

**IMPROVING STUDENTS' SPEAKING SKILL OF DESCRIPTIVE TEXT
BY USING THREE-STEP INTERVIEW TECHNIQUE
AT GRADE VIII.B OF SMP N 2 SAROLANGUN**

THESIS



By

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a degree of Master in Education*

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ABSTRAK

Yahfenel Evi Fussalam. 2014. Peningkatan Keterampilan Siswa dalam Berbicara Teks Descriptif dengan Menggunakan Tehnik Wawancara Tiga Langkah di Kelas VIII.B SMPN 2 Sarolangun. Tesis. Program Pascasarjana Universitas Negeri Padang.

Berdasarkan pengalaman dan observasi peneliti, kemampuan berbicara siswa kelas VIII.B SMPN 2 Sarolangun terhadap teks descriptif masih rendah. Masalah ini disebabkan beberapa faktor; kurangnya partisipasi siswa dalam pembelajaran dan tehnik yang digunakan guru dalam mengajar belum efektif. Akibatnya, siswa tidak bisa mencapai Kriteria Ketuntasan Minimal (KKM) yang diharapkan.

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara menggunakan tehnik wawancara tiga langkah. Metode penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus dan masing-masing siklus terdiri atas perencanaan, pelaksanaan, pengamatan dan refleksi. Penelitian ini dilakukan di kelas VIII.B SMPN 2 Sarolangun dan melibatkan 27 orang siswa semester satu tahun akademik 2013-2014. Data penelitian ini dianalisis dengan menggunakan dua metode analisis data. Analisis data kuantitatif digunakan untuk menilai dan menginterpretasikan data yang berasal dari latihan wawancara tiga langkah dan tes lisan. Data yang berasal dari lembar observasi, catatan lapangan dan wawancara dianalisa dengan menggunakan analisis data kualitatif.

Temuan penelitian menunjukkan bahwa; (1) tehnik wawancara tiga langkah berhasil meningkatkan kemampuan berbicara siswa dalam teks descriptif yang meliputi peningkatan pada setiap indikator berbicara yakni isi, tata bahasa, kelancaran, pengucapan dan kosa kata, dan (2) perubahan kemampuan berbicara siswa dipengaruhi oleh dua faktor, yaitu (a) faktor internal di mana kemampuan berbicara siswa berubah disebabkan oleh *motivasi dan kecemasan siswa dalam berbicara*, dan (b) faktor eksternal yang meliputi *bahan pembelajaran, kegiatan kelas, pengelolaan kelas dan pendekatan guru*. Kesimpulannya adalah penerapan tehnik wawancara tiga langkah pada pengajaran berbicara teks descriptif dapat memberikan hasil yang signifikan pada peningkatan keterampilan berbicara mereka.

ABSTRACT

Yahfenel Evi Fussalam. 2014. Improving Students' Speaking Skill of Descriptive Text by Using Three-Step Interview Technique at Grade VIII.B of SMP N 2 Sarolangun. Thesis. Graduate program of State University of Padang.

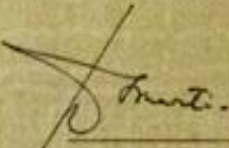
Based on the researcher's experience and observation, students speaking skill of descriptive text at grade VIII.B of SMPN 2 Sarolangun was still low. The problems was caused by some factors; lack of participation in learning process and the technique that used by the teacher did not effectively yet. As the result, the Minimum Achievement Criteria (KKM) could not reach yet by the students.

This research aims at find out the improvement of students' speaking skill of descriptive text by using three step interview technique. The method of this research was classroom action research (CAR) that was done in two cycles which consisted of planing, actioning, observing and reflecting. The research was conducted at grade VIII.B of SMPN 2 Sarolangun which involved 27 students on their first semester in academic year 2013-2014. The data of this research were analyzed by using two methods of data analysis. Quantitative data analysis was used to examine and interpret data from task and speaking test. The data taken from observation, field note and interview were analyzed by using qualitative data analysis.

