

**THE IMPACT OF THREE-STEP INTERVIEW TOWARDS
STUDENTS' SPEAKING SKILL AT THE ELEVENTH
GRADE OF SENIOR HIGH SCHOOL ADHYAKSA 1
JAMBI**

A THESIS

*Submitted as a Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd) in English Education*



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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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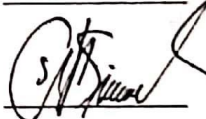


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DECLARATION

I hereby announce, this research entitled “The Impact of Three-Step Interview towards Students’ Speaking Skill at the Eleventh Grade of Senior High School Adhyaksa 1 Jambi” is my original work. I am fully aware that I have taken some statements as well as theories from several experts and journals, however they are properly acknowledged in the text.

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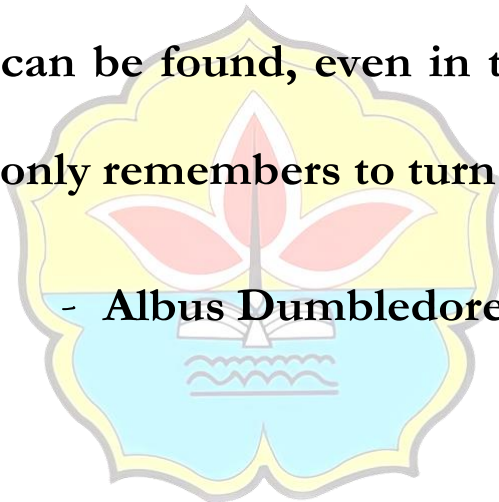
MOTTO

**“WITH GREAT POWER COMES GREAT
RESPONSIBILITY”**

- Ben Parker

**“Happiness can be found, even in the darkest of
times, if one only remembers to turn on the light”**

- Albus Dumbledore



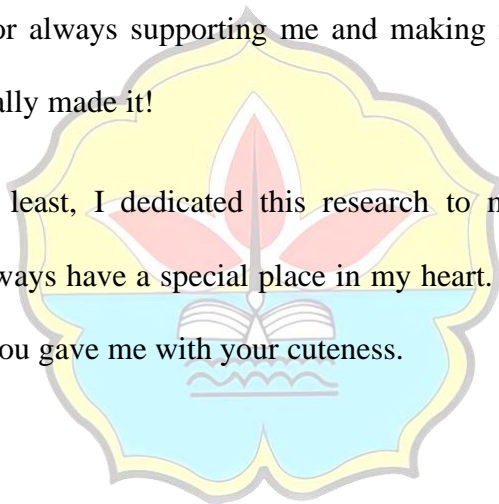
DEDICATION

I dedicated my undergraduate thesis to my family and my cat.

First of all, this research is made for my parents, Sopiano and Yenny Anita, then my grandmother; Rosmini. Words cannot describe how thankful I'm for the endless love, thank you so much for raising me with all the patience, thank you so much for believing me, thank you so much for showering me with kindness. These really mean the world for me, and I will never forget it.

I also made this research to motivate both of my siblings, Allisha and Amandha. Thanks for always supporting me and making me laugh with all the jokes, your sister finally made it!

Last but not least, I dedicated this research to my cat, Man-tu Clark Subedar, you will always have a special place in my heart. Million thanks for the mental support that you gave me with your cuteness.



ABSTRACT

Annisha, (2023). *The Impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi*. Thesis. English Language Education Study Program. Faculty of Teacher Training and Education. University of Batanghari. First Advisor: Dr. Yanti Ismiyati, M.Pd. Second Advisor: Ridho Praja Dinata, M.Pd.

Keywords: *Three-Step Interview, Speaking Skill*

This research was made to find out whether there is any good impact after the Three-Step Interview Method was applied to the students of the eleventh grade of Senior High School Adhyaksa 1 Jambi. This research used quantitative method, and true experimental design to approach the students with pretest-posttest control group design. Through simple random sampling technique the researcher took 48 students as the sample of this research, with the total population of 140 students. XI MIPA 1 was chosen as the control class and XI MIPA 2 as the experimental class. The technique of distributing the data was speaking test where the students were asked to give their opinion using English through the given case, with pre-test, treatments, and post-test. This research used t test as the data analysis technique with Statistical Package for the Social Sciences (SPSS) for Windows version 21 program. The results that were found in this research are: (1) students' speaking skill taught by using the Three-Step Interview method reached the mean of 20,00; (2) students' speaking skill taught by using the normal group discussion method reached the mean of 19,21; (3) students' speaking skill taught by using the Three-Step Interview method is higher than students' speaking skill taught by using the normal group discussion method with a value of Sig. 0.000 > 0.05. Therefore, there is a significant impact in using Three-Step Interview for the students' speaking skill.

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Alhamdulillah, in the name of Allah S.W.T, all praises belongs to Allah S.W.T, The Creator of this world, The Most Generous, The Most Merciful, who has given abundant grace, guidance, and mercies so that the researcher can be able to finish this research. Peace and blessings be upon our Prophet Muhammad S.A.W, who has brought us from the dark ages into the light ages that full of technology as we enjoy today.

The researcher would like to give her deepest gratitude to her parents, Sopiano and Yenny Anita, then her grandmother; Rosmini, for always praying, supporting, helping, loving, and be patience with her. Through all of these, the researcher becomes motivated to finish this research.

Furthermore, the researcher would like to give major thanks to her advisors, Dr. Yanti Ismiyati, M.Pd and Ridho Praja Dinata, M.Pd for guiding and helping her to complete this research. The researcher couldn't have done it without both of the advisors.

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2. Dr. H. Abdoel Gafar, S.Pd., M.Pd. as Dean of the Faculty of Teacher Training and Educational Sciences at University of Batanghari Jambi.
3. Ridho Praja Dinata, M.Pd. as Head of English Language Education Study Program at University of Batanghari Jambi.
4. All of the lecturers of English Language Education of the Faculty of Teacher Training and Education at University of Batanghari Jambi who have given the knowledge, advice, and motivation.

5. Nur Aziza Hayu, S.Pd., as the guide teacher during this research and for allowing to take her English class at Senior High School Adhyaksa 1 Jambi as the sample of this research.
6. SanHusky ft. Wibu which includes Aida who always motivates the researcher to get up and finish this research, Lathief, and Aziz who entertain the researcher with their funny story.
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8. Bang Fajri and all the members of A1 (English Class) who have given suggestions and information which really help.

The researcher also does not forget to give her biggest thanks to all those people whose names cannot be written down one by one, who have given the researcher support, reminder, and motivation either mentally or physically. This research entitled, “The Impact of Three-Steps Interview towards Students’ Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi” is complete. The researcher hope that these papers would be useful for the teachers or soon-to-be teachers.

Jambi, January 30th 2023

Researcher,

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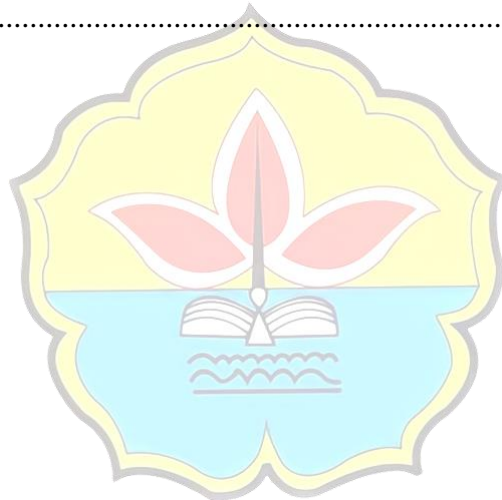
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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Language is the means by which people communicate with one another and comprehend one another, language mostly different from one region to another. Even in the same country, the language from one city to another could be different. English is an international language, so it becomes the bridge of communication. Through learning English, it will help us to communicate across the world, it is also a dominant business language which makes the possibility of getting hired by a multinational corporation is higher, travel and study abroad would be easier, it also gives access to multiple cultures. That is why even from the very first start almost every school is already providing English lesson for their students.

In Asian, English spread widely because the migration and colonization of Asia, this is one of the reasons that many Asian ancestors could speak English even at a very young age. Unfortunately, there is a presumption among Indonesian students that learning English is hard and wasting time, so it makes the students' willingness in learning decreased. Another main cause of how challenging it is to study English is the lack of facilities at the school. Hence, the material presented by the teacher are often cannot be understood as easily by students.

According to Ladouse (1991), “Speaking is described as the activity, the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.” Speaking aims for the listener to understand what we intend to say. With speaking what we want or how we feel, the listener would be able to choose the action or the word that they think is the best way to react in that circumstances. Speaking is the bridge of communication, speaking English let us expand our range of communication with people outside of our country.

According to the students, there are few things that make it challenging for them to speak English fluently. Firstly, the students feel finding the supportive environment to practice their English is hard. Not all people are going to support and help them learning English without making them feel embarrassed, that is why social environment has a massive impact in learning another language. Secondly, their motivations are still low. Some of them still think that English is not as important, therefore they don’t need to learn it. As their willingness in learning English decreased, they become nervous to speak English in front of other people or public spaces. Thirdly, lack of knowledge. Because a lot of students still think that their knowledge is not good enough, they tend to feel insecure to talk in English. These are why teacher should create the healthy and interesting environment which would support and help the students in practicing their English; this would help them in improving their speaking skill. By the end, they would feel confident in speaking English.

Especially, most of the teacher often used lecturing method in teaching the students, thus students rarely practice their speaking skill.

Based on the interview that the researcher did with the English teacher of the chosen school when observing the sample, the researcher found out that unfortunately the teacher only use normal group discussion method when giving group assignment, which means not all the students are required to give their opinions. Using new method could attract the students to practice their speaking skill; the method that this research wants to examine is Three-Step Interview. Three-Step Interview is a cooperative learning method that enables and encourages group members to deeply internalize a particular idea. In the classroom the procedure is considered flexible. According to Kagan (1994), “The aim of this technique is to gather students in a conversation and new information.” Throughout this method student not only it can give good impact to their speaking skill but also their cooperative skill, communication skill, even their listening, and understanding skill towards the new information that they heard, this could even strengthening their relationship with their friends.

That is why Three-Step Interview Method would be good for the students. Hopefully, from applying this method student would become more confident in speaking English, become more attracted to practice, and their speaking skill would also improve as them enjoying the method given.

1.2. Identification of the Problem

Based on the background of the research above, this research tries to specify the difficulties:

1. The students rarely practice their speaking skill, because they feel finding the supportive environment is hard.
2. The students rarely give their opinions in group assignment, because the students usually use normal group discussion method.

1.3. Limitation of the Problem

Based on the background of this research, the limitation focused on The Impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi.

1.4. Formulation of the Research

Regarding on the background of this research that has been described, the formulation of this research is; "Is there any significant Impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi?"

1.5. Objectives of the Research

Regarding the formulation of the problem that has been described, the objective of this research is to find out whether; there is any significant Impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi.

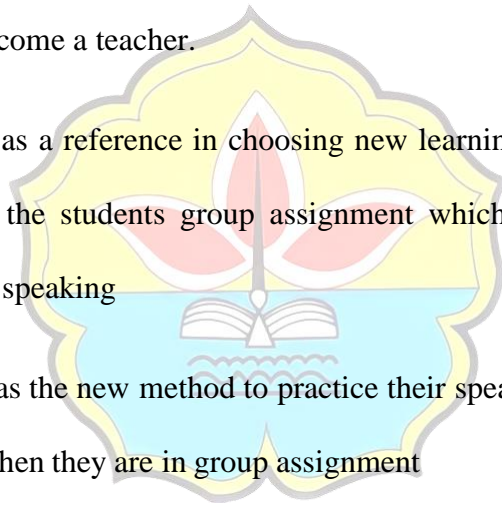
1.6. Significance of the Research

1. Theoretical Benefits

Theoretical Benefits of this research is by using Three-Step Interview, students are expected to have higher speaking skill after the method is getting applied, because they could learn from each other's mistake.

2. Practical Benefits

- a. For researcher, as the knowledge to be applied after graduated, in case the researcher become a teacher.
- b. For teachers, as a reference in choosing new learning method. Especially, when giving the students group assignment which would help them to practice their speaking
- c. For students, as the new method to practice their speaking skill more often. Especially, when they are in group assignment
- d. For school, as a reference to enhance learning effectiveness and attracting the students to study in there because how interesting the teaching methods are.



1.7. Definition of Key Terms

The following concepts used in this study need to be defined in order to avoid misunderstanding, as shown:

1. Impact

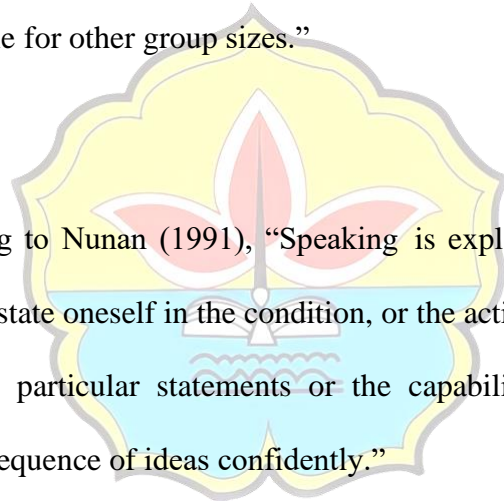
According to Colin Chandler (2013), “Impact is the 'influence' or its 'effect on' an individual, a community, the development of policy, or the creation of a new product or service.”

2. Three-Step Interview

According to Richard, Morgan, and Fleener (2001), “Three Step Interview is a multipurpose, critical thinking strategy designed for groups of four but adaptable for other group sizes.”

3. Speaking

According to Nunan (1991), “Speaking is explained as the action as the capability to state oneself in the condition, or the action to report performs, or conditions in particular statements or the capability to converse or to communicate a sequence of ideas confidently.”



