CHAPTER IV

RESULT AND DISCUSSION

This chapter mainly discusses the findings of the conducted research and the interpretation of the data, answer the research problem which are: how is Three step interview strategy to improve the student's speaking recount ability?, how about the progress of the student's speaking ability after the use of Three-step interview strategy?, how about the student's responses toward the use of Three-step interview strategy.

To answer the question number 1 the researcher needs to describe the teaching and learning process the use of Three-step interview strategy and the data from the result of the observation checklist. The teaching and learning process are included the teacher activity the students activities and the material when the teaching speaking by using Three-step interview strategy.

To answer the question number 2 the researcher needs to describe the students' responses after using Three-step interview strategy be implemented. The student's responses can be described based on the questionnaires that are given to the students in the last meeting. The data are described by using percent in each question.

To answer the question number 3 the researcher needs to measure the progress of the students' speaking competence after Three-step interview

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strategy be implemented. To know about the progress of the students' speaking competence the writer used the score of the students in each meeting. The score of the students measured using FSI (Foreign Service Institute) level proficiency.

The researcher will be describe about the result and finding based on the explanations above. To make them clear the researcher elaborates them one by one in following section.

A. Explanation of objects the research.

1. Profile of MtsN Krian

The located MTsN Krian in JL junwangi Krian. The location is not far from the highway so it is very strategies and it can a range with all kinds of public transport vehicles such as bicycles, motorcycles and others. MtsN Krian exists in the midst of the community since 1970. MTsN Krian "accreditation A". Much kind of facilities in MTsN Krian that support teaching and learning activities of students, namely: computer labs, science laboratories, language laboratory and audio-visual aid. MtsN Krian also has several extracurricular activities, namely: Scouts, PMR, Speech, skills, qosidah, martial arts, English language and mathematics.

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Table 1.1

The rooms of MtsN Krian

NO	ROOMS	TOTALS
1	Classrooms	26
2	Bathrooms	3
3	Science laboratories	1
4	Computer laboratories	2
5	Library	1
6	Head master office	1
7	Teacher office	1
8	Security room	1
9	Audio visual	1
10	Mosque	1
11	Canteen	3
12	UKS	1
13	field	1
14	TU Office	1

B. The findings of the conducted research

1. The result of teaching and learning process

a. The first meeting

1) Planning

It was held on June 01 2010. The time used was 2x40 minutes. In the first meeting, the researcher did not use Three-step interview strategy. Because of first meeting. The teacher used habitual method that

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was used when firstly meeting with people. The teacher was prepared some questions, which are: what is your name? Where do you live? Where you were born? What is your hobby? . It was used to know about the score of the students in speaking before using three-step interview strategy.

2) Implementing

Before the teacher started the teaching and learning process, her collaborative teacher (the English teacher in this school) said to the students that for four meeting, the researcher would as the English lesson, And her collaborative teacher hoped to the students, they could respect and did what the researcher asked. After that the teacher started the teaching and learning process. The teacher said greeting to the students and them response it. Then, the teacher introduced herself to the students. Then, she ordered to the students to introduce their self because she wanted to know the students one by one. This activity give stimulate students to speaking in the class. The teacher prepared reward to the students who have good speaking (fluency, accent, comprehension, vocabulary, grammar). It meant that the students could be more spirit to speak in the classroom, and the teacher took the score from it.

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3) Observing

English teacher as the researcher was observing the researcher conducted the cycle. Her name was Nafiatun Marfu'a,S.pd. She signed the observation checklist, which was provided by the researcher to keep notes from the students' mistake while three-step interview strategy was applied.

According to the researcher that situation in the first meeting was crowded. It might caused that day was the first meeting the students to the teacher. She thought that it was natural and needed more time to adapt with the English teacher.

For about the material was quite good. The material clouds make the students interesting and the material easy.

And the words that were used could be found in daily words. The materials were understandable by the students.

