is effective in improving students' speaking skill of the eleventh grade students of SMA Al Muhajirin Jakarta in the academic year of 2017/2018.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After presenting and analyzing data in the previous chapter, the writer concluded that three steps interview technique can improve students' speaking skill. It can be seen from the students' improvement between pre and post-test.

From the result, the writer concluded that three steps interview technique can improves speaking skill in learning process. The result showed that the average of pre-test was 11.44 and post-test was 18.75. The value of $T_{calculation}$ (36.55) was higher than the value of T_{table} (2.039) at the significance level of 5% it can be concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there is significant different between teaching speaking skill with three steps interview technique and teaching speaking skill without three steps interview technique.

Therefore, it can be concluded that use three steps interview technique improves students' speaking skill. It gives a significant effect of students' speaking skill of eleventh grade students in SMA Al Muhajirin Jakarta Utara.

B. Suggestions

From the conclusion above, the writer would like to give some suggestion for English teacher, students, and further researchers. The suggestions are as mentioned below:

1. to English teacher

   It is good for the teacher to apply three steps interview technique as a method in teaching and learning process of speaking skill. Because it makes teaching and learning process become more interesting, and enjoyable. The English teacher should increase the students' motivation in learning English for example by giving reward to some students which has a high score as a symbol of appreciation.

2. to Students

   Students can interactive and sharing with their peers about the different of their ideas by using cooperative learning in learning process. They must force themselves to speak English in order to improve their speaking skill. Students should be more pay attention in learning process and keep spirit in studying English specially in speaking skill.

3. to Further researchers

   The writer suggests that the further researchers would do better research to use three steps interview technique. It is

also recommended for them to develop this method for teaching other skills, such as: writing, reading and listening; or teaching speaking in different level of the students, such as in senior high school and university students.

REFERENCES

Ampa, et al. (2013). The Development of Contextual Learning Materials for the English Speaking Skills. *International Journal of Education and Research.* Vol: 1:(9). Accessed on March, 30t^h 2018.

Barkley, Elizabeth F. et al. (2005). Collaborative Learning Techniques. San Francisco: John Wiley and Sons, Inc.

Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Farabi, et al. (2017). Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skills. *Journal of Applied Linguistics and Language Learning.* 3(1):17-24. http://article.sapub.org/10.5923.j.jalll.20170301.03.html. Accessed on Nov, 12th 2017.

Fulcher,Glenn. (2003). *Testing Second Language Speaking*. Grear Britain: Pearson Education.

Gibson, Gerry. (2004). Facilitating English Conversation Development in Large Classrooms. *The Internet TESL Journal*, Vol. X, No.9.

Haidara, Youssouf. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. Universal Journal of Educational Research. Available at: /https://files.eric.ed.gov/fulltext/EJ1106229.pdf

Harmer, Jeremy. (2007). The Practice of English Language Testing. Pearson Longman ELT.

Harmer, Jeremy. (2001). *The practice of English Language Teaching*. England.

Kayi, Hayriye. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII, No. 11. Accessed from: http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html.

Luoma, S. (2004). Assessing Speaking. Cambridge: Cambridge University Press.

Mulyani, Endang. (2015). The Use of Realia to Improve Students' Speaking Skill. IAIN Salatiga.

Nunan, David. (2003). *Practical English Language Teaching.* McGraw-Hill Education.

Permanasari, *Rani.* (2014). Improving Students' Speaking Skill Through Three Steps Interview Technique. Universitas Negri Semarang.

Quran in word (2010), translate by Muhsin Khan. Available on setup Quran in word.

Rahmawati Yenni and ertin. (2014). Developing Assessment For Speaking. Syarif Hidayatullah State Islamic University of Jakarta. IJEE Vol.I No.2

Richards, Jack C., and Theodore S. Rodgers. (2001). Approches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Sunaryo, Susan. (2017). Correlation Between Self-Efficacy Belief and Students' Speaking Achievement at Eleventh Grade SMAN 02 Batu. Universitas Muhammadiyah Malang.

Turk, C. (2003). *Effective Speaking: Communicating in Speech.* London: Spon Press.

Thomas, Robert Murray. (2003). *Blending Qualitative & Quantitative Research Methods in Thesis and Dissertation.* California: Corwin Press, inc. https://iezhkuncung.wordpress.com/2012/12/04/assesing-speaking-in-evaluation-on-elt/. Accessed on Sept, 20th 2017.