The finding showed that (1) three step interview technique improves the students' speaking skill on descriptive text; which covered the improvement of speaking indicators in term of content, grammar, fluency, pronunciation and vocabulary, and (2) the changes of students' speaking skill were influenced by two factors, namely, (a) internal factor that the students' speaking skill of descriptive text changes because of students' *motivation and anxiety*, and (b) external factors that consisted of *teaching materials, classroom activity, classroom management and teacher approach*. The conclusion is the implementation of three-step interview in teaching speaking of descriptive text could provide significantly improvement on their speaking skill.

PERSETUJUAN AKHIR TESIS

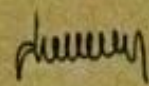
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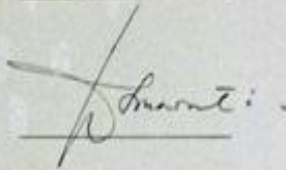
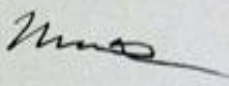
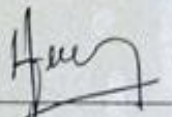
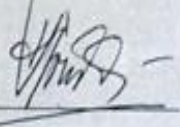
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Saya yang menyatakan,



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DEDICATIONS

I dedicate this thesis to:

*My beloved father H. Yahya, SP and mother Elmiati, S.Pd
“Thank you for your love, care, support and prayers which will never be
paid although I must spend my whole life”*

*My beloved Brothers Hut Pra Yendri Gusmi Jaya and Ricky Sabdiansah
“Your help and care are meaningful to me. I am sorry I couldn’t be a good
example. However, I am trying on it”*

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“Thanks for your support, unconditional love and care”*

*All of my friends, “thanks for always being my through companions”
And for Bento (the late), through we can’t have the joy as we used to be,
but don’t worry, this title bachelor also resemble your dream.*

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills that the students should master in learning English as a compulsory subject in all levels of education. Many students regard speaking skill measurement of knowing a language. They define fluency as the ability to speak with others, much more than the ability to read, write, or comprehend oral language. By learning speaking, the students know the way to express their ideas, opinions, feelings, and emotion meaningfully. They consider speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Besides, it also leads them to make interaction in the society by using the language.

In the communicative model of language teaching, teachers help students to develop knowledge of speaking by providing authentic practice that prepares students for real-life communication situations. They help their students to develop their ability to produce grammatically correct sentences, logically connected sentences that are appropriate to specific contexts by using acceptable pronunciation. Therefore, speaking is very important to be taught between the four skills since the goal of teaching speaking skills is about communicative efficiency and it has been an influential issue in foreign language learning activity.

In the school based curriculum, the objective of English teaching is students are able to communicate in English. It means that they should understand

and produce texts in oral and written form which is recognized in four language skills; listening, speaking, reading and writing. Speaking is one of the competences that should be taught by teacher and be mastered by students. The students have to complete the standard of competence in speaking that is described in basic competence and the indicators in syllabus, in order to reach the value of completeness.

For junior high school, the speaking skill is taught through Genre Based Approach. There are various genres that the students have to be mastered. The genres are classified into transactional and interpersonal, functional, and monologue text. The transactional and interpersonal texts involves asking and offering help, asking and giving things, congratulation and compliment, asking and giving opinion, etc. Functional texts include short message, announcement and greeting card. The examples of monologue texts are narrative, descriptive, procedure and recount text.

Based on the syllabus of Junior High School at the eight grade, the students have to acquire the speaking skill in some types of monologue text. One of them is descriptive text. The purpose of descriptive text is to describe particular person, place, and things. The objective of teaching speaking of descriptive text is the students are able to express meaning in simple short monologue in descriptive form based on the generic structures and language features of the text. There are two generic structures of this text, they are identification and description. In identification, the students should be able to identify objects that would be described and supports their identification by describing parts, qualities and

characteristics of the object. Meanwhile in description, the language features of a descriptive text are the use of simple present tense, adjective clause and etc. Through this text, the speaker can illustrate to the listener about physical appearance of something clearly.