As a result of observation checklist on the first meeting, the researcher found some the students' mistake when the students introduce their self. Here are some examples of their mistakes.

While the students mention their hobby

•"My hobby is racing and fishing"

The correct are:

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•"My hobby are racing and fishing"

The sentence occurred due to the students' limited experiences of making sentence in their classroom. Based on the situation, the researcher allocated 5 minutes to give some explanations about the errors which were done by the students.

According to the researcher the teacher could not control the time. It could be seen when the students introduce their self. Some of students shy to introduce their self and it could spend more time. And she did not give limitation time to the students when they introduced. For about the performance of the teacher was quite good. Her voice could be heard the students who in the back. Because the situation in the classrooms was crowded, the teacher needed more power to speak in front of the classroom. Then about the explanation were clear enough. As a proof, the students could understand about the teacher said but also there were some students who asked their difficulties about the material.

When the teacher explained about the material, she not only stand up in front of the class, but she walked around the students to help the students could her voice clearly.

4) Reflecting

Based on the explanation of observation above, the teacher and the

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researcher made some reflection. Are:

a) The teacher much controls the time. As a result the teacher could not control, the students did not have limitation time from the teacher when introduce their self one by one in front of the class.

b)The teacher must manage the classroom effectively because on the first meeting, the situation in the classroom was very crowded and the teacher could not control it

b.The second meeting

1). Planning

It was held on June 08, 2010. The time was 2x40 minutes. In the second meeting, firstly the teacher used Three-step interview strategy. The topic was about Recount and the material was about Holiday experience. The teacher took the material from text book and internet.

Based on the reflection in the first meeting, the teacher prepared everything to be better in the second meeting. For example: the teacher would manage the time effectively and would control the situation in the classroom. Because these things happened in the first meeting and the teacher did not want to replay her mistook in the next teaching and learning process.

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2). Implementing

The teacher started the teaching and learning process by saying greeting, checked the attendances list because she wanted to know who did not come to the classroom that day.

In this second meeting, firstly the teacher used Three-step interview strategy so the teacher explanation the steps of this strategy to the student. Because the teacher did not want made the students bored with this strategy so that the teacher made this strategy interesting.

Firstly the teacher distributed the examples of recount text with questions, the topic about holiday experience. It gives stimulate to the students to memorize about recount text and the teacher gives limited time to the students to read the text. The time was 5 minutes.

After the students read the text, the teacher divided the students to be group of four, the group are their pair and who sat in behind. Next the teacher distributed five of WH Questions and the teacher order to the students to answer the questions with using first and second step from Three-step interview strategy. The teacher gives limited time too in this step the time was 15 minutes.

After the students doing the first and second step, the teacher, ordered to the students to doing the last step from Three-step interview strategy. In this step the teacher order to the students to share what the partner had to

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say about the topic at hand and the teacher order to the students to doing this step in front of the class. In this step the teacher give limited time to the students, because she did not want replied her mistook in the first meeting the time was 25 minutes.

When the students doing the last step the teacher took score to every students in every group. It means that the teacher wanted to known whether there was progressing of the students before and after using Three-step intervene strategy.

It was impossible to the teacher took score all of the students in one meeting, it was caused big number of students in one class. Therefore the teacher asked to the researcher to help her. Because this researcher was collaborative learning, therefore it might be done.

Before the teaching and learning proceeds finished, the teacher concluded about the material that day and informed to the students about the material week.

3). Observing

English teacher as researcher observer observed the cycle conducted by researcher. Her name was Nafiatun Marfu'ah,S.Pd. She signed the observation checklist; which was provided by the researcher and helped the researcher to keep notes from the students' mistake while Three-step interview was applied.

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According to English teacher as a researcher the situation in the second meeting could not be controlled again. The students can not control their self not to make noisy in the classroom, but there were some students who gave attention to their teacher and their friends when another group in front of class.