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Speaking

Speaking is the way we communicate to another person. Mastering the capacity to speak the language that you are studying is very important, because speaking is one of the most crucial abilities in learning a new language. According to Leong and Ahmadi (2017), “Speaking is not only just saying words through mouth (utterance) but it means conveying message through the words.” Especially, the fact that words can mean different things depending on the situation. There are also some circumstances that require the speaker of that language to choose a formal choice of words. Hence, it is important for us to choose the words that are most suited for a certain situation and pronounce them correctly.

According to Heaton (1978), “Learners must master three components of speaking: fluency, accuracy, and comprehensibility or appropriacy.” This means when we are learning to speak a language it is not just about speaking it, but the ability of us to speak it correctly, fluently, and how well the students comprehend what the words mean. Instead of speaking with a flat tone, it is crucial for us to use intonation, words stress, and pitch changes., because not only it could explain the meanings that we tried to aim, but could also attract the listener to pay attention when we speak to them because it makes the story sounds more interesting.

In speaking classes the material mostly are already structured to meet the students' needs at their levels, so they could use the language with the vocabulary that suits the problem or circumstances they will most likely faced. For example, elementary school students will most likely learn how to speak the vocabulary about things around them, learn how to introduce themselves, basic common greetings, et cetera.

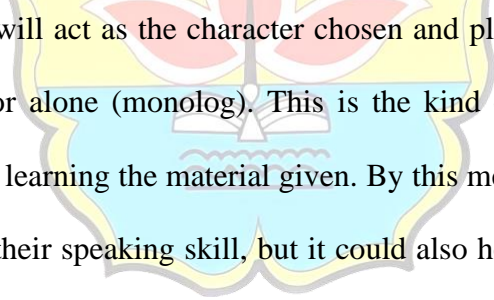
According to Zuraidah Mohd Don. (2020), "The students know how to use the language, but cannot describe the grammar they have learned, or explain what they do when they pronounce words." This is the things that usually become an issue for the students in learning English, which is why making them understand the concept of speaking is crucial. Thus, it is a job for the English teacher to make sure that the students recognize each part that is important for improving their English speaking skill, to obtain accuracy in grammar, vocabulary, and context. Since evaluating speaking abilities is also thought to be more challenging than that of other language abilities.

2.1.1 Types of Speaking

According to Celce-Murcia, (2001), "Speaking has some several types, such as; roleplay, discussion, speech, conversation, audiotaped oral dialogue journal, and other accuracy-based activities." There are lots of speaking types which would really help the students in improving their speaking skill, helping them to practice it in various ways, so they don't get bored easily.

1. Roleplay

According to Qing (2011), “Role play is defined as the projection in real life situations with social activities” Mostly the act that is asked to be played in that role is based on real life, the activities such as; going to supermarket, talking with family members, going to work, et cetera. Those are the same with social activities in real life that we see every day around us or happened back in the past. In some drama scripts, those kinds of activities would make it easier for the students to relate with the character that they are playing, or for the audiences to relate to the drama that they are watching. Other scripts might give a new sight of life, or knowledge about cultures and customs around the world.



The students will act as the character chosen and play the role in a drama with other students or alone (monolog). This is the kind of method that would attract the students in learning the material given. By this method not only it could give good impact to their speaking skill, but it could also help them have a better intonation in speaking the dialogue, because they are required to understand the characteristic of the role that they are playing.

2. Discussion

According to Larson (2000), “Discussion is a useful teaching technique for developing higher-order thinking skills that enable students to explain their ideas and thoughts, interpret, analyze, and manipulate information.” Discussion also means the activity where the students are required to get into one group that consist at least two people in it. After that, they need to discuss about the topic

given by the teacher or the book, usually they need to find the solution from the problem in that topic.

The students need to share their thought or opinion in the group as a respond to the case given and discuss it to come up with the universal solution or best solution whether by combining their thought or choosing the best option that exist, at the end they are also allowed to exchange thought with the students outside of their group or even their teacher. Three-Step Interview is considered discussion.

3. Speech

Speech is one of the actions when the speakers try to persuade their listeners through their words in order to get their support. Their speech could be an invitation, complain, compliment, request, et cetera.

According Buck (2002), “There are two types of communication; they are verbal and nonverbal communication. Verbal communication is the way of communicating messages by using words as elements. Nonverbal communication is the way of communicating messages by using gesture, body movements, eye contact, facial expression, or general appearances as the elements.”

In speech act not only we try to persuade our listeners with words but we are also allowed to use gesture, body movement, eye contact, etc. Because with those, we could attract our listeners into paying attention to us, and make the speech becomes convincing this could make them believe our words.

4. Conversation

According to Susan E. Brennan (2010), “Conversation is a joint activities in which two or more participants use linguistic forms and nonverbal signals to communicate interactively.” Conversation is basically the same with the dialogue that we do in daily basis where we talk about our thoughts to other people.

Students could improve their speaking skill by practicing in daily conversation which is more informal; with this they could become more confident, a lot of unintended topic or interaction could be included. Hence, they could learn something new from each other.

5. Audiotaped Oral Dialogue Journal

According to Brown, Garver, & Sagers, (1996), “Audiotaped dialogue journal is an alternative form of written dialogue journals, and has almost the same characteristics except that the dialogues are recorded on an audiocassette tape instead of being written on the paper.” In dialogue journal writing, teachers and students communicate continuously on topics they are interested in. Meanwhile in audiotaped dialogue journal, the dialogues are recorded.

According to Ho (2003), “Regular language production in audiotaped dialogue journals gives learners the ability to think in English, and hence conduct a supportive role for their performance in the classroom.” Through audiotaped dialogue journals, students could improve their pronunciation from

listening to the correct way of pronouncing the words by audiotaped. Hence, they would have better speaking skill.

2.1.2 Aspects of Speaking

According to Brown (2001), “There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension that should be mastered by learners in order to have better speaking skill.” Mastering these aspects will definitely help the students to have better skill in speaking English, because all these aspects have really big roles in improving their skills.

1. Vocabulary

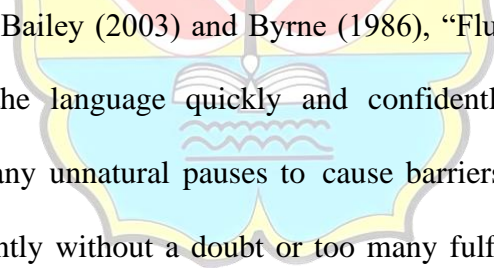
According to Hornby (2006), “Vocabulary is all the words that a person knows or uses and it is all the words in a particular language.” Vocabulary is the choice of words on how to express our thoughts and feelings, there are a lot of words that have different meaning, eventhough they have the same form (e.g: fair (*pucat*), fair (*adil*), thus it depends on who is using it and what is the context.

Vocabulary might vary from one language to another. But there are also a lot of vocabularies from one language that have same meaning with different form (e.g: *tiny*, *little*), the different is whether one word might sounds more formal than another, or whether the one is more common while another is rarely used by society.

2. Grammar

According to Scott Thornbury (1999), “Grammar is an analysis of the form of the sentences which has meaning.” Grammar is basically the words structure to form a sentence, it describes on how the language works. The forms of sentence that grammar creates help the readers or the listeners to understand the meaning behind it easily, and make it easier for them to tell when it is happened, whether in the past, present, or even future. With learning grammar, the sentences that students produce will become more accurate, thus it will make them sound more vivid.

3. Fluency



According to Bailey (2003) and Byrne (1986), “Fluency is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication.” By speaking confidently without a doubt or too many fulfilling words, it would make it easier for us to convince the audiences considering the way we speak fluently. Understanding the topic deeply will help us in delivering the messages to our audiences, since we have mastered the content. Hence, the way we produce the words would sound fluent.

4. Accent

According to the sociolinguist definition, an accent is “A manner of pronunciation peculiar to a particular individual, location, or nation.” Accent is not just regional, in some cases it could involve information about the speaker’s

ethnicity, and this also called social accents which include the speaker's socio-economic and educational background as well.

5. Comprehension

According to Hornby (1995), "Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of language in written or spoken." This means, comprehension can be defined as the person's ability to listen, read and speak with understanding. To understand the context of the given topic, listening or reading the case with paying so much attention really helps to absorb the information better. It helps us notice certain details which could lead to the solution of the problem.

2.2 Teaching Speaking

According to Brown (2007), "The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy." This means it is important for the teacher to motivate and encourage the students to practice their English. Through giving them correction and feedback, it will help their English to become more accurate. Thus, the students would become more fluent in speaking English.

According to Mackey (2007), “Teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary.” This means in order for us to teach speaking for the students, we should make sure they understand how to pronounce the word correctly, the arrangement of the sentence, and what is the meaning of the word that they want to speak in English. It is also essential for them to understand the appropriate words and sentences that would suit their listeners, circumstances, and subject matter.

By teaching them properly and finding the way to overcome their difficulties, students will have better speaking skill because they learn how to improve the way they pronounce the words to be better, the intonation patterns, word stress, et cetera. They will also have an environment to practice their English, which would help them to communicate using that language, and finally get used to the language that they are trying to master.

Choosing the best method that will make the students engage with the material given, and attract them to practice their speaking skill is some of the reasons why teacher should become agile in teaching. Specifically, the fact that speaking is one of the crucial parts in learning a language, there are even some moments where people assess the speaker’s skill of mastering the language through speaking test, to see if they could deliver many sentences in English, or even speak fluently. Thus, it is important for the teacher to make student really practicing their English, instead of just making them speak English bluntly without their understanding of the meaning behind those words or even the right way to pronounce the words.

2.3 Cooperative Learning

According to Johnson, Johnson, and Smith (1991), “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.” This is the method where the students work together to combine their ideas to find or create solution. It helps the students to strengthen their bond with one another because they are required to do the work together. Not only that, it can also improve their critical thinking skill and let them see through other people’s point of view. Hence, this could make them value each other’s opinions. Other advantages in applying cooperative learning are; it could help the students to sharpen their leadership and decision-making abilities, improving their communication abilities, and increasing confidence.

The main challenges in cooperative learning is group conflict, as we all know not all people have the same opinions or are going to agree with certain thought, that is why group conflict will be really challenging. Thus, once the people in the group set aside their ego, the group could create or decide the best solution for the problem given. Another challenge is some people need to keep up with the others in understanding and absorbing the information, because not all people can catch up with the information given as fast as the others. Therefore, the people in group who are able to absorb the information quickly can help the others to understand as well.

Three-Step Interview is considered as a cooperative learning method, because in Three-Step Interview, all the students are put in the group and required to share their thought about the given case with their group. While each individual

student in the cooperative classroom is ultimately accountable for their own performance, they collaborate as a team to create and learn. All of the students have equal chance to participate in their groups; this would lead to simultaneous interaction among the students.

2.4 The Concept of Three-Step Interview

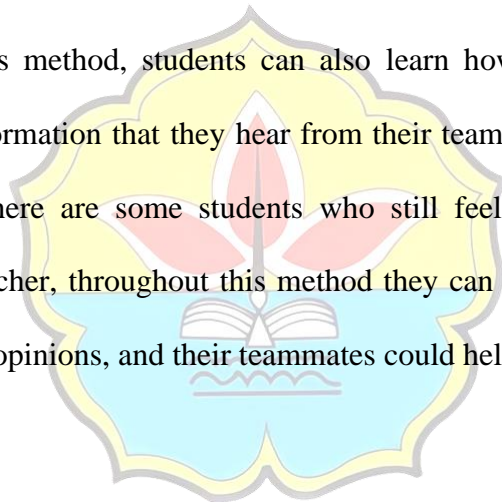
According to Kagan (2009), “Three-step interview is the strategy to help students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interviewee.” Back in 1989, Kagan realized that most of the students are only attracted to share their thought with their partner instead of as a team or even the whole class. Hence, Kagan decided to make an interview in pairs after that he made a new team with another pairs and named it as Three-Step Interview.

According to Lipton and Wellman in Permanasari (2014), “Three Step Interview Technique is a cooperative structure that helps students personalizes their learning. It also teaches them to listen to and appreciate others’ thinking and idea. Being active in listening and paraphrasing will develop the students’ understanding and empathy to other person.” By learning speaking through this method, not only it could improve the students’ speaking ability, but also develop their personal and social skills.

Three-Step Interview is also a part of cooperative learning, because in here the students need to share information by working together as a teammates to learn the material, they are also responsible for their teammates’ learning and their

ownelves. They need to discuss about their opinions and combine it to decide for the better solution. This can also improve their critical thinking, because all of them take turn sharing their thought about the material given. As we all know, almost every person has different personal way of thinking; this could widen their scopes of solution, and create the environment that could imitate real life communication outside of class. Thus, it will make them become more innovative in finding the solution. They could also get to know each other along the way and understanding the material given in depth.

By using this method, students can also learn how to work in a team, synthesizing the information that they hear from their teammates, and value each other's opinions. There are some students who still feel afraid to share their thought with the teacher, throughout this method they can learn to become more confident with their opinions, and their teammates could help them to convey their ideas.



2.4.1 Implementation of Three-Step Interview in Teaching Speaking

In order to attract the students to practice their speaking skill, Three-Step Interview is one of the best methods to apply. Each person in the group must give and receive information about the material given, so there is equal participation of every member. According to Kagan (2009) the procedures of Implementing Three-Step Interview method in classroom are: 1.) The teacher forms a group of four students and labels them. It may be A, B, C, or D; 2.) The teacher then pairs A and B students together also C and D students; 3.) The teacher may present a topic to the student; 4.) The students are paired up in order to conduct the

interviews; 5.) Student A interviews Student B, then student C interviews student D; 6.) The students switch roles; 7.) After that, each team member discusses with the others what they learnt from the two interviews.

This method is made to maximize oral communication development and make sure the students have the opportunity to talk, listen, and even write about each other's opinion. According to Hughes, Brown (2001), "Language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language." To implement this method, teacher should let the students to explore about the questions that usually being asked by the interviewer and the reason behind those questions, since the students' going to take the roles as the interviewer and interviewee.