Appendix1

Lesson Plan

LESSON PLAN

School   : SMA Al Muhajirin Jakarta Utara

Subject   : English

Class   : XI A

Topic   : Factual Report

Skill   : Speaking Skill

Time Allocation   : 2 x 35 minutes

A. Standard Competence

Analyzing the structure of the text and linguistic elements to carry out the social function of the factual text (factual report) by stating and attempting factual scientific texts about people, animals, objects, phenomena, natural events, and social.

B. Basic Competence

Students can analyze the structure of the text and linguistic elements to carry out the social function of the factual text by expressing and inquiring about the factual scientific texts of people, animals, object, phenomena, natural events, and social.

C. Learning Objective
1. Students can analyze the structure of text and linguistic elements in factual text.
2. Students can understand the meaning in factual text in oral and written.

D. Teaching-Learning Methods
- Presentation
- Group Discussion
- Three step interview technique

E. Materials

Factual report is a text that explains and elaborate some factual information relate to particular objects, matter, or things which are based on empirical, real, and specific facts or information. The purpose of the factual report is to present something, a factual report that describing something overall or describing object, matter, or things.

Generic structure of factual report:
1. General classification
2. Description

Linguistic elements:
1. Simple present
2. Verbs that describe animals, objects, natural phenomena
3. Adjectives
4. Various nouns related to objects, animal, natural phenomena that observed
5. Spelling and punctuation

F. Learning Activities
   1. First Meeting (Pre-Test)
   a. Pre-Test (65 minutes)
   - Teacher greets the students and introduces herself in front of classroom.
   - Teacher asks students to pray and say basmallah before start the lesson.
   - Teacher asks about student's condition.
   - Teacher checks the attendance list of students.
   - Teacher asks students to do pre-test before teacher gives the treatment.
   - Teacher gives some instruction to do pre-test.

- Teacher gives 3-5 minutes for each student to do a presentation about the factual report.

b. **Closing (5 minutes)**

- Teacher closes the lesson, saying thank you and salam.

2. **Second Meeting**

a. **Warming Up (5 minutes)**

- Teacher gives greeting and checks the attendance list of students like; "Good morning students!! How are you today?".

- Teacher asks some question to guide students' thinking into the topics like "Do you know what is factual report? Have you ever heard it?".

b. **Main Activities (55 minutes)**

- Teacher gives some question to the students to stimulate them about factual report (animals, public figures, news, etc.) like do you know about dolphin? What do you know about dolphin? How is their life?.

- Teacher explains the aim of learning today.

- Giving the students explanation about factual report (The description of factual report, structure of factual report, etc).

- Students give the respond of the material about factual report.

- Teacher gives students an example of factual report about animal under the title dolphin.

- Teacher gives students the paper about the text of factual report so asks them the difficult of vocabulary and then teacher writes on the white board.

- Teacher asks students to read the text and analysis it individually; teacher gives 5 minutes to do it.

- After they read and analysis it individually, teacher makes a group of four A,B,C,D then the students work in pairs.

- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.
- After practice it, teacher asks the students to come in front of class to presentation what they have got.
- Teacher discussed together with the students about the text and gives the students the correct answer of the structure in factual report.

c. **Closing (10 minutes)**

- Summarizing the lessons.
- Teacher evaluates the students' work and gives feedback about the material.
- Giving changes for students to ask questions dealing with the material.
- Teacher asks students to remember some vocabulary that have been given.
- Teacher closes the lesson, saying thank you and salam.

3. **Third Meeting**
   a. **Warming Up (5 minutes)**

- Teacher gives greeting "Assalaualaikum wr.wb. Good morning students, how are you today?".
- Teacher checks the attendance list of students.
- Teacher asks some question to guide students' thinking into the topics.

   b. **Main Activities (55 minutes)**

- Teacher gives review the previous meeting about the topic.
- Teacher asks the students' problem on previous lesson.
- Teacher asks students' understanding.