The students cannot control theme self when one of group doing the last step from Three-step interview strategy in front of class. All of the students started to speak too, therefore make the classroom very noisy. The teacher could not control them because big number of students in one class.

For about the material was quite good. The material could make the students interesting and the material could be found in daily lives. And the words that were used could be found in daily words. The students often use their mother tongue

As a result of observation checklist on the second meeting, the researcher found some students' mistake when they said something in English. Here some examples of their mistakes.

- "I go holiday last year in Jogjakarta"
- "Because Jogjakarta beautiful"

The correct are:

- "Holiday Last year I went to Jogjakarta"
- "Become Jogjakarta is beautiful"

The sentence occurred due to the students' limited experiences of

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making sentence in their classroom. Based on the situation, the researcher allocated 5 minutes to give some explanations about the errors that were done by the students.

For about the performance of the teacher was quite good. Her voice could be heard by the students who in the back. But because the situation in the classrooms was crowded, therefore the teacher needed more power to speak in front of the classroom.

Then about explanation were clear enough. As a proof, the students could understand about the teacher said, but there were some students who asked their difficulties about the material.

When the teacher explained about the material, she was not only stand up in front of the class, but she walked around the students to help the students could her voice clearly.

4). Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Are:

a) The teacher must motivate the students to use English. Because the students used mother tongue when interview with their pair and another pair.

b) The teacher must control the situation in the classroom because the situation in the classroom was quite noisy.

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c. The third meeting.

1). Planning

It was held on June 15, 2010. The time used was 2x40 minutes. In the third meeting, the teacher used Three-step interview too. The topic was about recount text and the material was about horrible experience, the teacher took the material from textbook and internet.

Based on the reflection in the second meeting, the teacher prepared everything to be better in the third meeting. For example the teacher would motivate the students to be more active in the interview and use English and the teacher would control the situation in the classroom. Because these things happened in the second meeting and the teacher did not want to replay her mistook in the next teaching and learning process.

2). Implementing

Started from teacher said greeting, the students answer it. Then, the teacher called the students one by one because wanted to know did not to the school that day.

In this third meeting, the teacher used Three-step interview strategy same with the second meeting, because the teacher implied Three-step interview strategy. Three-step interview strategy was started work in pair one is the interviewer the other is interviewee. The interviewee paraphrasing key points and significant detail, the second

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student's pair reverses roles, repeating the interview process.

The third each pairs joins another pair to from groups of four.

After that, the teacher distributed some WH Questions (Who, when, where, why, how). And then, the students' work in pair to answer these questions one students is the interviewer and the other is interviewee and then the student's pair reverses roles. The teacher gave 15 minutes to doing this step.

After that, each pair joins another pair to groups of four to do it. When the students started the third step the teacher asked the observed (English teacher in this school) to give motivated to the students to be exercise before doing the third step of Three-step interview strategy in front of class. The teacher gave 25 minutes to the students.

When every students join with another pair to groups of four, the teacher started to score them, it meant that the teacher wanted to know whether there was progressing of the students before and after using Three-step interview strategy or not. The teacher always controls the situation.

3). Observing

The English teacher as the researcher observed the cycle conducted by the researcher. Her name was Nafiatu Marfu'ah, S.Pd. She signed the observation checklist, which was provided by the researcher and helped the

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researcher to keeps notes from the students' mistake while Three-step interview strategy was applied.

The situation of the third meeting could not be controlled again. The students could not control their self not to make noisy in the classroom. Because for three meeting the teacher taught in that class and every meeting the students could not be controlled, the teacher must give punishment t the students who made noisy in the classroom. For about the material was quite good. The material could make the students interesting and the material could be found in daily lives. And the words were used could be found in daily words, but there were some difficulties words.

One of the important thing was the students often use their mother tongue when they interacted with their friends. The teacher must more give students motivation to be more active when interview with their friends and group.

As a result of observation checklist on the third meeting, the researcher found some the students' mistake when the students share their experience in English.