Unfortunately, those expectation demanded by the curriculum above do not seem to have been reached yet by the students of grade VIII.B of SMPN 2 Sarolangun. It is reflected by the students' daily test result in speaking of descriptive text that is lower than Minimum Achievement Criteria (Kriteria Ketuntasan Minimal). The Minimum Achievement Criteria scoring (Kriteria Ketuntasan Minimal) of SMP N 2 Sarolangun is 70, even the average score of students was only 53.40 for their speaking test result. Recently, the result of speaking test of descriptive text showed that only 5 (18.5%) from 27 students who could reach the minimum achievement criteria score. Thus, 22 (81.5%) of the students should follow remedial class. From the result of the test, it seems that the students faced some problems in speaking of descriptive text. This phenomenon above seems to be a problem that should be overcome by the teacher.

Based on the researcher's observation as the teacher during class performance at grade VIII.B which has been done on 4th February- 21st April some problems were found dealing with speaking faced by the students especially in using descriptive text. First, the students are not able to express their ideas fluently. The students could not optimally describe things, person and places, in detail because they do not have any ideas when they are asked to describe them. They had something in their mind but they actually thought much more about the

vocabularies and appropriate words when they expressed their ideas, for example, when they were asked to describe a person, “*She has a solo singer, she has beautiful, she is young, she is about 20 years old*”. They often used the same words for a few times. The students did not mention the subject that refers to *she*. From this example, it can be seen that the student did not identify who or what would be described.

Another problem that the researcher found in teaching learning process; the students did not understand well about the components of descriptive text. Most of them got problem in using language features of descriptive text. The language features of a descriptive text are the basis on the use of tense and grammar. Tense that is usually utilized in speaking a descriptive text is simple present tense. In the use of simple present tense, the student got problem to distinguish the use of the present verb (V1) for the third person and singular. As in the students’ speaking task, *he run quickly, he look an alien, he like playing football*. Those sentences were incorrect because for the third person singular subject present verb (V1) must be added by s/es. The correct sentences are *he runs quickly, he looks an alien, he likes playing football*. From 27 students only 13 (48.1%) of them were able to use simple present appropriately.

In addition to the problems of students’ speaking skill of descriptive text, the students’ attitude and motivation toward speaking was still low. Most of the students were reluctant and ashamed to speak English in teaching learning English process because they were afraid of making mistakes. It seemed that they had no motivation and confidence to take apart in the conversation although perhaps they

wanted to speak. The researcher discovered that the students did not feel confident enough to perform in front of the class. His observation also indicated that most of the students motionlessly kept silent and avoided speaking activities when the teacher asked the students to speak in group work. The teacher looked not optimally manage the group task and setting. As the result, the students were shy to speak and they did not have confidence to speak because when they tried to speak with correct pronunciations, stress and gestures, their friends laughed to them.

Actually, in this classroom the teacher uses some techniques to improve the students' interest but the result is still questionable because the students still have low interest in English. The variation activities done by the teacher could not lead the students to become more active in the classroom. The students do not listen to the teacher's explanation; some of them are joking and talking to their friend, some others are walking around the classroom. Only a few students pay attention to the teacher's explanation, though only for a moment. It seemed to be lack of students' participation. As the result, some of them couldn't do the exercise well and finally they got unsatisfactory achievement as shown in their latest low examination. In brief, one of the reasons for this failure is that the teacher could not maximize the teaching technique to involve the students' participation during teaching learning process.

In order to solve all the problems above, it is important for the teacher to find out other techniques in teaching speaking of descriptive text. The technique should be interesting dealing with students' active participation and the task

should have clear instruction. In addition, the technique should give students opportunity in practicing their skills, especially in speaking of descriptive text. By practicing actively, they will be able to speak in front of their friend without being afraid of getting mistake. The teacher was supposed to use interesting technique such as games, role play, and cooperative learning in order to make the students being brave to speak and enjoy following the activities in the classroom.