They also need to finish the interview before the time is up. They have ten minutes to explore about the question, then each person as the interviewee also has ten minutes to answer the question given by the interviewer, as well as giving their thought about the topic, while the interviewer also take notes. After that, they need to reverse their roles, interviewer becomes interviewee, and vice versa. Then, they get extra fifteen minutes to discuss with another pair in their group. Since they are asked to give their thoughts, and analyzing the problem given, these could also stimulate their critical thinking, thus making them become more creative in finding new ideas and at the end combining those ideas with their friends. While they are giving their thought, the teacher will roam around the class to see how much good impact is made throughout this method.

2.4.2 Advantages and Disadvantages of Three-Step Interview Method

There are a lot of advantages in using this method, but there are some of the disadvantages as well. The advantages of using Three-Step Interview according to Kagan (2009), “It provides the students with various oral communication tasks and makes sure that each student has a chance to speak and listen.” In normal group discussion often only the talkative, or so called smart students are the ones who lead the group’s discussion, the quiet ones rarely have a chance to give their thought, or they just feel shy to express it without being asked first. Through this method, they all have equal chances to share their thought and express their feelings toward the cases given.

By implementing Three-Step Interview, they all could see new point of view through other people’s thought, start to understand as well as value each other, and finally combine their ideas to find or even create an effective solution. This could strengthen their bond with each other, and improve their speaking skill. Students could also learn about cooperation and communication skills in teamwork.

There are some disadvantages of this method as well, according to Thornbury (2005), “It is sometimes hard for the students to keep the current discussion.” The students might feel overwhelmed by the information that they received at the same moment. Some students might even feel anxious to give their thought because lack of vocabularies. If the teacher could not use the time efficiently, it could be time-consuming. There also some students who don’t like to work in a group and prefer solo.

2.5 Previous Studies

The research project is supported by the related earlier discoveries. On the other hand to support the research, it also serves as a comparative material to prior study, both in terms of the benefits or drawbacks that were present at the time. Thus, this research conducts the topic that still related to the theme raised.

Firstly, Rika Irawati (2011) which is written under the title of “The Effectiveness of Three-Step Interview Technique to Teach Speaking Viewed from the Students’ Language Anxiety” Experimental study is the research methodology. The research's aim is to investigate whether the Three-Step Interview Technique is more useful for teaching speaking to first-semester Public Sector Accounting students at Pontianak State Polytechnic in 2011–2012 than dialogue memorization. Two classes (experimental class and control class) were selected as the sample for this study from the entire population. In her research, she used random cluster sampling. A speaking exam and a questionnaire were utilized to gather the research's data. Descriptive and inferential statistics are used to analyze the data of this research. The research's main conclusions, as determined by the data analysis, are: In the academic year 2011–2012, Pontianak State Polytechnic found that the Three-Step Interview technique was more effective than the Dialogue Memorization technique for teaching speaking, the students' speaking abilities were better when they had lower levels of language anxiety compared to those who had higher levels of anxiety. The end result demonstrated that the Three-Step Interview method is a successful method for teaching speaking.

Secondly, Kagan (1994) which is written under the title of “The Implementation of Three Steps Interview Technique in Teaching Speaking” Time series design was used in this study. One class was employed in this research. The students administered 16 treatments three times and three post-tests. The steps were repeated three times. There were 2 x 45-minute sessions in each meeting. This research displayed the subjects of hortatory exposition. The first of the three subjects was the school uniform, which was an excellent lesson. The second is homeschooling. Third, using mobile phone while in class, the issue related to second-year students' second semester, after employing the role-playing methodology to treat the treatment of teaching speaking techniques as the pre-test, the post-test after implementing Three-Step Interview method was given to the students. It was a subjective test that concentrated on an oral examination's dialogue format. The end result demonstrated that the Three-Step Interview method is a successful method for teaching speaking.

Thirdly, Ari Milasari (2018), which is written under the title, “The Influence of using Three-Step Interview towards Students’ Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Way Serdang in The Academic Year of 2017/2018)” This research used quantitative design. According to the test results, the three-step interview method had improved the students' speaking ability between pre-test and post-test, the experimental class students received score (61.03) on the pre-test. Afterwards, the students' score improved to 77.00 on the post-test. The end result demonstrated that the Three-Step Interview method is a successful method for teaching speaking.

Fourth, NadhifatuZZahro (2017) which is written under the title of “The Effectiveness of Three Steps Interview (TSI) Technique towards the Students’ Speaking Ability at the Tenth Grade of MA Al Maarif Tulungagung” In this study, a quantitative technique and a pre-experimental design were applied. The population consisted of every student in the three classes that make up MA Al Ma'arif Tulungagung's tenth grade. 25 pupils create the single group VII-A that serves as the study's sample. Speaking test is the instrument used for the pretest and posttest. In this study's data analysis, SPSS calculations were used. The goal is to determine the benefits and drawbacks of the guessing game on students' speaking abilities in order to enhance teaching and learning. The final result showed that Three-Step Interview technique is an effective technique to improve students’ speaking ability. The end result demonstrated that the Three-Step Interview method is a successful method for teaching speaking.

Fifth, Gabriela C. Galceran and Bella C. Mugot, MST (2019), which is written under the title, “Three Step Interview as a Strategy on the Performance in Science of Grade 8 Students” This research used quantitative research design with true experimental to approach the students and the randomized pre-test, post-test control group design. Two sections of eighth graders were used, with one group receiving the Three Step Interview method and the other receiving the lecture method. The categories were created using random assignment. 53.3% of students, or 16 out of 30, who were taught using the three-step interview technique received scores between 0 and 17. Among the 30 students, 14.7%, or 14 out of 30, received a score between 18 and 20, but none received a score between

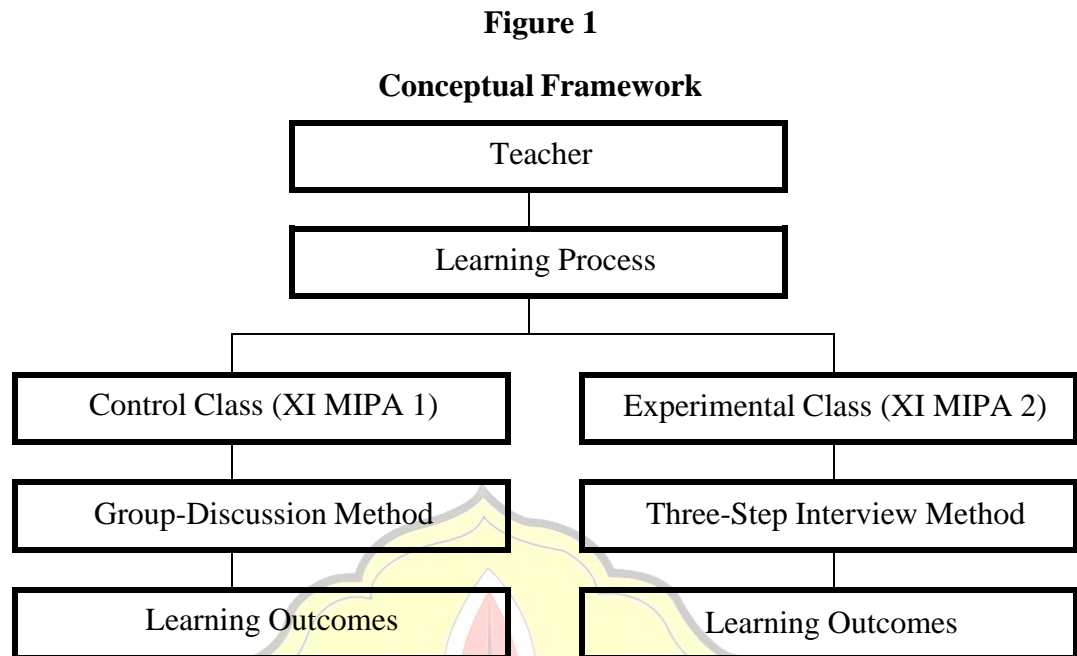
21 and 30. After teaching students with the three-step interview technique, their posttest results had already improved. The end result demonstrated that the Three-Step Interview method is a successful method for teaching speaking.

In addition, the Three-Steps Interview method will most likely succeed in giving good impact to students' speaking skill. This research also used the information to learn on how to apply the method correctly and implementing it to the learning process to see whether there's any Impact of Three-Steps Interview towards students' speaking skill. The difference between this research with other researches is the population and sample of the research, this research used the eleventh grade students in Senior High School Adhyaksa 1 Jambi, this research also used news with the topics that are familiar to the students as the case for them to give their thought.

2.6 Conceptual Framework

In a research study, a conceptual framework is used to describe the key concepts or variables, as well as the connections that must be examined. The teacher will give the students the learning process to both classes. The experimental class will receive treatment which means they will be taught by using Three-Step Interview Method, while the control class will not be taught using this method, they will be given normal learning method that they usually used which is Group Discussion Method, after that the teacher will determine their learning outcomes to see if there is any significant impact after the method was applied.

The conceptual framework this research provides as follows:



2.7 Hypothesis of the Research

According to Lundberg (1929), “A hypothesis is a tentative generalization, the validity of which remains to be tested. In its most elementary stage, the hypothesis may be any hunch, guess, imaginative idea, which becomes the basis for action or investigation”. Hypothesis basically means the assumptions of things that expect to happen if the asked condition is fulfilled.

According to Creswell (1994), “Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable.” On theoretical frameworks and studies, the formulation of hypothesis is based, but in order to make sure it is valid, testing the hypothesis through research is required.

The following hypotheses that are relevant to the study "The Impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi", as shown:

H_a: There is impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi

H_o: There is no impact of Three-Step Interview towards Students' Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi.

2.8 Basic Assumptions

An assumption is a realistic expectation which is something that we believe to be true. The basic assumptions of this research, as follows:

1. The researcher assumes that Three-Step Interview method will most likely succeed to give good impact towards students' speaking skill because they will practice their speaking skill more.
2. Because they usually use normal group discussion method, the researcher assumes that students will be interested in trying new group learning method, such as Three-Step Interview.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A quantitative research design was applied in this research. According to Creswell (2013), “Quantitative research is a type of research that explains a problem by collecting numerical data and analyzing it using statistics.” Quantitative research also often be used in natural and social sciences, this method allowed us to do experimental, descriptive, or correlational research. There are a lot of advantages in using this method, such as: the result can be compared statistically, repeating the study is possible, data from large samples can be processed through quantitative data analysis.

This research used True Experimental design to approach the students with pretest-posttest control group design, since this research intended to know if there is any impact of Three-Steps Interview in improving students’ speaking skill. According to Mubarok (2015), “The design is called true experimental design because the researcher can control all external variables that affect the experimentation.” In educational research, a true experimental design is also frequently employed to establish causal relationship between groups of variables.

The experimental class and the control class are the two classes used in this true experimental research. The experimental class and the control class will receive pre-test to measure their speaking skill before the method is applied. After that, the experimental group will received new treatment, which is Three-Step

Interview, whereas the control group will receive group learning method also known as their usual learning method when it comes to group discussion. At the end they both will get post-test to measure their speaking skill, in case there is significant good impact after the method is applied. Both the experimental class and control class consist of eleventh grade students of Senior High School Adhyaksa 1 Jambi.

3.2 Population and Sample of the Research

3.2.1 Population of the Research

According to Polit and Hungler (1999), “Population consists of the whole group of people that is the researcher interested and the result of the research can be generalized.” The Senior High School Adhyaksa 1 Jambi City students that enrolled in the eleventh grade of MIPA classes are the population of this study. 78 students make up the population as a whole, as shown in the table:

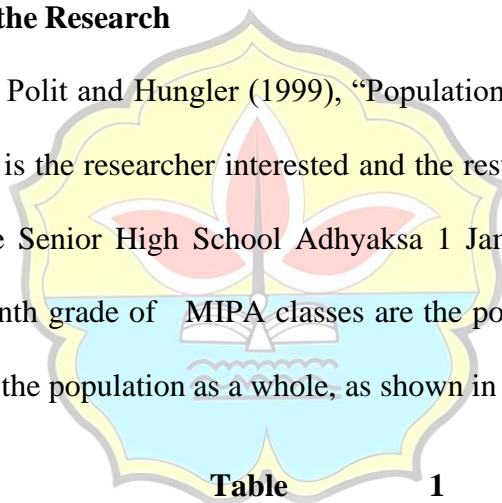


Table 1

Population of the Research

Classes	Number of Students
XI MIPA 1	24 people
XI MIPA 2	24 people
XI MIPA 3	30 people
Total: 78 people	

Source: Senior High School Adhyaksa 1 Jambi, 2022

3.2.2 Sample of the Research

According to Creswell (2012), “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target

population.” It is time-consuming to research the whole population, which is why subgroup of the population also known as samples are chosen to be the object of the research, because samples are meant to represent the population.

According to Creswell (2012), “Sampling strictly chooses individuals from the population comprising that population.” This research used cluster sampling technique. Due to the improved accessibility of potential sample group participants, a larger sample size can be utilized.

Table 2
Sample of the Research

Class	Number of Students
XI MIPA 1	24 people
XI MIPA 2	24 people
Total: 48 people	

Source: Senior High School Adhyaksa 1 Jambi, 2022

3.3 Research Instrument

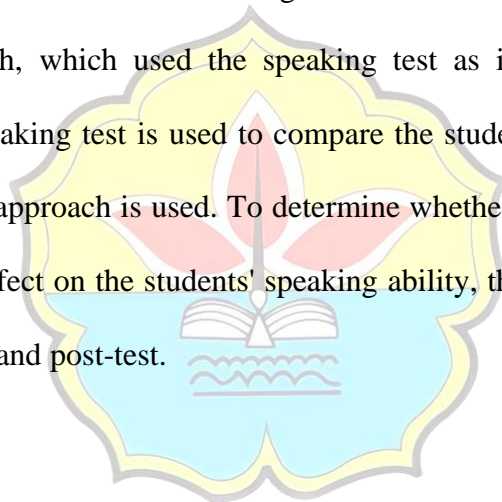
As we all know, instrument is one of the important aspect in research, according to Creswell (2012), “Research instrument is assessing, monitoring, and recording data device.” To measure and analyze the data from the chosen samples, this research used speaking test in both pre-test and post-test, with rubric score as the assessment guidelines.