Here are some examples of their mistakes.

- "I afraid..."

The correct is:

- "I am afraid "

This sentence occurred due to the students' limited experience of making sentence in their classroom. Based on the situation, the researcher allocated 5

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minutes to give some explanations about the errors that were done by the students.

For about the teacher performance was good. Her voice was loudly and could be heard by the students in the back. Her explanation and her instruction were clear.

4). Reflecting

Based on the explanation of observation above, the teacher and he researcher made some reflection. Are:

a. The teacher must motivate the students to not used mother tongue when they share their experience.
b. The teacher must give punishment to the students who made noisy in the classroom.

d. The fourth meeting

1) Planning

It was on Jun 22, 2010. The time used was 2x40 minutes. In the fourth meeting, the teacher used Three-step interview strategy too. The topic was about Recount text and the material was about sad experience. The teacher took the material from text boo and Internet.

Based on the reflection in the second meeting, the teacher prepared everything to be better in the third meeting. For example: the teacher would motivate the students to be more active in the interview with their friends and their group. And the teacher must give punishment to the

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students who made noisy in the classrooms. Because these things happened in the second meeting and the teacher did not want to reply here mistook in the next teaching and learning process.

2) Implementing

The teaching and learning process of the day was started when the teacher said greeting to the students. Then, the teacher checked the attendance list because she wanted to know who did not come to the school that day.

Then, the teacher applied Three-step interview strategy that was started by interview with pair one interviewer and other interviewee. Then, join with another group to interview each other. After that, the teacher distributes some WH question toward the students and the students do it. When the students started the first and second step of Three-step interview strategy, the teacher walked around the class and motives the students to be more active in the interview with their pair and use English.

Next the students done third step of Three-step interview, which is interview with other group in front of class, when the students doing this step the teacher started to score them. It meant that the teacher wanted to now whether there was progressing of the students before and after use Three-step interview strategy.

Because that day was last meeting the teacher taught the students and

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the last chance to do her research, therefore she distributed to the students questionnaire and asked them to answer it. Before the teaching and learning process finished, the teacher concludes about the material that day and the teacher asked apologize to the students, if she did mistake when she taught them.

3) Observing

The English teacher as the researcher observed the cycle conducted by the researcher. Her name was Nafiatun Marfu'a,S.P.d. She signed the observation checklist, which was provided by the researcher and help the researcher to keep from the students' mistake while Three-step interview strategy was applied.

The situation of fourth meeting could not be controlled. The students could not control their self not to make noisy in the classroom. For about the material was quite good. The material could make the students interesting and the material could be found in daily lives. And the words that were used could be found in daily words, but there were some difficulties words.

The problem when the teacher taught in that classroom was same for every meeting which was many students use their mother tongue to interview with their pair and group. Every meeting the teacher always

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motivates them to speak English when they interview but some of the students still used their mother tongue

As a result of observation checklist on the fourth meeting, the researcher found some the students, mistake when they said something in English.

Here are some examples of their mistakes.

- "I sad when...."
- "My mother is dead"

The correct is:

- "I am sad when...."
- "My mother was dead"

These sentences occurred due to the students' limited experience of making sentence in their classroom. Based on situation, the researcher allocated 5 minutes to gives some explanations about the errors which were done by the students.

For about the teacher performance was good. Her voice was loudly and could be heard by the students in the back. Her explanation and her instruction were clear.

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4) Reflecting.

Based on the explanation of observation above, the teacher and the researcher made some reflection. Are:

a. The teacher must control the students when they doing interview. Although in the last meeting, but the teacher did not control the students in the classroom when they doing interview.

b. The teacher must motivate the students to used English when they doing interview. Although in the last meeting, there are some students who still used their mother tongue when they interview with pair.

C. The result of questionnaire

To know about the students' responses, the researcher gave questionnaire to the students and analyzed it. In the questionnaire, the researcher used 10 questions. Below was the result of questionnaire that was given to the students while the last meeting.