Furthermore, cooperative learning that has small teams in which students of different levels of ability uses a variety of learning activities can improve their understanding of a subject. Each member of team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (Kagan, 1994:2). This is a learning model that involves all students, where they are active, creative and innovative in learning something. In this case, three step interview is categorized as a part of cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. The process of students interviews each other in pairs or group, first one way, and vice versa become a great activity for speaking class, where the students have a lot of time opportunity to speak with their friends in comfortable setting. The process of asking questions, taking notes and reporting in this technique established the student self confidence and self efficacy to produce the components of the descriptive text easily and enjoyable. The aim of this technique is to gather students in a conversation and motivates them to speak.

Regarding to the explanation above, the researcher was interested to do a research related to the use three-step interview technique in teaching speaking of descriptive text. By implementing three-step interview technique in teaching speaking, it was hopefully brought a better progress for students' speaking skill of descriptive text at grade VIII.B of SMPN 2 Sarolangun.

B. Identification of the Problem

Based on the background of the problem above, it could be identified that there were some problems found in teaching speaking skill of descriptive text at grade VIII.B of SMP N 2 Sarolangun. The problems that exist in this class were the students had lack of vocabularies, they did not understand in using generic structure and language features of descriptive text and they were less confident, nervous and afraid of making mistakes to speak in front of class. In other side, the teacher did not use properly technique in speaking class and it make students' had lack of participation. As the result, the students had difficulties in describing an object or produce a descriptive text in front of the classroom, they did not respond actively when the teacher asked them to participate in class discussion; they were less active and less cooperative during the speaking activities.

By looking at the problems above, it is important for the teacher to find out other techniques in teaching speaking of descriptive text. The technique should be interesting dealing with students' active participation and and motivating them to speak.

C. Focus of the Problem

Dealing with the identification of the problem above, the researcher focussed the problem on teacher's technique in teaching speaking skill of descriptive text. The researcher would to apply three-step interview technique to improve students' speaking skill of descriptive text at grade VIII.B of SMP N 2 Sarolangun. Descriptive text was used to be discussed to know the students' speaking skill, because this type of texts learnt at grade VIII.

D. Research Questions

From the limitation of the problem above, the researcher formulated research questions as follows:

1. How can three-step interview technique improve students' speaking skill of descriptive texts at grade of VIII.B of SMP N 2 Sarolangun?
2. What factors influence the change of the students' speaking skill of descriptive text by using three-step interview technique at grade of VIII.B of SMP N 2 Sarolangun?

E. Purpose of the Research

The purposes of the research were as follows:

1. To find out how three-step interview technique can improve students' speaking skill of descriptive texts at grade VIII.B of SMP N 2 Sarolangun.

2. To find out the factors that influences the change of the students' speaking skill of descriptive text by using three-step interview technique at grade of VIII.B of SMP N 2 Sarolangun.

F. Significance of the Research

This research is supposed to have theoretical and practical significance. Theoretically, the result of this research would give contribution to the development theories of teaching speaking skill. It could enrich the theories in describing the effectiveness of using three-step interview in teaching speaking skill.

Practically, the reseacher expects the result of this research for the schooling. First, for the students of grade VIII.B of SMPN 2 Sarolangun can increase their learning activity. Next, for the English teacher, this research can be used as a guideline in using three-step interview technique during teaching speaking of descriptive texts. It is also practically expected that the finding of this research offers English teachers of Junior High School more information and alternative decision about effective techniques of teaching speaking.

G. Definition of Key Terms

The researcher explains some key terms that predominantly appear in this research. These key terms explanation's function is to make the readers understand exactly about the word or phrases.