According to Fernandes (1984), “A test is a systematic procedure for surveying a person’s behavior and explaining it with the aid of a numerical scale or a category system.” Students that act as the interviewee will have to answer the

questions given by other students that act as the interviewer during the interview section the interviewer should also take notes from the answers that the interviewee gave, and then they need to reverse their roles. While answering the questions, the researcher will assess their speaking skill using rubric score.

3.4 Technique of Data Collection

The systematic process of gathering and examining precise data on relevant variables so that samples can answer to specific research questions, test hypotheses, and assess results. Distributing the test will be utilized to collect the data for the research, which used the speaking test as its instrument. In this research, an oral speaking test is used to compare the students' speaking abilities before and after the approach is used. To determine whether using the Three-Step Interview has any effect on the students' speaking ability, the researcher will give the students pre-test and post-test.



1. Pre-test

The researcher gives the experimental class and control class Pre-Test to measure their speaking ability before the Three-Step Interview learning method is applied. By doing this, it will be easier for the researcher to know the impact in the students' speaking ability. The pre-test is held by gathering the students in some groups that consist of 4 students, they will be given the same topic or case, and they are asked to discuss it with their classmates. The researcher will assess their speaking ability when they were discussing the topic given; the aspects are accent, grammar, vocabulary, fluency, comprehension.

2. Treatment

The researcher gives the experimental class Treatment so that there will be a significant impact on their speaking skill when the post-test is conducted. Every meeting, different case is presented to the students as part of the treatment, allowing them to become accustomed and confident in speaking English during group discussions by using Three-Step Interview. This will also improve their critical thinking, while control class will not be given this treatment.

3. Post-Test

The researcher then gives the experimental and control class another case as the Post-Test in the last meeting after the Three-Step Interview learning method is implemented to measure if there is any significant good impact. The researcher will assess their speaking ability when they were discussing the case given.

To evaluate the students' speaking ability, this research used a scoring system that was modified and aligned with Hughes (1989) which can be seen on appendix 1. Accent, grammar, vocabulary, fluency, comprehension are the aspects in this rubric score. Minimum score per aspect is one, while maximum score is six.

There are restrictions on how the total score can be used to categorize students' achievement, the maximum total score for speaking is 30, and the minimum total score is 6. As a result, only those students who receive a final score of at least 6 can pass the test. The score which can be categorized is shown in the table as follows:

Table 3
Standard performance

Score	Criteria
26-30	Excellent
21-25	Good
16-20	Average
11-15	Poor
6-10	Very Poor

Source: Hughes, 1989

3.5 Research Variables

According to Creswell (2009), “A variable is a characteristic or attribute of an individual or an organization that the researchers can measure or observe and varies among individuals or organization studied.” The variables in this research are:

1. Independent Variable

The independent variable has direct impact on the dependent variable, it is also the variable that the experimenter adjusts, manipulates, or has control over. Three-Step Interview Learning Method, which the experimental class received as the treatment given is the independent variable in this study.

2. Dependent Variable

The variable being tested and measured in an experiment is referred to as the dependent variable. Both the independent and dependent variables have an impact on one another. The students' speaking ability toward their learning outcomes in the English subject is the dependent variable in this study. Students

receive these scores using rubric scores after applying the learning technique to their test results.

3.6 Trial of Research Instrument

According to Yin (2011), “Research instrument is as a tool for collecting the data. The instrument that is used in this research is a speaking test.” Through given case, students are asked to give their opinions and combine it. The purpose of this test is to compare the students' speaking skill levels before and after receiving treatment utilizing the Three-Steps Interview learning method.

3.6.1 Validity Test

According to Creswell (2012), “Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.” Validity of the content will be tested to measure whether the chosen material of the test suit or familiar with the students' curriculum taught in school or their environment. Validity construct will be tested as well to measure how well the kind of a test assesses the idea it was intended to assess, how fit the chosen indicators to measure the test.

3.6.2 Reliability Test

According to Maree and Fraser (2004), “Reliability means how far the same test would produce the same results if it was administered to the same children under the same conditions.” To determine whether the test is reliable enough or not, this research decided to use the formula from Ary et al (2010):

$$r_{xx} = \frac{K}{K-1} \left(\frac{S_x^2 - \sum pq}{S_x^2} \right)$$

Notes:

r_{xx} = Reliability of the student's whole test

K = The number of items on the test given

S_x^2 = Variance of the scores on total test given (squared standard deviation)

p = Proportion of correctly answered questions on a particular item

q = Proportion of incorrectly answered questions on a particular item

(Ary et al., 2010)

With the following selection criteria, the SPSS for Windows version 21 application was used to test the reliability of the speaking test:

1. The item is announced reliable: If the $r_{count} \geq r_{table}$ at a significant level ($\alpha = 0,05$)
2. The item is announced unreliable: If the $r_{count} \leq r_{table}$ at a significant level ($\alpha = 0,05$)

3.7 Technique of Data Analysis

This research used quantitative data analysis technique for this research. After collecting the data, this research used statistical calculation method using SPSS (Statistical Package for the Social Sciences) and Microsoft excel to find the significant score before and after the Three-Steps Interview is implemented. The

information was examined and used to identify variations between the performance of students in the experimental class and the control class. The formula according to Gay (1981), as follows:

$$\text{score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

(Gay, 1981)

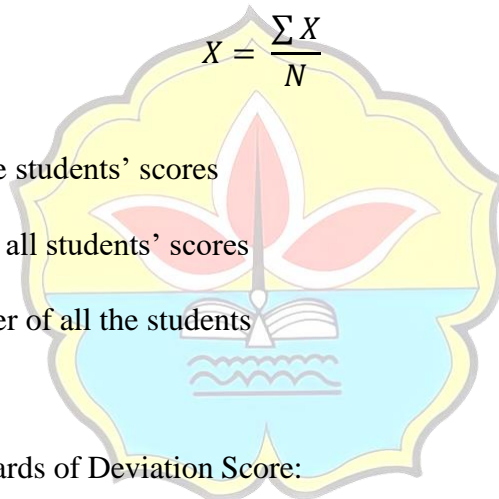
1. Calculating Mean Score:

$$X = \frac{\sum X}{N}$$

M_x : Mean of the students' scores

$\sum X$: The sum of all students' scores

N : Total number of all the students



(Gay, 1981)

2. Calculating Standards of Deviation Score:

$$SD = \sqrt{\frac{\overline{SS}}{N}} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

SD_x : Standard of Deviation

SS : The Sum of Square

N : Total number of students

$\sum X^2$: The sum of all scores

$(\sum X)^2$: The sum of all scores

(Gay, 1981)

3. Normality Testing

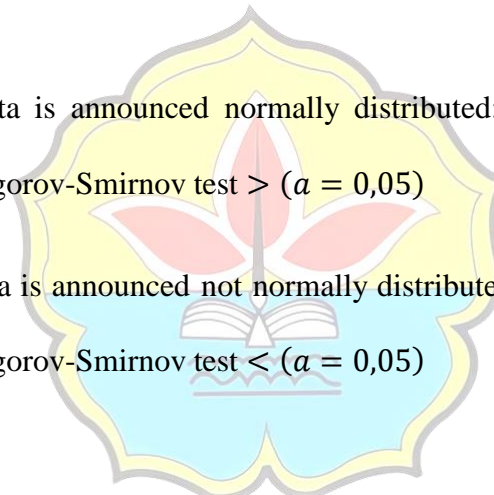
$$D = \max\{(F_0 - F)\}$$

$$x^2 = \frac{4D^2(n_1n_2)}{(n_1 + n_2)}$$

(Vásquez et al., 2015)

A normality test examines if a sample of data was taken from a population that has a normally distributed population. With the following selection criteria, the SPSS for Windows version 21 application was used to test the normality of the speaking test:

1. The data is announced normally distributed: If the value of *Sig.* Kolmogorov-Smirnov test $> (\alpha = 0,05)$
2. The data is announced not normally distributed: If the value of *Sig.* Kolmogorov-Smirnov test $< (\alpha = 0,05)$



4. Homogeneity Testing

$$F = \frac{\text{variance between samples}}{\text{variance within samples}}$$

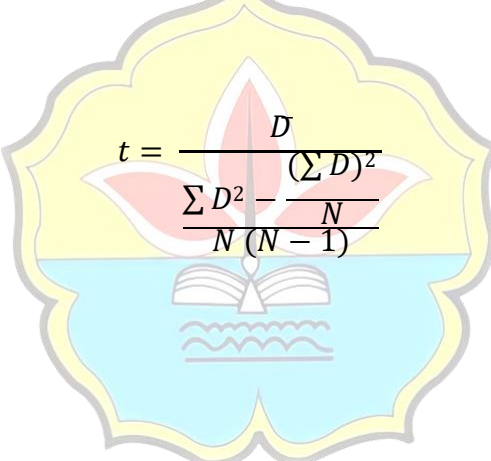
(Kothari, 2004)

The homogeneity test analyzes if two or more populations (or subgroups of a population) share the same distribution of a single categorical variable. With the following selection criteria, the SPSS for Windows version 21 application was used to test the homogeneity of the speaking test:

1. The data is announced homogeneous: If the value of *Sig. Based on Mean* > ($\alpha = 0,05$) with 95% confidence level
2. The data is announced not homogeneous: If the value of *Sig. Based on Mean* < ($\alpha = 0,05$) with 95% confidence level

5. Hypothesis Testing

The *t*-test formula that is used to determine students' speaking skill in English subject taught by using the Three-Step Interview according to Gay (1981), as follows:



$$t = \frac{D}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Gay, 1981)

Notes:

t : Significance Difference of the test

D : Difference of The Mean Score ($X_1 - X_2$)

$\sum D$: The Sum of The Total Score of Difference

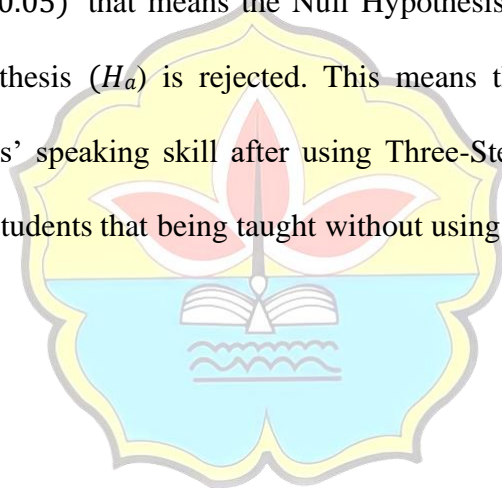
$\sum D^2$: The Square of The Sum Score of Differences

N : The total of Number

1 : The number of Variables

The null hypothesis of this research is supported if the sample mean coincides with the population mean. The following assumptions about the hypothesis in this research as shown:

1. If $Sig. \leq (\alpha = 0.05)$ that means the Null Hypothesis (H_o) is rejected and Alternative Hypothesis (H_a) is accepted. This means there is significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method
2. If $Sig. \geq (\alpha = 0.05)$ that means the Null Hypothesis (H_o) is accepted and Alternative Hypothesis (H_a) is rejected. This means there is no significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this section, the data collected and hypothesis that has been found will be explained. Any impact and difference found in this research will be stated as well. This research was conducted at the Eleventh Grade of Senior High School Adhyaksa 1 Jambi, with the agreement from their headmaster and the English teacher of the chosen class as well. XI MIPA 1 as the control class, and XI MIPA as the experimental class.

This research operated in six meetings (pre-test, four times treatments, post-test). The pre-test started on November 16th 2022, the treatments started from January 6th to January 20th, 2023, and the post-test on January 25th, 2023. The English teacher of the chosen class is the validator in scoring the students' speaking level.

4.1.1 Pre-test Results

The following table shows the results of the students' pretest, which was conducted at the start of the learning process in Class XI MIPA 1 as the control class and in Class XI MIPA 2 as the experimental class. The scoring and classification are according to Hughes (1989) rubric score and standard performance:

Table 4

Pre-Test Results (XI MIPA 1 as the control class)

Statistics

Total Score

N	Valid	24
	Missing	0
Mean		18,83
Median		20,50
Mode		21
Std. Deviation		3,583
Variance		12,841
Range		12
Minimum		11
Maximum		23

Source: SSPS 21

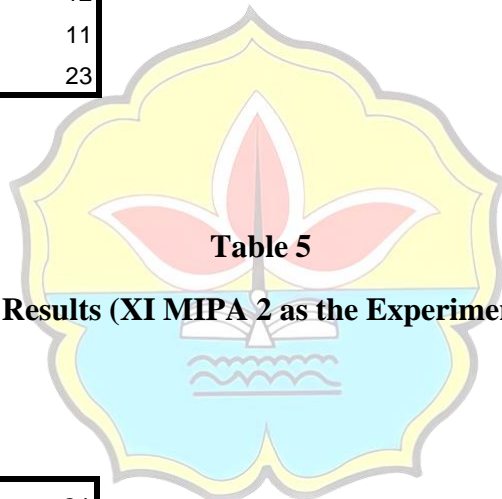


Table 5

Pre-Test Results (XI MIPA 2 as the Experimental Class)

Statistics

Total Score

N	Valid	24
	Missing	0
Mean		16,88
Median		16,00
Mode		14
Std. Deviation		3,097
Variance		9,592
Range		10
Minimum		12
Maximum		22

Source: SSPS 21

According to the pre-test results which were already conducted, and after calculating the data, we can come to terms that the Mean Score of XI MIPA 1 is

18,83 which is considered average according to Hughes (1989) Standard Performance. For the Standard Deviation of XI MIPA 1 is 3,583. Additionally, the variance which tells the diversity level of this class score is 12,841 with 11 as the minimum score, and 23 as the maximum score.