To make them clear, the researcher analyzed every number of the questions one by one. To measure about the students' responses, the researcher used pattern:

$$\text{The score} = \text{the } \frac{\text{total earned}}{\text{Total of the students}} \times 100\%$$

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The questionnaire can be seen in appendix, and the results of questionnaire were:

For question number 1, do the students like English?

The results are:

Table 2.1

No	Criteria	Total
1	Sangat senang	33,33%
2	Senang	51,11%
3	Kurang senang	15,5%
4	Tidak senang	

For the question number 2, do the students like speaking class? The results are:

Table 2.2

No	Criteria	Total
1	Sangat senang	22,22%
2	Senang	66,66%
3	Kurang senang	11,11%
4	Tidak senang	

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For the question number 3, do the students easy to understand about the result of Three-step interview strategy? The results are:

Table 2.3

No	Criteria	Total
1	Sangat mudah	17,8%
2	Mudah	60.00%
3	Agak sulit	20.00%
4	Sulit	

For the question number 4, does Three-step interview easy to use? The results are:

Table 2.4

No	Criteria	Total
1	Sangat mudah	28,9%
2	Mudah	62,2%
3	Agak sulit	6,67%
4	Sulit	

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For the question number 5, do the students like Three-step interview strategy in teaching speaking? The results are

Table 2.5

No	Criteria	Total
1	Sangat tertarik	33,33%
2	Tertarik	57,78%
3	Kurang tertarik	8,89%
4	Tidak tertarik	

For the question number 6, do the students use English when they interview with pair and another pair? The results are:

Table 2.6

No	Criteria	Total
1	Sangat sering	46,67%
2	Sering	53,33%
3	Kurang Sering	
4	Tidak Sering	

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For the question number 7, do the students pay attention toward their friends when share their experience? The results are:

Table 2.7

No	Criteria	Total
1	Sangat merespon	66,67%
2	Merespon	33,33%
3	Kurang merespon	
4	Tidak merespon	

For the question number 8, does Three-step interview can make students more motivated in speaking? The results are:

Table 2.8

No	Criteria	Total
1	Sangat termotivasi	26,67%
2	Termotivasi	60.00%
3	Kurang termotuvasi	13,3%
4	Tidak termotivasi	

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For the question number 9, does the teacher often motivate he students to be active during speaking class using Three-step interview strategy? The results are:

Table 2.9

No	Criteria	Total
1	Sangat termotivasi	48,88%
2	Termotivasi	48,88%
3	Kurang termotuvasi	2,22%
4	Tidak termotivasi	

For the question number 10, does Three-step interview need to be in this school especially in speaking class? The results are:

Table 2.10

No	Criteria	Total
1	Sangat perlu	60.00%
2	Perlu	40.00%
3	Kurang perlu	2,22%
4	Tidak perlu	

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D. Score of students

The score the students that were divide from the assessments of four times measurements of the students speaking competence are presented completely in FSI (Foreign Service institute) rating procedure table. The criteria of students speaking score competence were about: accent, grammar, vocabulary, fluency, and comprehension.

Below, the students' score will be described generally, but to be more specific about every criterion of the students' score can be seen in appendix 10

Table 3.1

No	Students	I	II	II	IV
1	Afiatul mu'sodah	70	79	80	82
2	Ahmad faizal	51	69	70	72
3	Ainu fauziyah	63	77	78	80
4	Ajeng nur lailiyah	66	78	79	80
5	Alfi nur hanifah	82	87	88	90
6	Choirun nisa'atus	58	73	75	78
7	Dhiva shanila amanda	67	80	82	85
8	Diky cholilulloh	59	69	84	86
9	Dunurochmah P.P	68	78	86	88
10	Erni erfianah	49	75	76	78
11	Fajar firmansyah	36	78	79	80
12	Fivit andriani	61	76	77	78
13	Hasrul amri	68	86	87	89
14	Hawa halus P.D	76	83	85	87
15	Ilmi faidah	80	82	83	85
16	Imam ubaidillah	73	80	81	82