- Teacher divides students into four groups A B C D, each group consist of 7-8 students.
- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.
- Teacher gives an instruction to work in pairs about the material to discuss it; the title of the text is cats.
- Students give the respond of the material about the text and begin to ask and answer with their friends.
- Teacher gives 15 minutes to students to discuss it, after those students come in front of class with their peers and perform about what they have been discuss.
- Students present in front of class with their peers.
- Teacher discussed together with the students about the text and gives the students the correct answer of the structure in factual report.

c. **Closing (10 minutes)**
- Summarizing the lessons.
- Teacher evaluates the students' work and gives feedback about the material.
- Giving changes for students to ask questions dealing with the material.
- Teacher closes the lesson, saying thank you and salam.

4. **Fourth Meeting**
a. **Warming Up (5 minutes)**
- Teacher gives greeting "Assalaualaikum wr.wb. Good morning students, how are you today?".
- Teacher checks the attendance list of students.
- Teacher asks some question to guide students' thinking into the topics.

b. Main Activities (55 minutes)

- Teacher asks students problem about previous lesson.

- Teacher asks students' understanding.

- Teacher reviews the previous meeting topic.

- Students give a good respond to answer.

- Teacher asks students to analyze the text about the general structural text in factual report in group.

- Teacher divide students into 4 groups, each group consist of 7-8 students.

- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.

- Teacher gives student the topic about factual report, the title is polar bear.

- Teacher asks students to pair with their peers and then they interview each other to ask and answer about the topic.

- Students speak up in front of class to present what they get from the interview with their peers.

- Teacher discussed together with the students about the text and gives the students the correct answer of the structure in factual report.

c. Closing (10 minutes)

- Summarizing the lessons.

- Teacher evaluates the students' work and gives feedback about the material.

- Giving changes for students to ask questions dealing with the material.

- Teacher closes the lesson, saying thank you and salam.

5. Fifth Meeting

a. Warming Up (5 minutes)

- Teacher gives greeting "Assalaualaikum wr.wb. Good morning students, how are you today?".
- Teacher checks the attendance list of students.
- Teacher asks some question to guide students' thinking into the topics.

b. Main Activities (55 minutes)

- Teacher reviews the previous lesson about the topic.
- Teacher asks students problem on previous lesson.
- Teacher asks students understanding.
- Teacher divide students into four groups, each group consist of 7-8 students as last week.
- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.
- Students join with their group and discuss about the last topic in last week.
- Teacher ask student to who have not yet perform in front of class last week.
- Students perform what they have been got from their peers about the material.
- Teacher discussed together with the students about the text and gives the students the correct answer of the structure in factual report.

c. Closing (10 minutes)

- Summarizing the lessons.
- Teacher evaluates the students' work and gives feedback about the material.

- Giving changes for students to ask questions dealing with the material.
- Teacher asks students to remember some vocabulary that have been found.
- Teacher tells the learning plan for next week.
- Teacher closes the lesson, saying thank you and salam.

6. **Sixth Meeting**

a. **Warming Up (5 minutes)**

- Teacher gives greeting "Assalaualaikum wr.wb. Good morning students, how are you today?".
- Teacher checks the attendance list of students.
- Teacher asks some question to guide students' thinking into the topics.

b. **Main Activities (55 minutes)**

- Teacher gives review the previous meeting about the topic.
- Teacher asks the students' problem on previous lesson.
- Teacher asks students' understanding.
- Teacher divides students into four groups A B C D, each group consist of 7-8 students.
- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.
- Teacher gives an instruction to work in pairs about the material to discuss it; the title of the text is hand phone.
- Students give the respond of the material about the text and begin to ask and answer with their friends.
- Teacher gives 15 minutes to students to discuss it, after those students come in front of class with their peers and perform about what they have been discuss.
- Students present in front of class with their peers.

- Teacher discussed together with the students about the text and gives the students the correct answer.

c. **Closing (10 minutes)**

- Summarizing the lessons.
- Teacher evaluates the students' work and gives feedback about the material.
- Giving changes for students to ask questions dealing with the material.
- Teacher closes the lesson, saying thank you and salam.

7. **Seventh Meeting**

a. **Warming Up (5 minutes)**

- Teacher gives greeting "Assalaualaikum wr.wb. Good morning students, how are you today?".
- Teacher checks the attendance list of students.
- Teacher asks some question to guide students' thinking into the topics.

b. **Main Activities (55 minutes)**

- Teacher gives review the previous meeting about the topic.
- Teacher asks the students' problem on previous lesson.
- Teacher asks students' understanding.
- Teacher divides students into four groups, each group consist of 7-8 students.
- Students A interview students B and also students C interview students D. Then, after the first interview has been completed, the students' roles are switched.
- Teacher gives an instruction to work in pairs about the material to discuss it; the title of the text is gadget.
- Students give the respond of the material about the text and begin to ask and answer with their friends.