1. Speaking skill is the ability to speak and communicate in English language, the use of words or a language to express idea, opinion, feeling, thought, emotion, desires, and willingness in the topic of descriptive text.
2. Descriptive text is a kind of monologue text that has function to describe a specific person, a place, or any other object, and gives information about definitions and characteristics of something, someone, or place to the listeners.
3. Three-step interview is a kind of cooperative learning that encourages students to share their thinking, ask questions, and take notes in which students in group of three, interview one another on particular topic of descriptive text.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

After using the three step interview technique which was done in two cycles, by observing and analyzing the test result, observation checklists and field notes during teaching learning process, there was an improvement of students speaking skill of descriptive text at grade of VIII.B of SMP N 2 Sarolangun. It can be seen from the mean score of students speaking test that continuously increased in every teaching learning process. Based on research findings and discussions, the researcher concludes the result of the research, as follows:

1. The implementation three step interview technique was begun by grouping the students into group of three. The process of asking questions and answering questions, taking notes, and reporting during the three step interview had most important reason to help students to improve their speaking skill of descriptive text. The data have been collected and analyzed in first cycle test showed that there was an improvement of students speaking skill of descriptive text. However, some indicators of speaking skill of descriptive text such *fluency* and *pronunciation* had not achieved the target yet. Then, the researcher needed another action in other next cycle or second cycle made improvement of student achievement. He and his collobarorator arranged some plans such as revising lesson plan, preparing material more clearly (picture), discussing difficult vocabularies and giving additional explanation about descriptive text through the

implementation of three-step interview. As the result, the average score of students in second cycle test significantly increased. Students were good enough in speaking of descriptive text compared to the previous cycle. All indicator of speaking of descriptive texts involves *content, grammar, fluency, pronunciation and vocabulary* were almost capable reached by the students.

2. The change of students' speaking skill of descriptive text by using three step interview technique at grade of VIII.B of SMP N 2 Sarolangun were influenced by the following factors:
 - a. The internal factor from the students themselves; the students' speaking skill changes because of students' motivation was increased and their anxiety to speak was reduced. These elements are influenced by students' internally.
 - b. The second factor that changes the students' speaking skill is the external factor. The factors were known as outside factors such as materials, classroom activities, classroom management, teacher approach, and teacher technique.

B. Implications

Three-step interview is one of technique that can be used by the teacher to help the students improve their speaking skill. The enjoyment of the students during the speaking activities and the gradually learning process become the effective atmosphere to speak English. The technique also gives different learning experience for the students, establishes students' confidence, makes the

students interest in speaking class, reduces their anxiety, and makes them more happily. In brief, the result of this research implied that three step interview technique can give better improvement on the students' speaking skill at grade of VIII.B of SMP N 2 Sarolangun. Perhaps, it becomes new consideration for English teachers to use this teaching technique especially in the same grades and students' condition.

Moreover, by giving the students' opportunities to do a dialogue in the process of three-step interview would be increasing their participation in speaking activities. Therefore, the researcher also excited to share three-step interview technique to other English teacher through teachers' forum such as *Musyawarah Guru Mata Pelajaran* or commonly called MGMP, and another type of forum which existed formerly like *Pemantapan Kerja Guru* or PKG. The researcher believes that the use of three step interview technique could be applicable for all genres not only descriptive text. In addition, the researcher assumes that three step interview not only appropriate to teaching learning speaking, but also any other skills of language such as listening, reading, and writing.

To achieve all of those things there must be a good cooperation between the school and Dinas Pendidikan (DIKNAS) to facilitate enlarging number of workshop or seminar related to Teaching English as Foreign Language (TEFL) goal at the junior high school level. By facilitating the teachers through workshop or teaching seminar, they may become more innovative and more responsible for their own teaching.

C. Suggestions

Based on the conclusions and implications of the research, some suggestions can be given, as follow.

1. The researcher as an English teacher will continue implementing three step interview technique in teaching speaking skill of descriptive text at grade of VIII.B of SMP N 2 Sarolangun.
2. Further and longer studies about the implementation of three step interview technique is highly recommended in order to investigate whether this technique can be a solving problem in other fields such as in listening, reading and writing.

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