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17	Jabir al ikhwarizmi	40	59	60	70
18	Joko nugroho	49	59	70	72
19	Julanda fathur R	62	69	85	87
20	Kholili qurrota'ayun	58	84	80	82
21	Lailatul fikriyah	76	79	81	82
22	M.khoirul anwar	75	79	80	83
23	Maria ulfa M	72	80	81	82
24	Mauddiyah M	72	80	81	82
25	Moch. Rijal hidayatulloh	60	78	80	81
26	M.fajar kurniawan	66	83	83	84
27	M.rizal fahmi	59	76	77	80
28	Moh. Farid jahuari	59	74	75	76
29	Muhammad harianto	59	77	78	80
30	Muhammad adhi S	66	74	76	80
31	Nanda retno ila farikha	74	83	85	88
32	Ninik mufarika	47	60	66	70
33	Nur dina abdillah	74	85	86	88
34	Nur laili najtul wafa	71	80	81	83
35	Nurul khoirotul ummah	59	75	84	86
36	Nurul irchamni	60	73	86	86
37	Nurutin tutut B.M	66	69	86	86
38	Riska setya wardani	72	84	86	86
39	Rizki isnaini	4 8	73	82	84
40	Rohma killis suci	59	76	86	86
41	Saraswati oktasari	59	74	74	80
42	Siti nur aricha	71	83	83	84
43	Sundari	59	69	78	80
44	Umi nadhifah	80	81	88	88
45	Waznia maulaih	59	78	78	80

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The score will be interpreted into conversion table

Table 3.2

Meeting	Score	Number of students	FSI Level
I	33-42	2	1+
	43-52	5	2
	53-62	14	2÷
	63-72	15	3
	73-82	8	3÷
	83-92	1	4
II	53-62	3	2+
	63-72	5	3
	73-82	27	3+
	83-92	10	4
III	53-62	1	2+
	63-72	4	3
	73-82	22	3+
	83-92	17	4
IV	63-72	5	3
	73-82	19	3+
	83-92	21	4

From the result of students' score above can be known that score meeting. For the first meeting FSI Level of students begins from 1- 4. The second meeting, FSI Level of students begins 2- 4. The third meeting, FSI Level of students begins from 2- 4. The fourth meeting, FSI Level begins from 3- 4.

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All of the students can improve their speaking competence. It can be seen from their score. Although there were some students who can improve their speaking score but it was not significance.

To known the progressing of students' speaking competence from first meeting until fourth or the last meeting can be seen chart below.