- Teacher gives 15 minutes to students to discuss it, after those students come in front of class with their peers and perform about what they have been discuss.
- Students speak up in front of class with their peers.
- Teacher discussed together with the students about the text and gives the students the correct answer.

c. **Closing (10 minutes)**
- Summarizing the lessons.
- Teacher evaluates the students' work and gives feedback about the material.
- Giving changes for students to ask questions dealing with the material.
- Teacher closes the lesson, saying thank you and salam.

8. **Eighth Meeting**
a. **Post-Test (65 minutes)**
- Teacher greets the students and checks the attendance list of students.
- Teacher asks students to pray and say basmallah before start the lesson.
- Teacher asks about student's condition.
- Teacher asks students to do post-test after teacher gives the treatment last week.
- Teacher gives some instruction to do post-test.
- Teacher gives 3-5 minutes for each student to do a presentation individually about the text of factual report.

b. **Closing (5 minutes)**
- Teacher closes the lesson, saying thank you and salam.

G. **Learning Source and Media**
- English book for grade XI Senior High School

- Internet

Learning media:

- White board
- Marker
- Paper
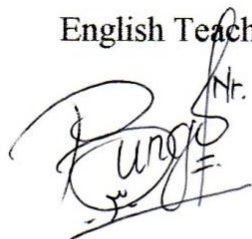
H. Assessment

Students Name	Content					Total Score
	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	

Jakarta, 27th Feb 2018

Approved by:

English Teacher   Researcher

Bunga Nurahmah, S.Pd   Ainurrafiah

Head Master

Rudi Khoerudin, S.Pd.I

Appendix 2

Speaking Test Validation

a. Pre-Test

<p align="center">SPEAKING TEST (PRE-TEST)</p>

Skill   : Speaking skill

School : SMA AL MUHAJIRIN

Grade : XI

Instructions:

1. Read this article about factual report on the title "Laptop". Read it carefully, and then describe what the content of this article.
2. Present what you already understand in this article, and then come forward one by one without any paper or notes.
3. Perform it in front of class about 3-5 minutes.
4. The performance will be assessed from your pronunciation, fluency, vocabulary, grammar, and comprehension.

<p align="center">Laptop</p>

Laptop is a portable computer that has a small design and simple which can be brought anywhere. In general, laptop has a weight ranging from 1 to 6 kilograms, depending on the size, material, and specifications of the laptop itself. Laptop has integrated with most of the typical components such as desktop computers. For example; a monitor, a keyboard, a pointing device also known as a trackpad, speakers and a battery that has been compiled in one small light weight unit. The screen that used in laptop is the LCD (Liquid Crystal Display) which typically measuring 10 inches to 17 inches depending on the size of a laptop.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computer designers from Microsoft; Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today. The development of

laptops continued with various upgrades and additional functions. Laptop also has a lot of advantages such as; people can carry them anywhere whether in office or home, laptops are very easy to use because all the equipment has been drafted in one small device; so to start using it we just need to press the power button. As for one of disadvantage laptop is people have to pay a bit expensive to buy a laptop with good performance like VGA, RAM, audio, and storage with high specification.

Validated by:

Jan 25, 18

(Zaitun, M.Pd.)

English Lecturer

Faculty of Educational Sciences

Muhammadiyah University of Jakarta

b. Post-Test

SPEAKING TEST (POST-TEST)

Skill   : Speaking skill

School : SMA AL MUHAJIRIN

Grade : XI

Instructions:

1. **Read** and discuss this article with your peers about factual report on the title "Mobile Phone". Read it carefully, and then describe what the content of this article.
2. Present what you already understand in this article, and then come forward one by one without any paper or notes.
3. Perform it in front of class about 3-5 minutes.
4. The performance will be assessed from your pronunciation, fluency, vocabulary, grammar, and comprehension.