Meanwhile in XI MIPA 2 the Mean Score is 16,88 which is also considered as average according to Hughes (1989) Standard Performance as well. Then, the Standard Deviation of XI MIPA 2 is 3,097. Therefore, the variance of this class score is 9,592 with 12 as the minimum score, and 22 as the maximum score.

Thus, the Mean Score, Standard Deviation, as well as the Variance score of XI MIPA 1 was higher than XI MIPA 2, while the minimum score of XI MIPA1 was lower than XI MIPA 2. However, the maximum score of XI MIPA 1 turned out to be higher than XI MIPA 1.

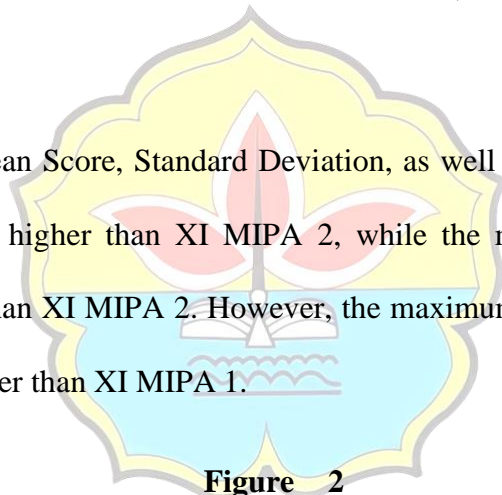
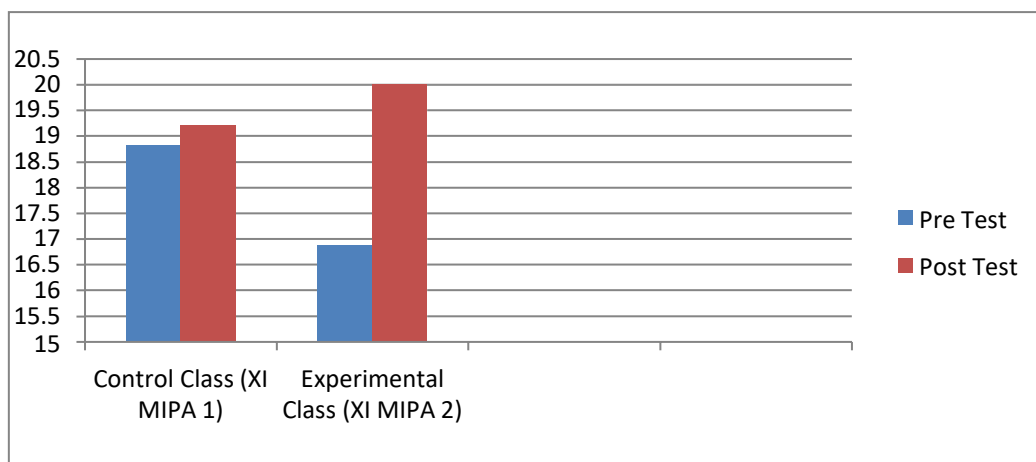


Figure 2

Score Chart



Source: Test Results

4.1.2 Post-test Results

Table 6

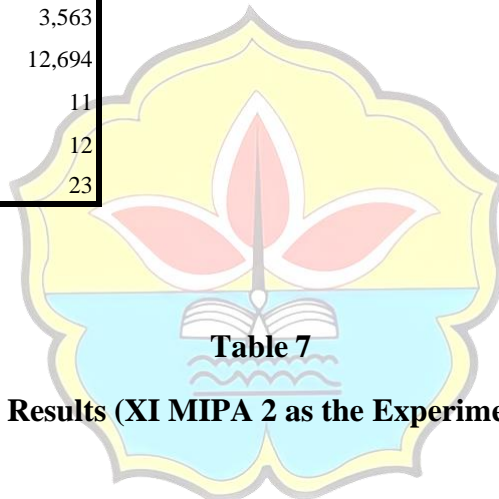
Post-Test Results (XI MIPA 1 as the Control Class)

Statistics

Total Score

N	Valid	24
	Missing	0
Mean		19,21
Median		20,50
Mode		22
Std. Deviation		3,563
Variance		12,694
Range		11
Minimum		12
Maximum		23

Source: SSPS 21



Post-Test Results (XI MIPA 2 as the Experimental Class)

Statistics

Total Score

N	Valid	24
	Missing	0
Mean		20,00
Median		21,00
Mode		21
Std. Deviation		2,396
Variance		5,739
Range		10
Minimum		14
Maximum		24

Source: SSPS 21

Based on the post-test results which were already operated, and after calculating the data, we can reach on agreement that the Mean Score of XI MIPA 1 is 19,21 which is considered average according to Hughes (1989) Standard Performance. For the Standard Deviation of XI MIPA 1 is 3,563. Moreover, the variance which tells the diversity level of this class score is 12,694 with 12 as the minimum score, and 23 as the maximum score.

Meanwhile in XI MIPA 2 the Mean Score after the treatments were applied is 20,00 which is higher than pre-test results. Then, the Standard Deviation of XI MIPA 2 is 2,396. Another else, the variance of this class score is 5,739 with 14 as the minimum score, and 24 as the maximum score.

Therefore, the Mean Score of post-test results from XI MIPA 2 (experimental class) was higher than XI MIPA 1 (control class), this proven the treatments that were applied made significant good impact to the experimental class.

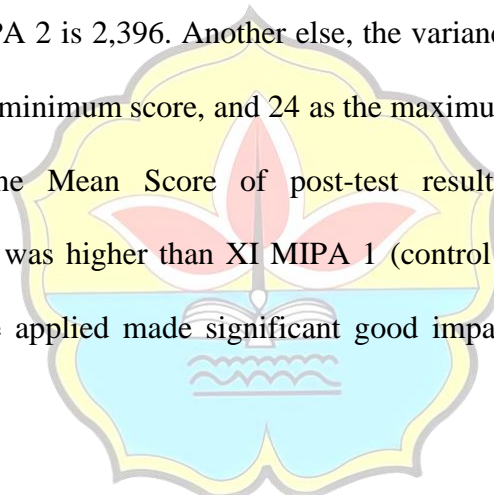


Table 8

Difference Score Increase

Control Class (XI MIPA 1)

Experimental Class (XI MIPA 2)

Pre-Test	Post-Test	Improvement
18,83	19,21	0,38

Pre-Test	Post-Test	Improvement
16,88	20,00	3,12

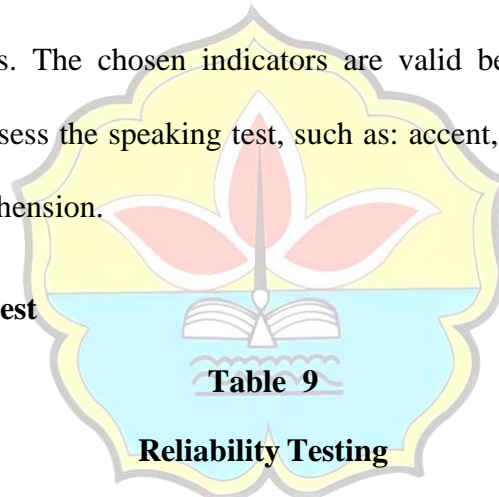
Source: Test Results

4.1.3 Classical Assumption Test

4.1.3.1 Validity Test

Validity of the content is considered valid, because the chosen materials are familiar to the students, because the news are about education, technology, accident that also happened among them or relate to the problem discuss in their school project, for example: vehicle accident, fire blaze, and animal extinction. Validity construct also considered valid because the kind of the test chosen is speaking test, based on the indicator of rubric score from Hughes (1989) to measure their scores. The chosen indicators are valid because it included the aspects needed to assess the speaking test, such as: accent, grammar, vocabulary, fluency, and comprehension.

4.1.3.2 Reliability Test



Reliability Statistics	
Cronbach's Alpha	N of Items
,885	5

Source: SPSS 21

According to the table above, it is proven that the data is reliable enough because the data value is positive or different than the r_{table} at a significant level ($\alpha = 0,05$) thus the item is announced reliable. From the Cronbach's Alpha the reliability point is 0,885 which is bigger than 0,05.

4.1.3.3 Normality Test

A normality test examines if a sample of data was taken from a population that has a normally distributed population. This research used One-Sample Kolmogorov-Smirnov to measure the normality test. The data is announced as normally distributed if the value of *Sig.* Kolmogorov-Smirnov test $> (\alpha = 0,05)$. On the other hand, the data is announced as not normally distributed if the value of *Sig.* Kolmogorov-Smirnov test $< (\alpha = 0,05)$. The result of normality test of this research, as follows:

Table 10
Normality Testing Control Class (XI MIPA 1)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,76272855
	Absolute	,173
Most Extreme Differences	Positive	,173
	Negative	-,158
Kolmogorov-Smirnov Z		,846
Asymp. Sig. (2-tailed)		,472

a. Test distribution is Normal.

b. Calculated from data

Source: *SSPS 21*

Table 11
Normality Testing Experimental Class (XI MIPA 2)

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,42840813
	Absolute	,123
Most Extreme Differences	Positive	,092
	Negative	-,123
Kolmogorov-Smirnov Z		,602
Asymp. Sig. (2-tailed)		,861

a. Test distribution is Normal.

b. Calculated from data

Source: SSPS 21

According to the table above, it is proven that the data is normally distributed because the value of *Sig.* Kolmogorov-Smirnov test for the control class (XI MIPA 1) is $0,472 > (\alpha = 0,05)$. In addition, it is also proven that the data is normally distributed for the Experimental Class (XI MIPA 2) because the value of *Sig.* Kolmogorov-Smirnov is $0,861 > (\alpha = 0,05)$. Hence, it is concluded that both of the research data for the control class and experimental class are normally distributed.

4.1.3.4 Homogeneity Test

The homogeneity test analyzes if two or more populations (or subgroups of a population) share the same distribution of a single categorical variable. The data is announced homogeneous if the value of *Based on Mean* $> (\alpha = 0,05)$. On the other hand, the data is announced as not homogeneous if the value of

Sig. Based on Mean $< (\alpha = 0,05)$. The result of homogeneity test of this research, as follows:

Table 12
Homogeneity Testing

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
6,271	1	46	,016

Source: SPSS 21

According to the table above, it is proven that the data is homogenous, because the value of *Sig. Levene Statistic* is $0,016 > (\alpha = 0,05)$. Hence, it is concluded that the research data for the control class and experimental class are homogenous.

4.1.3.3 Hypothesis Test

According to Creswell (1994), "Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable." The Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted if $Sig. \leq (\alpha = 0.05)$, which means there is significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method. The Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected if $Sig. \geq (\alpha = 0.05)$, which means there is no significant impact in students' speaking skill after using Three-Step Interview Learning Method with the students that being taught without using this method.

The result of hypothesis test of this research, as follows:

Table 13
Hypothesis Test Results

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1 (XI MIPA 1)	pre test - post test	-,375	,770	,157	-,700	-,050	-2,387	23	,026
Pair 2 (XI MIPA 2)	pre test - post test	-3,125	1,849	,377	-3,906	-2,344	-8,280	23	,000

Source: SSPS 21

According to the table 12, Sig. value XI MIPA 1 is 0,026. Meanwhile Sig. value for XI MIPA 2 is 0,000. Which means H_o is rejected and H_a is accepted for the experimental class (XI MIPA 2), since the value of Sig. 0.000 less than 0.05. Therefore, there is good impact in using Three-Step Interview towards students' speaking skill at the eleventh grade of senior high school Adhyaksa 1 Jambi.

Additionally, it is proven that this research has made an improvement in students' speaking level; because from this method students practiced their speaking skill due to they were obligated to give their opinion in English. Thus, from practicing more, the students get used to speak in English, they learned from each other on how to pronounce the words, get to know new vocabulary, while strengthening their friendship with classmates and sharpening their critical thinking from solving the problem.

4.2 Discussions

4.2.1 Students' Speaking Skill in XI MIPA 2 of Senior High School Adhyaksa 1 Jambi Taught by Using Three-Step Interview

According to the data received which were already calculated, there is improvement in students' test results after the treatment that is Three-Step was applied. The mean score of pre-test results in experimental class (XI MIPA 2) was 16,88 while for the Post-test was 20,50. Hence, the mean score increased 3,125 point.

This proven that students' speaking skill has significant improvement after the Three-Step Interview Method was applied. Some students who usually went quite during group discussion were asked to give their opinion about the case given, this made them practice their speaking skill, and their friends were also helping them by correcting each other's mistakes in speaking English. Thus, this made the students' get used and more fluent in speaking English; by the end this has finally improved their post-test results.

The learning environment became better, since now the students could practice their English to any of their friends, without feeling afraid of judgement or making mistakes. Due to the fact that in Three-Step Interview learning method students are free to explore as many points as they want to investigate from the topic given, this could increase their vocabulary since they would meet new words when they were exploring.

4.2.2 The Impact of using Three-Step Interview in Students' Group Discussion Assignment

After the treatments were applied, students that rarely talked in group discussion became more confident. Since they were asked and obligated to give their opinions to another student in their group, they could get used to talk in English. Hence, this made them practice their English and finally improved their speaking skill. This method also taught the students to value each other's opinions, and see through other perspective when they were facing the problem given. Furthermore, from the data results this research already obtained, students' from experimental class (XI MIPA 2) Pre-test mean score was 16,88, meanwhile for the Post-test that was done after the treatments the mean score was 20,50. Thus, the mean score increased 3,125 point. Three-Step interview Method has proven to make significant impact to students' speaking skill.

Based on the point above, the researcher recommends to try using this method in group discussion assignments to make the student become more confident, and practice their English speaking skill often, this method could also improve the students' comprehension skill to see how far they understand the case given, also attract the students to explore their thought, combine their ideas, which would lead to better critical thinking skill.