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Table 3.3

FOR FIRST MEETING

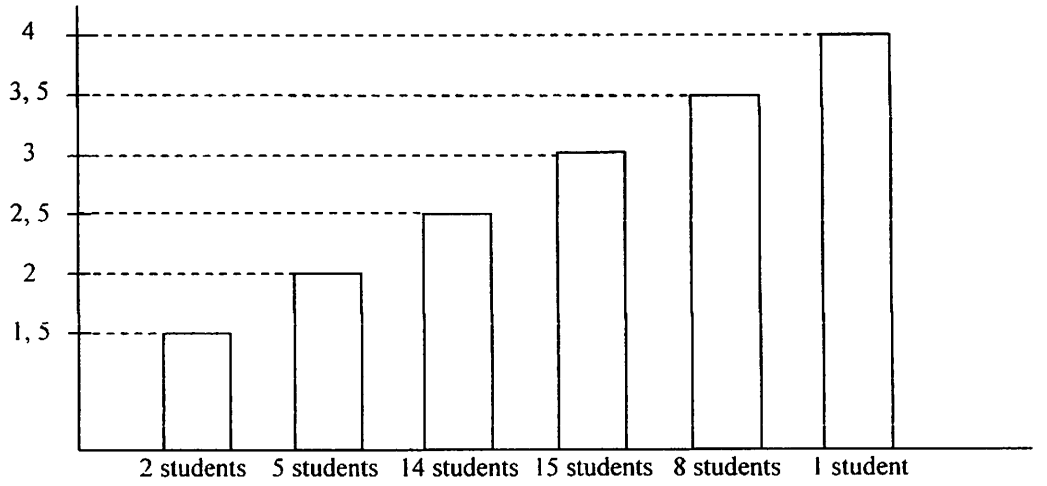

Table 3.4

FOR SECOND MEETING

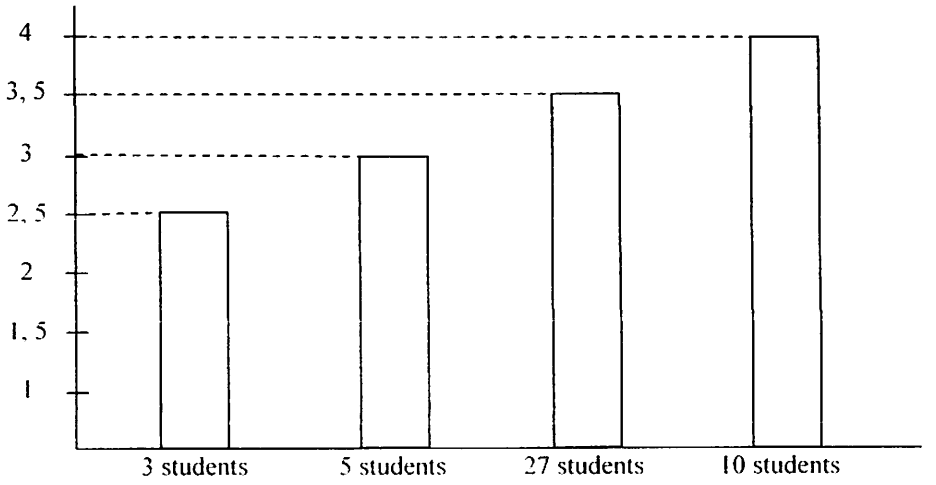

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Table 3.5

FOR THIRD MEETING

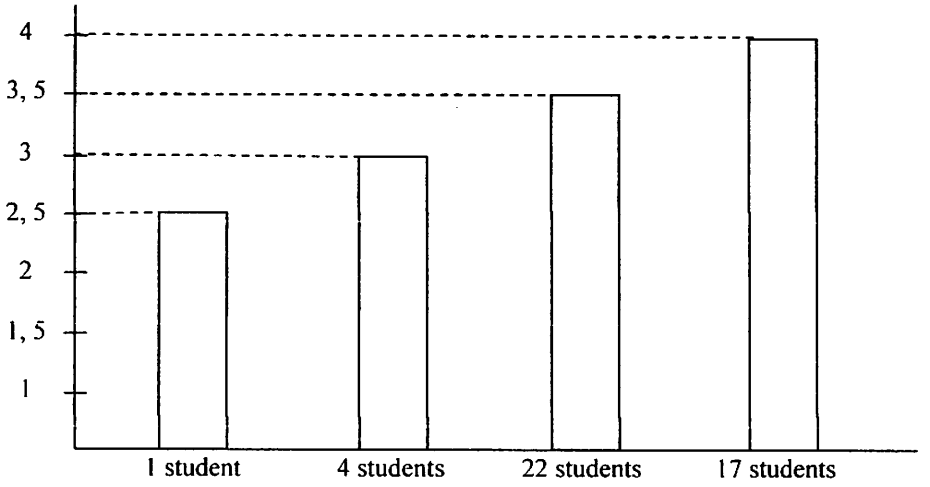
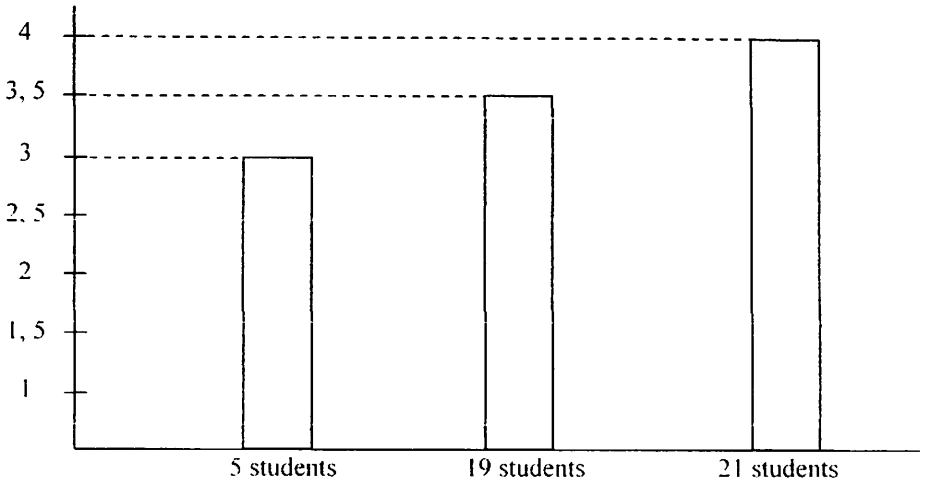