Mobile Phone

Mobile phone also known as a cell phone or a hand phone, the device that can make and receive telephone calls or text messages which is used to communicate with others. Hand phone has become the new technology of today's lifestyle. It has been the primary needs of our daily life. In this rapidly changing world, technology is growing and cost of phones is getting cheaper. As we know there are some kinds of mobile phone called by smart phones. We can also save data in our phone, type the task, take a picture and the most important thing is we can connect our phone by internet connection with SIM card provider.

All mobile phones have a number of features in common, but manufacturers also try to differentiate their own products by implementing additional functions to make them more interesting for the consumers. The common components found on all phones are: a battery, power button, keypad, but touch screens are also found in most smartphones. Touch screen which can make the user easier to typing, displays text messages, contacts, etc. Mobile phones are the most famous used today is the type of smartphone, but it need a kind of pulse

or known as quota, to access or to search information from internet. Beside it, hand phone can give us bad effects such as; radiation, dizzy, forgetting time, becomes lazy because of playing games or chatting with our friends.

Validated by:

Jan 25, 18

(Zaitun, M.Pd.)

English Lecturer

Faculty of Educational Sciences

Muhammadiyah University of Jakarta

Appendix 3

Table of t Distribution

Pr \ df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 4

Guide Letter of University

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipumj.ac.id, Email:fip_umj@yahoo.co.id

Nomor : 25/F.8-UMJ/I/2018   11 Januari 2018
Lamp   : -
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak/Ibu Kepala
SMA Al Muhajirin
di
Jakarta Utara

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

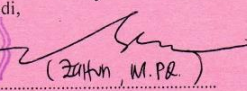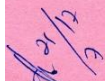Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama   : Ainurrrafiah
Nomor Pokok   : 2014850042
Program Studi   : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul

"Improving Students' Speaking Skill Trough Three Steps Interview Technique ".

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.

Dekan,

Dr. Iswan, M.Si

Keterangan:
1. Untuk Sekolah ybs
2. Copy untuk Arsip pribadi sebagai lampiran di Skripsi

Appendix 5

Guide Letter of School

YAYASAN AL MUHAJIRIN BAHARI
LEMBAGA PENDIDIKAN ISLAM AL MUHAJIRIN
SEKOLAH MENENGAH ATAS (SMA)
AL   MUHAJIRIN
STATUS : TERAKREDITASI   B

Jl. Tunda No. 20-21 Komp. Perumahan PT.(Persero) Pelabuhan Indonesia II Walang Jaya, Jakarta Utara Telp. 4303432

SURAT KETERANGAN
Nomor : 004 /SK-Gb/SMA-YAM/II/2018

Yang bertanda tangan di bawah ini :

Nama   : **Rudi Khoerudin, S.Pd.I**

Jabatan   : **Kepala Sekolah**

Alamat   : **Jl. Tunda No. 20-21 Pelindo II**

Dengan ini menerangkan bahwa:

Nama   : **AINURRAFIAH**

NIM   : 2014850042

Fakultas / Prodi   : Ilmu Pendidikan / Pendidikan Bahasa Inggris

Universitas   : Universitas Muhammadiyah Jakarta

Kegiatan   : Penelitian untuk menyusun tugas akhir yang berjudul "Improving Students Speaking Skill Through Three Steps Interview Technique "

Telah melaksanakan penelitian di SMA Al Muhajirin Jakarta Utara Koja mulai tanggal **15 Januari 2018 s.d 27 Februari 2018.**

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jakarta 27 Februari 2018
SMA Al Muhajirin
KEPALA

Rudi Khoerudin, S.Pd.I

Appendix 6

Sheet Witnessed Thesis Examination

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
Website: http://www.fipumj.ac.id Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Ainurrafiah

NIM : 2014850042

Prodi : Bahasa Inggris

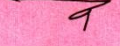| No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripi	Paraf Ketua Sidang
1	Selasa, 15 august 2017	Prapti Anggun Widawati	The effect of news article to improve students' vocabulary Mastery.	
2	Selasa, 15 august 2017	Akhmad Taufik Musahid	Using structural approach: Numbered head together (NHT) to develop students' speaking skill.	
3	Wednesday / 16th august 2017	Desi Kusumawardani	An analysis of item in English summative test.	
4	Wednesday / 16th august 2017	Vivid Surya Atmaja	Developing students' speaking skills Through Talking stick Model.	
5	Wednesday / 16th august 2017	Milla Virginia Hikmaya	The effectiveness of memrise app in Enhancing The students' vocabulary Mastery.	
6	Wednesday / 16th august 2017	Zaefatun Mahmudah	The use of snakes and Ladders game in teaching vocabulary	
7	Wednesday / 16th august 2017	Nurul Asriyati	Podcast in Teaching Listening Comprehension	
8	Friday / 18th august 2017	Mila Ratnasari	The Effectiveness of using Analytical Rubric of assesment toward students' descriptive writing skill.	
9	Friday / 18th august 2017	Opia Monica	The influence of top-down Listening strategy toward Students' Listening skill	
10	Friday / 18th august 2017	Siti Aenul Mardiyah	Indirect feedback technique on simple present tense error to improve students writing ability	