Students finally found new learning method that could attract them in learning to speak English, the method that helped them to see in others point of view. This method also helped them strengthen their bond with their classmates, and improve their confident in practicing their English

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After this researcher was conducted, the conclusions that can be obtained are the students became more confident in speaking English, learned new vocabulary and how to pronounce the words from their friends, valued each other's opinions, started to see in others perspectives, became closer to each other, improved their critical thinking, etc. Hence, it is proven that Three-Step Interview has a lot of advantages.

Students' speaking skill in the experimental class after they were being taught with Three-Step Interview method has improvement, the mean score for the pre-test result is 16,88, while the post-test result is 20,00. Thus, the mean score has improved 3,12 point. Students' speaking skill in the control class taught with using normal group discussion method has established as well. The pre-test result of XI MIPA 1 as the control class is 18,83, and the post-test result is 19,21 for the mean score.

In addition, from this research we can find that there has been substantial improvement in the experimental class (XI MIPA 2) after being taught by Three-Step Interview method. Students become more confident to speak English in group discussion, they become closer to one another, and respect other people's opinions. This can be proven through their mean score after the method was applied, and through Hypothesis Test by a value of Sig. $0.000 < 0.05$.

5.2 Suggestions

After this researcher is conducted, there are some suggestions that would help in order to gain the better education, which are:

1. For the Students

Students shouldn't be afraid to state their opinions, every student should respect each other, and discuss group assignment fairly to combine their ideas, and students should practice their English speaking skill as often as they could.

2. For the English Teacher

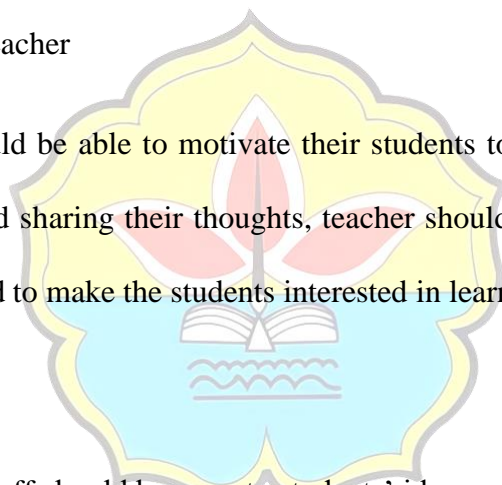
Teacher should be able to motivate their students to become confident in speaking English and sharing their thoughts, teacher should be up to date to find new teaching method to make the students interested in learning English,

3. For School

The school staff should be open to students' ideas and suggestions because the students are the people that will experience the new learning method right away, school should provide the students with healthy learning environment.

4. For Future Researcher

Keep motivating the participants; this really helps boost their confidence so that they are willing to speak in English, always remind them that making mistake is normal because it's part of learning, learn more from previous research about this topic.



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APPENDICES

1. Rubric Score

This research decided to use scoring rubric from Hughes (1989) to assess the students' speaking skill:

Oral Language Scoring Rubric

Aspect	Score	Proficiency description
Accent	1	Pronunciation frequently untelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciation which do not interfere with understanding.
	5	No conspicuous mispronunciation, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of foreign accent.
Grammar	1	Grammar is almost entirely inaccurate phrases.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional error showing imperfect control of some patterns but no weakness that cause misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the interview.

Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied situations.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except for short or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
Comprehension	1	Understands too little for the simplest type of conversation.
	2	Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.
	3	Understands careful, somewhat simplified speech when engaged in a dialog, but may require considerable repetition and rephrasing.
	4	Understands quite well normal educated speech when engaged in a dialog, but requires occasional repetition or rephrasing.

	5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Source: Hughes, 1989

2. Lesson Plan for Experimental Class

LESSON PLAN (RPP)

School : SMA Adhyaksa 1 Jambi Class/Semester : XI / 2 (Genap)

Subject : English Time Allocation : 2 x 45 Minutes

Material : **Three-Step Interview Introduction**

A. LEARNING OBJECTIVES

- Students are able to understand the concept of the Three-Step Interview
- Students are able to express their opinions in group discussions
- Students are given a report text for discussion

Media	Tools/Materials
➤ Students worksheets	➤ Marker, whiteboard
➤ Case sheet	➤ Internet
➤ Humans in the environment: teachers, colleagues	

B. LEARNING STEPS

<i>First Meeting</i>
Preliminary
1. Students greet and pray according to their respective religions
2. The teacher checks attendance list of the students and gives motivation (ice breaking)
3. The teacher conveys the objectives and benefits of learning about the topic to be taught
4. The teacher conveys an outline of the scope of the material and learning steps

Core Activities	LITERACY ACTIVITY
	➤ Students are given motivation and guidance to see, observe, read, and rewrite materials related to Three-Step Interview

	<p>CRITICAL THINKING</p> <ul style="list-style-type: none"> ➤ The teacher provides the opportunity to ask as many things as possible, starting from factual questions to hypothetical questions. This question must still be related to the Three-Step Interview material
	<p>COLLABORATION</p> <ul style="list-style-type: none"> ➤ Students are formed in several groups to discuss, collect information, and exchange information about the given case
	<p>COMMUNICATION</p> <ul style="list-style-type: none"> ➤ Students are asked to express their opinions in a given case, then other individuals in the group are allowed to respond back
	<p>CREATIVITY</p> <ul style="list-style-type: none"> ➤ Students and teachers draw conclusions based on what they have learned about the Three-Step Interview material. Following that, students have another chance to ask questions about concepts they still don't fully grasp.

Closing

1. Teachers and students reflect on learning experiences
2. The teacher conveys the lesson plan at the next meeting and prays

Jambi, January 6, 2023

Acknowledged,

Teacher

Researcher

Nur Aziza Hayu, S.Pd

Annisha

LESSON PLAN (RPP)

School : SMA Adhyaksa 1 Jambi Class/Semester : XI / 2 (Genap)
 Subject : English Time Allocation : 2 x 45 Minutes
 Material : **Three-Step Interview Habituation**

A. LEARNING OBJECTIVES

- Students are able to re-explain regarding the Three-Step Interview material
- Students are able to express their opinions using English in group discussions
- Students are given a report text for discussion

Media	Tools/Materials
➤ Students worksheets	➤ Marker, whiteboard
➤ Case sheet	➤ Internet
➤ Humans in the environment: teachers, colleagues	

B. LEARNING STEPS

<i>Second Meeting</i> Preliminary
1. Students greet and pray according to their respective religions
2. The teacher checks attendance list of the students and gives motivation (ice breaking)
3. The teacher conveys the objectives and benefits of learning about the topic to be taught
4. The teacher conveys an outline of the scope of the material and learning steps

Core Activities	LITERACY ACTIVITY
	➤ Students are given motivation and guidance to see, observe, read, and rewrite materials related to Three-Step Interview Habituation
	CRITICAL THINKING
	➤ The teacher provides the opportunity to ask questions, starting from factual questions to hypothetical questions. This question must still be related to the Three-Step Interview Habituation
	COLLABORATION
	➤ Students are formed in several groups to discuss, collect information, and exchange information about a given case using the Three-Step Interview method.
	COMMUNICATION

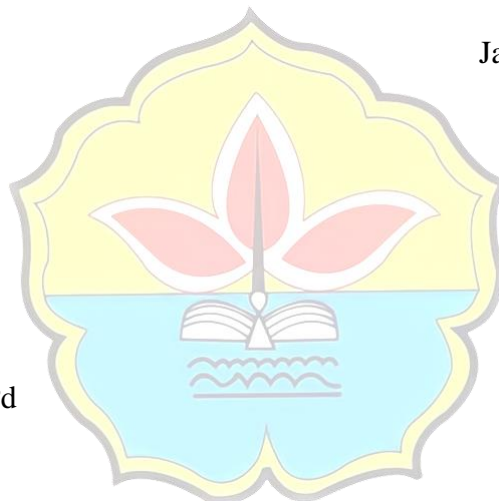
	<ul style="list-style-type: none"> ➤ Students express opinions on the cases given to get used to it, then other individual in the same group are also going to give their thoughts, they all will be using the Three-Step Interview method.
	<p>CREATIVITY</p> <ul style="list-style-type: none"> ➤ Students and teachers draw conclusions based on what they have learned about the Three-Step Interview Habituation. Following that, students have another chance to ask questions about concepts they still don't fully grasp.

Closing

1. Teachers and students reflect on learning experiences
2. The teacher conveys the lesson plan at the next meeting and prays

Jambi, January 11, 2023

Acknowledged,
Teacher



Researcher

Nur Aziza Hayu, S.Pd

Annisha

LESSON PLAN (RPP)

School : SMA Adhyaksa 1 Jambi

Class/Semester : XI / 2 (Genap)

Subject : English

Time Allocation : 2 x 45 Minutes

Material : **Three-Step Interview Advanced**

A. LEARNING OBJECTIVES

- Students are able to discuss using the Three-Step Interview Method
- Students are given a report text for discussion
- Students are skilled at expressing opinions using English in group discussions

Media	Tools/Materials
➤ Students worksheets	➤ Marker, whiteboard
➤ Case sheet	➤ Internet
➤ Humans in the environment: teachers, colleagues	

B. LEARNING STEPS

<i>Third Meeting</i>
Preliminary
1. Students greet and pray according to their respective religions
2. The teacher checks attendance list of the students and gives motivation (ice breaking)
3. The teacher conveys the objectives and benefits of learning about the topic to be taught
4. The teacher conveys an outline of the scope of the material and learning steps

Core Activities	LITERACY ACTIVITY
	➤ Students are given motivation and guidance to see, observe, read materials related to Three-Step Interview Advanced
	CRITICAL THINKING
	➤ The teacher provides the opportunity to ask questions, starting from factual questions to hypothetical questions. This question must still be related to the Three-Step Interview Advanced
	COLLABORATION
	➤ Students are formed in several groups to discuss, collect information, and exchange information about a given case using the Three-Step Interview method.
	COMMUNICATION

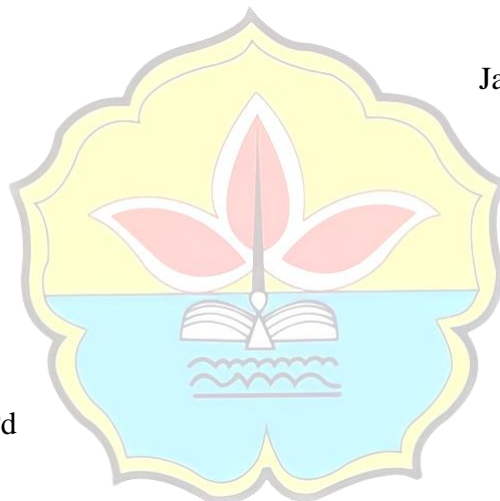
	<ul style="list-style-type: none"> ➤ Students express opinions on the cases given to get used to it, then other individual in the same group are also going to give their thoughts, then combine it. They all will be using the Three-Step Interview method.
	<p>CREATIVITY</p> <ul style="list-style-type: none"> ➤ Students and teachers draw conclusions based on what they have learned about the Three-Step Interview Advanced. Following that, students have another chance to ask questions about concepts they still don't fully grasp.

Closing

1. Teachers and students reflect on learning experiences
2. The teacher conveys the lesson plan at the next meeting and prays

Jambi, January 18, 2023

Acknowledged,
Teacher



Researcher

Nur Aziza Hayu, S.Pd

Annisha

LESSON PLAN (RPP)

School : SMA Adhyaksa 1 Jambi Class/Semester : XI / 2 (Genap)
 Subject : English Time Allocation : 2 x 45 Minutes
 Material : **Three-Step Interview Finalization**

A. LEARNING OBJECTIVES

- Students are able to express opinions in English
- Students are given a report text
- Students are skilled at using the Three-Step Interview in group discussions

Media	Tools/Materials
➤ Students worksheets	➤ Marker, whiteboard
➤ Case sheet	➤ Internet
➤ Humans in the environment: teachers, colleagues	

B. LEARNING STEPS

<i>Fourth Meeting</i>
Preliminary
1. Students greet and pray according to their respective religions
2. The teacher checks attendance list of the students and gives motivation (ice breaking)
3. The teacher conveys the objectives and benefits of learning about the topic to be taught
4. The teacher conveys an outline of the scope of the material and learning steps

Core Activities	LITERACY ACTIVITY
	➤ Students are given motivation and guidance to see, observe, read materials related to Three-Step Interview Finalization
	CRITICAL THINKING
	➤ The teacher provides the opportunity to ask questions, starting from factual questions to hypothetical questions. This question must still be related to the Three-Step Interview Finalization
	COLLABORATION
	➤ Students are formed in several groups to discuss, collect information, and exchange information about a given case using the Three-Step Interview method.
	COMMUNICATION

	<ul style="list-style-type: none"> ➤ Students express opinions on the cases given to get used to it, then other individual in the same group are also going to give their thoughts, then combines those ideas. They all will be using the Three-Step Interview method.
	<p>CREATIVITY</p> <ul style="list-style-type: none"> ➤ Students and teachers draw conclusions based on what they have learned about the Three-Step Interview Finalization. Following that, students have another chance to ask questions about concepts they still don't fully grasp.

Closing

1. Teachers and students reflect on learning experiences

Jambi, January 20, 2023

Acknowledged,

Teacher

Nur Aziza Hayu, S.Pd



Researcher

Annisha

3. Lesson Plan for Control Class

LESSON PLAN (RPP)

School : Senior High School Adhyaksa 1 Jambi
Subject : English
Class/Semester : XI MIPA 1/2
Material : Case-Solving
Duration : 2 X 45 Minutes

Learning Objectives

After following the learning process, students are expected to be able to:

1. All the students contribute in group discussion
2. Students are able to give their opinions using English in the group discussion
3. Students are able to speak English confidently

Learning Resources

English Module, Internet

Learning Steps

A. Preliminary Activities

1. The teacher opens by greeting and praying to start the lesson.
2. Then the teacher checks the attendance of students as a reflection of discipline.
3. Checking the cleanliness of the classroom before the learning process begins.