Table 3.6

FOR FOURTH MEETING



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E. Discussion.

1. The teaching and learning process

The problems from the first meeting until the last meeting are same. Those were: the situation in the classroom was crowded and the students still used their mother tongue in interview. But in interview the students can share their experience seeking and giving information each other.

2. Questionnaire

We can analyze that VIII-A class in MTsN Krian as object of this study can response the application of Three-step interview strategy in their class and they can more be motivated to speak in the class during Three-step interview strategy was applied in teaching speaking.

Although they often difficulties during Three-step interview strategy was applied their teacher can help usually their difficulties were about the rules of Three-step interview strategy but step by step the students can understand Three-step interview strategy.

The result of questionnaire in every number would be analyzed one by one. For question number 1 can be known that 84.44% that students like English and others were not.

For question number 2 can be known that 88.88% students like speaking class and others were not. For question number 3 can be known

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that 77.8% students can understand he rules of Three-step interview strategy. For question number for 4 can be known that 91.1% student easy to use Three-step interview strategy and others were not.

For question number 5 can be known that 91.11% students was interested speaking class using Three-step interview strategy. For question number 6 can be known that 100% students used English when they interview with their pair and another pair, but some of students still use mother tongue.

For question number 7 can be known that 100% students pay attention toward their pair and group when the students doing interview. For question number 8, can be known that 86.67% students was motivated in speaking class when using Three-step interview strategy and others were not. For question number 9, can be known that 97.76% students answered that the teacher was motivated to active during speaking class using Three-step interview strategy and other were not.

For question number 10, can be known that 100% students answered that Three-step interview strategy needs to be applied in their school, especially in speaking class.

3. The score of students

The researcher can analyze that the students can improve their score in every criteria. In the second meeting there were 12 students who can

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improve their score in accent. 30 students which who can improve their score in fluency. There were 29 students who can improve their score in comprehension. There were 20 students who can improve their score in vocabulary. There were 21 students who can improve their score in grammar.

For the third meeting, there were 20 students who can improve their score in accent. 23 students which who can improve their score in fluency. There were 32 students who can improve score in comprehension. There were 26 students who can improve their score in vocabulary. There are26 students who can improve their score in grammar.

For the fourth meeting there were 23 students who can improve their score in accent.25 students who can improve their score in fluency. There were 35 students who can improve their score in comprehension. There were 29 students who can improve their score in vocabulary. There are 30 students who can improve their score in grammar.

From the explanation above we can conclude that every student can improve his or her score in different criteria.

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