Mengetahui, Aug 18, 2017
Ka. Prodi,

(Zaitun M.Pd)

Appendix 7

Guidance Consultant Letter

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
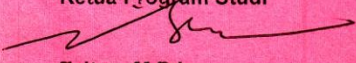KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Ainurrafiah / 2014850042
Masa Bimbingan : 09 OKTOBER 2017 – 09 APRIL 2018
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Improving Students' Speaking Skill Trough Three Steps Interview Technique*
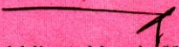Pembimbing : Lidiyatul Izzah, M.Pd

NO	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	12 Oct 2017	Discuss on title and the problem formulation. Chapter I : revise background op study & limitation	
2	1 Nov 2017	Chapter I : Acc. Chapter II : revise hagen's theory	
3.	25 Nov 2017	Chapter II , Acc	
4	8 Jan 2018	Chapter III : Revise	
5	11 Jan 2018	Chapter III Acc. allowed to conduct research at asked surat izin penelitian.	
6.	25 Jan 2018	Chapter IV : Discuss on instrument used in conducting the research	
7.	5 Feb 2018	Chapter IV : processing analysis data technique	

Appendix 8

After Exam Revision Card

No		Uraian	Paraf Pembimbing
8.	15 Feb 2018	chapter IV : pre-test collecting data analysis	𝑞
9.	26 Feb 2018	chapter IV : post test analy sing data	𝑞
10	8 Mar 2018	chapter IV : interpretation	𝑞
11	12 Mar 2018	chapter IV : Ace @ chapter V : Revise suggestion	𝑞
12.	22 Mar 2018	chapter V : Ace revise references	𝑞
13.	29 Mar 2018	chapter I - V Ace	𝑞
14.	2 Apr 2018	Appendix : Ace	𝑞
15.	9 Apr 2018	Allowed to register her final defense	𝑞

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd

Pembimbing,

Lidiyatul Izzah, M.Pd

Appendix 9

Documentation of Classroom activities

Nama Mahasiswa: AJNURRAFIAH	BIMBINGAN PASCA SIDANG SKRIPSI PROGRAM STUDIPENDIDIKAN BAHASA INGGRIS FAKULTAS ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH JAKARTA Tanggal 11 Agustus 2018 (R. 303 FIP UMJ)

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipumj.ac.id, Email:fip_umj@yahoo.co.id

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
23/8/18	REVISION OK	
03/9/18	DK Ttd	

Penguji I,

Dr. Antharullah, M.Ag., M.Ud.

Penguji II,

Zaitun

Appendix 10

Curriculum Vitae of the Writer

PERSONAL DATA

Name   : Ainurrafiah

Place & Date of birth : Jakarta, March 27th, 1994

Gender   : Female

Nationality   : Indonesia

Religion   : Islam

Marital status   : Single

Address   : Jl. Mantang Gg I Blok M No.24 RT: 012 RW: 007 Kec. Koja Kel. Lagoa Jak-ut 14270

Telephone   : 0878-8892-1688 / 0838-9358-9335

E-mail   : ainurrafiah94@gmail.com

EDUCATIONAL BACKGROUND

1999-2000 : RA Ilham Koja, Jakarta Utara

2000-2006 : SDN Lagoa 05 Pagi, Jakarta Utara

2006-2009 : Pondok Modern Darussalam Gontor Putri , Jawa Timur

2009-2013 : Pondok Modern Darussalam Gontor Putri , Jawa Timur

2014-Now : Muhammadiyah University of Jakarta

ABILITIES

Technology skill   : MS. Office (MS. Word, MS. Excel, Power Point)

Language skills   : English and Arabic