B. Core Activities

1. The teacher gives a case sheet (pretest) to students, before the material being taught.
2. The teacher explains the material about the given case
3. The teacher provides initial training guidance in the form of examples of how to solve the case
4. The teacher checks whether the students have succeeded in carrying out their tasks by collecting their group works
5. The teacher gives back the posttest questions to the students.

C. Closing Activities

1. The teacher and students conclude the subject matter.
2. The teacher closes the lesson by re-motivating the students to learn.

Learning Outcomes Assessment

A. Assessment Techniques

1. Report text case study (speaking test)

The assessment is carried out before learning activities and after learning takes place, including when students are able to answer and solve the given case in the learning process.

B. Assessment Form

1. Speaking Test : Case solving
2. Portfolio : Group assignment collection

Jambi, February 2023

Acknowledged,

Teacher

Researcher

Nur Aziza Hayu, S.Pd

Annisha

4. Research Instrument

- Pre-Test

Christmas tree fire sparked blaze at Philadelphia house that killed 12 including eight children

Rachel Sharp

Tuesday 11 January 2022 23:33



The deadly Philadelphia house fire that killed 12 people including eight children is believed to have started when a five-year-old boy set a Christmas tree on fire, according to

investigators.

Philadelphia Fire Commissioner Adam Thiel said in a press conference on Tuesday that investigators have “99 to 100 per cent confidence” that a Christmas tree on the second floor of the row home in Fairmount was the first item to go up in flames on Wednesday morning. He said investigators believe “with near certainty” that the tree was set alight with a lighter, which was discovered close by in the debris. The fire then spread from the second floor to the rest of the home, killing eight children and four adults and hospitalising two others.

The five-year-old boy, who survived the tragedy, was the only person on the second floor when the blaze began, said Commissioner Thiel. Police records, obtained by *The Philadelphia Inquirer*, previously revealed that the boy told first responders that he had accidentally set a Christmas tree alight while playing with a lighter. Firefighters were called to reports of a fire in a three-story property on the 800 block of North 23rd Street in Fairmount just after 6.30am on Wednesday morning. It took around an hour to battle the blaze and bring it under control, officials said.

Investigators said that at least 26 people were living in the property at the time, which is owned by the Philadelphia Housing Authority. The property is split into two separate apartments - the first floor apartment and then an apartment split over the second and third floors. The 12 victims were all trapped on the third floor of the property. Commissioner Thiel said that none of the six smoke alarms inside the top apartment were working and most had been taken down - with four found in drawers in the home.

Source: Independent UK



- Treatment 1

Mesa Man Faces Murder Charges After High-Speed Crash Kills 2

Authorities say a Mesa man is facing second-degree murder charges after a high-speed crash left an elderly couple dead.

By Associated Press

March 23, 2022

MESA, Ariz. (AP) — A Mesa man is facing second-degree murder charges after a high speed crash left an elderly couple dead, authorities said Wednesday.

Mesa police said 21-year-old Gezane Izreal Cabanillas-Lape allegedly was driving 101 mph in a 45 mph zone at the time of Tuesday evening's collision with a mini-van on a city street. They said 82-year-old Ronald Hettich was a passenger in the mini-van being driven by his wife and he was declared dead at the scene.

Police said 80-year-old Irma Hettich died at a hospital from serious injuries suffered in the crash.

A probable cause statement released Wednesday by police said Cabanillas-Lape didn't show any signs of drug or alcohol impairment. But investigators cited "reckless high speed" as the cause of the fatal crash, saying imaging data showed the suspect's vehicle was traveling 107 mph five seconds before the collision and 101 mph at the time of impact.

Cabanillas-Lape wasn't hurt in the crash, but police said his 21-year-old female passenger underwent emergency surgery for internal bleeding.

Police said Cabanillas-Lape was booked into the city jail on suspicion of two counts of second-degree murder and one count of aggravated assault. It wasn't immediately known Wednesday if Cabanillas-Lape has a lawyer yet who can speak on his behalf.

Source: US News

- Treatment 2

Ministry launches Merdeka Curriculum, Freedom in Teaching Platform

11th February 2022

Reporter: Indriani, Mecca Yumna

Editor: Sri Haryati

Jakarta (ANTARA) - Education, Culture, Research, and Technology Minister Nadiem Anwar Makarim stated that he along with everyone else had been looking forward to the stipulation of the new curriculum for years. The minister affirmed that the program pertained to development of the learning process and the teachers.

The minister delivered the statement during its virtual launch, as seen here on Friday. According to Makarim, the country was witnessing an ongoing learning crisis that had failed to show improvement with each passing year. Moreover, no significant improvement had occurred in the last 15 years. Results from the Programme for International Student Assessment showed that as many as 70 percent of 15-year-old students were recorded to be below the minimum competency in terms of reading and mathematics. "A crisis requires an extraordinary solution in order to enable us to catch up," he explained.

The learning crisis was further worsened by the COVID-19 pandemic that had caused a learning loss. According to the ministry's data, students lost six months' worth of literacy learning and had lost five months' worth of numeracy learning. They estimated that many more schools had experienced learning loss above this average value. Makarim explained that during the pandemic, the ministry had enacted an Emergency Curriculum wherein the learning or study materials simplified.

Thus, the ministry had changed the curriculum to be more flexible, with focus on essential materials, and applications that provide various references for teachers to continue to develop teaching practices independently while also sharing good practices.

Makarim stated that schools were not forced to implement the new curriculum. Schools were allowed to determine the curriculum they would use, whether it was the 2013 Curriculum, the Emergency Curriculum, or the Independent Curriculum. “Schools keen to make changes though not ready to make big modifications and looking to choose simple materials can use the Emergency Curriculum.” he added.

Source: Antara news



- Treatment 3

Mark, Albania’s last ‘restaurant bear,’ arrives at sanctuary after over 20 years of captivity

By Zoe Sottile, CNN

Published 2:02 AM EST, Sun December 11, 2022

After over twenty years in captivity, Mark, the last of Albania’s “restaurant bears,” has safely arrived at his new home, an animal sanctuary in Austria, according to the animal rescue group Four Paws International. So-called “restaurant bears” have historically been kept in tiny cages near restaurants or hotels, where they served as an attraction for tourists, according to Four Paws. In 2016, the nonprofit launched the “Saddest Bears” campaign in an effort to relocate the more than 30 bears being used as entertainment in the country.

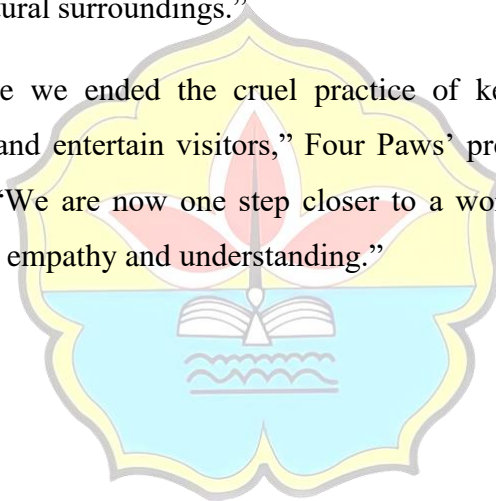
Mark, a 24-year old brown bear, is the last known “restaurant bear” in Albania, according to a news release from Four Paws, although there are other bears in captivity in poor circumstances in the country. He was rescued on December 7 and arrived at his new home, “BEAR SANCTUARY Arbesbach” in Austria on Friday.

When Four Paws first encountered Mark, the animal was suffering from severe health problems. He was overweight, had broken teeth and displayed “abnormal” behaviors like pacing due to the lack of stimulation in his cramped cage, Four Paws said in a previous news release. The bear embarked on a 44-hour journey to his new home, according to the organization. He traveled through North Macedonia, Greece, Bulgaria, Romania, and Hungary before finally reaching the sanctuary. But he was “calm and relaxed” during the trek, according to Four Paws.

“We made regular stops for our accompanying vet to check on him and fed him with fruits and vegetables,” Magdalena Scherk-Trettin, who coordinates Four Paws’ wild animal rescue and advocacy projects, said in the release. “After receiving an inappropriate diet of restaurant leftovers and mainly bread for two decades, he was a little reluctant about the vegetables, but munched happily on the grapes we gave him.”

Mark was slow to explore his snowy new habitat, according to Four Paws. He hadn’t stepped outside a cage in over twenty years. He’ll stay in a smaller outdoor enclosure for the time being until he adjusts to his new environment and moves to a larger enclosure. The sanctuary in Arbesbach has operated since 1988, according to its website. Mark will join three other rescued grizzly bears who live on 14,000 square meters of “natural surroundings.”

“With Mark’s rescue we ended the cruel practice of keeping him next to a restaurant to attract and entertain visitors,” Four Paws’ president Josef Pfabigan said in the release. “We are now one step closer to a world where people treat animals with respect, empathy and understanding.”



Source: CNN News

- Treatment 4

Is AI art really art? This California gallery says yes

By [Rachel Metz](#), CNN Business

Published 10:18 AM EST, Sun November 20, 2022

At bitforms gallery in San Francisco, the answer is yes. An exhibit called “Artificial Imagination” is on display through late December and features works that were created with or inspired by the generative AI system DALL-E as well as other types of AI. With DALL-E, and other similar systems such as Stable Diffusion or Midjourney, a user can type in words and get back an image.

Steven Sacks, who founded the original bitforms gallery in New York in 2001 (the San Francisco location opened in 2020), has always focused on working with artists at the intersection of art and technology. But this may be the first art show to focus on DALL-E, which was created by OpenAI, and it is the first one Sacks has presented that concentrates so directly on work created with AI, he told CNN Business.

Using technologies such as 3D printing and Photoshop is commonplace in art. But new text-to-image systems like DALL-E, Stable Diffusion and Midjourney can pump out impressive-looking images at lightning speed, unlike anything the art world has seen before. In just months, millions of people have flocked to these AI systems and they are already being used to create experimental films, magazine covers and images to illustrate news stories. Yet while these systems are gaining ground, they’re also courting controversy. For instance, when an image generated with Midjourney recently won an art competition at the Colorado State Fair, it caused an uproar among artists.

“Artificial Imagination” spans several mediums and many different styles, and includes artists known for using technology in their work, such as Refik Anadol, and others who are newer to it. It ranges from Anadol’s 30 -minute video loop of a computer’s take on an ever-changing nature scene to Marina Zurkow’s bright image collages, created with the help of DALL-E, which almost feel reminiscent of Soviet propaganda mixed with old-fashioned storybooks.

Sacks said the exhibit, which is being presented by bitforms and venture-capital firm Day One Ventures, is in many ways an educational show about the state of DALL-E and how artists are using AI.

Source: CNN News



- Post-Test

Six ways social media negatively affects your mental health

Sabrina Barr

Wednesday 19 January 2022 16:52



The rise of social media has meant that people are more connected than we have ever been in the history of time. But our reliance on social media can have a detrimental effect on our mental health. While social media platforms can

have their benefits, using them too frequently can make you feel increasingly unhappy and isolated in the long run.

The constant barrage of perfectly filtered photos that appear on Instagram are bound to knock many people's self-esteem, while obsessively checking your Twitter feed just before bed could be contributing towards poor quality of sleep.

Here are six ways that social media could be negatively affecting your mental health without you even realising

Self-Esteem

Comparing yourself to others on social media by stalking their aesthetically perfect Instagram photos or staying up to date with their relationship status on Facebook could do little to assuage your feelings of self-doubt. A study conducted by the University of Copenhagen found that many people suffer from "Facebook envy", with those who abstained from using the popular site reporting that they felt more satisfied with their lives.

“When we derive a sense of worth based on how we are doing relative to others, we place our happiness in a variable that is completely beyond our control,” Dr Tim Bono, author of *When Likes Aren't Enough* explained in *Healthista*.

Human connection

As human beings, it's so important for us to be able to communicate and forge personal connections with one another. However, it can be hard to do so when we're glued to rectangular screens, becoming more acquainted with our friends' digital facades than their real-life personas.

Stina Sanders, a former model who has 66,000 followers on Instagram, explained how social media sometimes makes her feel like she's being left out. A study published in the *American Journal of Epidemiology* that assessed 5,208 subjects found that overall, regular use of Facebook had a negative impact on an individual's wellbeing.

Memory

Social media can be great for looking back fondly on memories and recounting how past events occurred. However, it can also distort the way in which you remember certain tidbits from your life. “If we direct all of our attention toward capturing the best shots for our social media followers to admire, less will be available to enjoy other aspects of the experience in real time,” said Dr Bono. “Spending too much time on our phones will detract from those other aspects of the experience, undermining the happiness we could be gleaning from them.”

Sleep

Many of us use our phones too soon before choosing to hit the hay, making it harder to doze off. “Getting worked up with anxiety or envy from what we see on social media keeps the brain on high alert, preventing us from falling asleep,” explained Dr Bono. “Plus, the light from our mobile device just inches from our face can suppress the release of melatonin, a hormone that helps us feel tired.”

Source: Independent UK

6. Pre-Test Results (XI MIPA 1 as the Control Class)

No	Student	Total	Classification
1	Student 1	22	Good
2	Student 2	21	Good
3	Student 3	13	Poor
4	Student 4	14	Poor
5	Student 5	20	Average
6	Student 6	15	Poor
7	Student 7	21	Good
8	Student 8	11	Poor
9	Student 9	23	Good
10	Student 10	21	Good
11	Student 11	23	Good
12	Student 12	15	Poor
13	Student 13	21	Good
14	Student 14	18	Average
15	Student 15	21	Good
16	Student 16	19	Average
17	Student 17	23	Good
18	Student 18	21	Good
19	Student 19	15	Poor
20	Student 20	19	Average
21	Student 21	21	Good
22	Student 22	23	Good
23	Student 23	15	Poor
24	Student 24	17	Average

Source: Test Results adapted from Hughes 1989 rubric score

7. Pre-Test Results (XI MIPA 2 as the Experimental Class)

No	Student	Total	Classification
1	Student 1	14	Poor
2	Student 2	17	Average
3	Student 3	12	Poor
4	Student 4	21	Good
5	Student 5	22	Good
6	Student 6	16	Average
7	Student 7	17	Average
8	Student 8	14	Poor
9	Student 9	22	Good
10	Student 10	21	Good
11	Student 11	18	Average
12	Student 12	16	Average
13	Student 13	15	Poor
14	Student 14	16	Average
15	Student 15	14	Poor
16	Student 16	17	Average
17	Student 17	21	Good
18	Student 18	15	Poor
19	Student 19	14	Poor
20	Student 20	19	Average
21	Student 21	21	Good
22	Student 22	12	Poor
23	Student 23	16	Average
24	Student 24	15	Poor

Source: Test Results adapted from Hughes 1989 rubric score

8. Post-Test Results (XI MIPA 1 as the Control Class)

No	Student	Total	Classification
1	Student 1	22	Good
2	Student 2	22	Good
3	Student 3	14	Poor
4	Student 4	14	Poor
5	Student 5	21	Good
6	Student 6	15	Poor
7	Student 7	23	Good
8	Student 8	12	Poor
9	Student 9	22	Good
10	Student 10	22	Average
11	Student 11	23	Good
12	Student 12	14	Poor
13	Student 13	21	Good
14	Student 14	19	Average
15	Student 15	21	Average
16	Student 16	20	Average
17	Student 17	23	Good
18	Student 18	20	Good
19	Student 19	16	Average
20	Student 20	20	Average
21	Student 21	22	Good
22	Student 22	23	Good
23	Student 23	15	Poor
24	Student 24	17	Average

Source: Test Results adapted from Hughes 1989 rubric score

9. Post-Test Results (XI MIPA 2 as the Experimental Class)

No	Student	Total	Classification
1	Student 1	18	Average
2	Student 2	21	Good
3	Student 3	19	Average
4	Student 4	22	Good
5	Student 5	24	Good
6	Student 6	21	Good
7	Student 7	18	Average
8	Student 8	19	Average
9	Student 9	23	Good
10	Student 10	22	Good
11	Student 11	21	Good
12	Student 12	21	Good
13	Student 13	18	Average
14	Student 14	21	Good
15	Student 15	17	Average
16	Student 16	22	Average
17	Student 17	22	Good
18	Student 18	19	Average
19	Student 19	14	Poor
20	Student 20	21	Good
21	Student 21	22	Good
22	Student 22	16	Average
23	Student 23	21	Average
24	Student 24	18	Average

Source: Test Results adapted from Hughes 1989 rubric score

10. Frequency of Control Class Pre-Test Results

Statistics

Total

N	Valid	24
	Missing	0
Mean		18,83
Median		20,50
Mode		21
Std. Deviation		3,583
Variance		12,841
Range		12
Minimum		11
Maximum		23

Source: SSPS 21

		Total			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	4,2	4,2	4,2
	13	1	4,2	4,2	8,3
	14	1	4,2	4,2	12,5
	15	4	16,7	16,7	29,2
	17	1	4,2	4,2	33,3
	18	1	4,2	4,2	37,5
	19	2	8,3	8,3	45,8
	20	1	4,2	4,2	50,0
	21	7	29,2	29,2	79,2
	22	1	4,2	4,2	83,3
	23	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Source: SSPS 21

11. Frequency of Experimental Class Pre-Test Results

Statistics

Total Score

N	Valid	24
	Missing	0
Mean		16,88
Median		16,00
Mode		14
Std. Deviation		3,097
Variance		9,592
Range		10
Minimum		12
Maximum		22

Source: SSPS 21

Total				
	Frequency	Percent	Valid Percent	Cumulative Percent
12	2	8,3	8,3	8,3
14	4	16,7	16,7	25,0
15	3	12,5	12,5	37,5
16	4	16,7	16,7	54,2
Valid 17	3	12,5	12,5	66,7
18	1	4,2	4,2	70,8
19	1	4,2	4,2	75,0
21	4	16,7	16,7	91,7
22	2	8,3	8,3	100,0
Total	24	100,0	100,0	

Source: SSPS 21

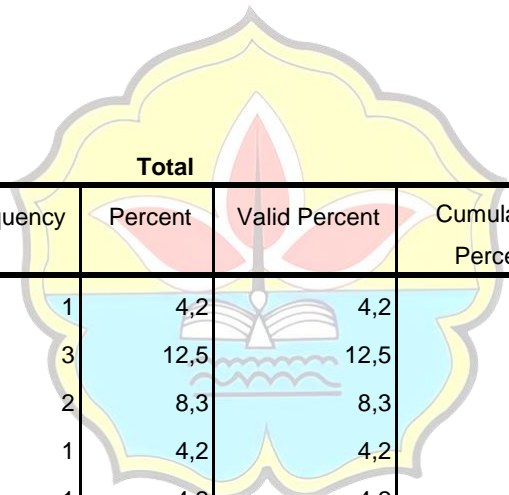
12. Frequency of Control Class Post-Test Results

Statistics

Total

N	Valid	24
	Missing	0
Mean		19,21
Median		20,50
Mode		22
Std. Deviation		3,563
Variance		12,694
Range		11
Minimum		12
Maximum		23

Source: SSPS 21



		Total			
		Frequency	Percent	Valid Percent	Cumulative Percent
	12	1	4,2	4,2	4,2
	14	3	12,5	12,5	16,7
	15	2	8,3	8,3	25,0
	16	1	4,2	4,2	29,2
	17	1	4,2	4,2	33,3
Valid	19	1	4,2	4,2	37,5
	20	3	12,5	12,5	50,0
	21	3	12,5	12,5	62,5
	22	5	20,8	20,8	83,3
	23	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Source: SSPS 21

13. Frequency of Experimental Class Post-Test Results

Statistics

Total

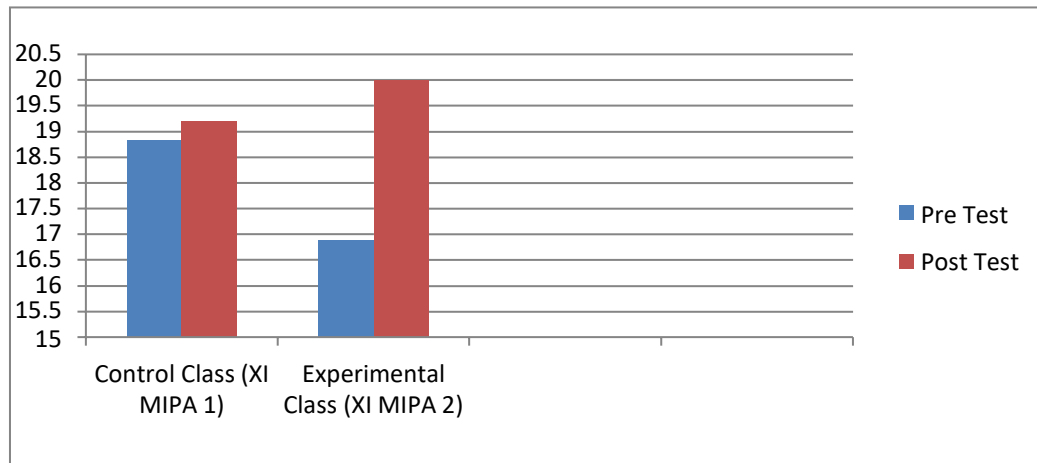
N	Valid	24
	Missing	0
Mean		20,00
Median		21,00
Mode		21
Std. Deviation		2,396
Variance		5,739
Range		10
Minimum		14
Maximum		24

Source: SSPS 21

		Total			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	4,2	4,2	4,2
	16	1	4,2	4,2	8,3
	17	1	4,2	4,2	12,5
	18	4	16,7	16,7	29,2
	19	3	12,5	12,5	41,7
	21	7	29,2	29,2	70,8
	22	5	20,8	20,8	91,7
	23	1	4,2	4,2	95,8
	24	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Source: SSPS 21

14. Score Chart



Source: Test Results

15. Difference Score Increase

Control Class (XI MIPA 1)			Experimental Class (XI MIPA 2)		
Pre-Test	Post-Test	Improvement	Pre-Test	Post-Test	Improvement
16,88	20,00	03,12	18,83	19,21	00,38

Source: Test Results

16. Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
,885	5

Source: SSPS 21

17. Normality Testing Control Class (XI MIPA 1)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,76272855
	Absolute	,173
Most Extreme Differences	Positive	,173
	Negative	-,158
Kolmogorov-Smirnov Z		,846
Asymp. Sig. (2-tailed)		,472

a. Test distribution is Normal.

b. Calculated from data.

Source: SSPS 21

18. Normality Testing Experimental Class (XI MIPA 2)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,42840813
	Absolute	,123
Most Extreme Differences	Positive	,092
	Negative	-,123
Kolmogorov-Smirnov Z		,602
Asymp. Sig. (2-tailed)		,861

a. Test distribution is Normal.

b. Calculated from data.

Source: SSPS 21

19. Homogeneity Testing

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
6,271	1	46	,016

Source: SSPS 21

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,521	1	7,521	,816	,371
Within Groups	423,958	46	9,216		
Total	431,479	47			

Source: SSPS 21



20. Hypothesis Testing

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 (XI MIPA 1) pre test - post test	-,375	,770	,157	-,700	-,050	-2,387	23	,026
Pair 2 (XI MIPA 2) pre test - post test	-,3125	1,849	,377	-3,906	-2,344	-8,280	23	,000

Source: SSPS 21

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
XI MIPA 1	Pre test	18,83	24	3,583	,731
	Post test	19,21	24	3,563	,727
XI MIPA 2	Pre test	16,88	24	3,097	,632
	Post test	20,00	24	2,396	,489

Source: SSPS 21

Paired Samples Correlations

		N	Correlation	Sig.
XI MIPA 1	Pre test & post test	24	,977	,000
XI MIPA 2	Pre test & post test	24	,803	,000

Source: SSPS 21

21. Validator Paper



IKATAN ADHYAKSA DHARMAKARINI WILAYAH JAMBI
SEKOLAH MENENGAH ATAS (SMA) ADHYAKSA I JAMBI
STATUS AKREDITASI : A NSS:304106001038 NDS:J.60014015 NPSM : 10504588
Jalan Jenderal Urip Sumoharjo No.33 Kode Pos 36122 Jambi Telepon. 65430

SURAT KETERANGAN

Nomor : 09 / SMA.Adk / I.2022

Yang bertanda tangan dibawah ini :

Nama : LOLITA ANGGRAINI, S.Sos.,M.Pd.
NIP : 19820426 200903 2 008
Pangkat/ Gol : Penata Tingkat I
Jabatan : Kepala Sekolah
Unit Kerja : SMA Adhyaksa I Jambi

Dengan ini menerangkan bahwa :

Nama : ANNISHA
NIM : 1900888203008
PRODI : Pendidikan Bahasa Inggris
Judul Skripsi : The Impact Of Three-Step Interview to Improve Students' Speaking Skill at The Eleventh Grade Of Senior High School Adhyaksa I Jambi

Yang bersangkutan adalah benar telah melakukan penelitian di SMA Adhyaksa I Jambi dan hasil penelitian tersebut akan dipergunakan sebagai bahan penyusunan Skripsi.

Demikian Surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana semestinya.

Jambi, 25 Januari 2023

Kepala Sekolah,



LOLITA ANGGRAINI, S.Sos.,M.Pd.
Penata Tingkat I

NIP 19820426 200903 2 008

22. Research Proof



IKATAN ADHYAKSA DHARMAKARINI WILAYAH JAMBI
SEKOLAH MENENGAH ATAS (SMA) ADHYAKSA I JAMBI
STATUS AKREDITASI : A NSS:304106001038 NDS:J.60014015 NPSN : 10504588
Jalan Jenderal Urip Sumoharjo No.33 Kode Pos 36122 Jambi Telepon. 65430

SURAT KETERANGAN

Nomor : 30 / SMA.Adk / I.2023

Yang bertanda tangan dibawah ini, telah menjadi validator data dari penelitian yang dilaksanakan di SMA Adhyaksa I Jambi dan hasil penelitian tersebut akan dipergunakan sebagai bahan penyusun skripsi.

Nama : NUR AZIZA HAYU, S.Pd.
NIK : 01082006.04.30
Jabatan : Guru Mata Pelajaran B. Inggris
Unit Kerja : SMA Adhyaksa I Jambi

Dengan Skripsi atas nama :

Nama : ANNISHA
NIM : 1900888203008
PRODI : Pendidikan B. Inggris
Judul Skripsi : The Impact Of Three-Step Interview to Improve Students' Speaking Skill at The Eleventh Grade Of Senior High School Adhyaksa I Jambi

Demikian Surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana semestinya.

Jambi, 25 Januari 2023
Guru B. Inggris,

NUR AZIZA HAYU, S.Pd.


DOCUMENTATIONS





CURRICULUM VITAE



ANNISHA, was born in Pekan Baru on September 5th, 2001. She is the first born of the three children of Mr. Sopianto and Mrs. Yenny Anita. She has two little sisters, Allisha and Amandha. She started her education by entering TK Islam Al-Mutaqin (graduated in 2007), then formal education at Elementary School No.30 (graduated in 2012). Additionally, she went to study at Junior High School No. 5 (graduated in 2015). Furthermore, she entered Senior High School Adhyaksa 1 (graduated 2018). Then, she continued to University of Batanghari Jambi (entered 2019) as the student of English Language Education Study Program of Teacher Training and Education Faculty. During her study in University of Batanghari Jambi, she joined in several organizations, such as *UKM Seni dan Budaya Aek Ngilir* and *Himpunan Mahasiswa Bahasa Inggris (HIMABING)*. Therefore, she participated in practical teaching at Senior High School Unggul Sakti Jambi City, until she completed her undergraduate thesis entitled “*The Impact of Three-Step Interview towards Students’ Speaking Skill at The Eleventh Grade of Senior High School Adhyaksa 1 Jambi*”.