

**THE USE OF THREE STEPS INTERVIEW TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY OF THE FIRST YEAR STUDENTS AT
SMK NEGERI 1 PANGKEP
(A Pre-Experimental Research)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan*

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ABSTRACT

NIRMALA ASHARI AS, 2017. The Use of Three Steps Interview Technique to Improve Students' Speaking Ability of the First Year Students at SMK Negeri 1 Pangkep. (*Pre-Experimental Research*) under the thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Ummi Khaerati Syam and Farisha Andi Baso.

Speaking ability will be one of things that important to build and develop after graduated. In reality, only a few students in vocational school could do that. This research aimed to find out the improvement of students' speaking ability by using three steps interview technique of the first year students' at SMK Negeri 1 Pangkep that focused on accuracy which was pronunciation and fluency which was hesitation.

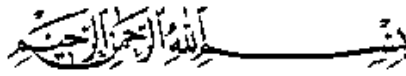
The research used pre- experimental research. The population of this research was the First Year students' at SMK Negeri 1 Pangkep, academic year 2017/2018. The sample was class X AP.1 by using cluster random sampling which consisted of 28 students.

The research findings indicated that the use of three steps interview technique was effective to improve students' pronunciation and hesitation in speaking English. It was proved by the value of pronunciation t-test (11.59) which was higher than the value of t-table (2.052) and the value of hesitation t-test (4.68) which was higher than the value of t-table (2.052). This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was a significant difference of the students' pronunciation and hesitation.

Thus, Three Steps Interview Technique can be used as an alternative teaching technique to improve students' speaking accuracy in term pronunciation and fluency in term hesitation.

Key words: Three Steps Interview Technique, Cooperative Learning, Speaking Ability, Accuracy, Fluency, Pre-Experimental Research.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Speaking considered as one of the four language skills that has an important role in language point of view. According to Harmer (2007:123), there are three reasons why people communicate. First, they want to say something. Second, they have some communicative purposes. Third, because they are select of language they have stored in their brains. Fulcher in Attamimi (2014:31), speaking is the verbal use of language and a medium through which human beings communicate with each other. Speaking skill means the ability to express about the feeling to make a good communication orally to others in the communities. Nowadays, speaking is very important in the world where everyone used it to communicate each other, moreover, speaking is a process between speaker and listener in which they should be able to understand each other or get the meaning through the utterance of the language. Learning foreign language especially for speaking means learning how to communicate through the target language, whether it is spoken or written, and it should be facilitated by target language elements such as structure, vocabulary, pronunciation and spelling.

As a vocational school, speaking skill will be one of things that important to build and develop after graduated. Mastering foreign language especially English is very important and be priority, and becomes provisions to apprentice at company in Indonesia or other countries. Besides that,

generally graduating from vocational school is tended to look for job immediately. Mastering foreign languages, especially English as international language will be a value-added that is considerate by institutions. Mastering speaking skill in English is necessary in global trade, and to improve speaking ability have to begin early.

In learning speaking skill, when the researcher observed the first year students of SMK Negeri 1 Pangkep the researcher found some problems in the teaching and learning process. The observation has conducted through observing the class and interviewing the teacher. The problems are students often get difficulties to interact with others. They also look reluctant to learn in the class. They feel uncomfortable in using English because they difficult to pronounce and lack vocabulary. Most of them also feel nervous and reluctant to express their ideas with their partner.

Interaction between one student and others may be formed by groups, using cooperative learning. Johnson in Isjoni (2009:22) states that cooperative means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other groups' members. According to Johnson in Tran (2014:132) part of the cooperative learning condition, students are required to interact verbally with one another on learning tasks, exchange opinions, explain things, teach others and present their understanding. The research offer a cooperative learning technique named Three Steps Interview that may become the most appropriate alternative solution to solve the problem. This technique will facilitate

students to develop their speaking skills because they have rival or people who can be invited by speakers, not only be passive but also become an active speaker. The researcher wants to research entitled “The Use of Three Steps Interview Technique to Improve Students’ Speaking Ability of the First Year Students at SMK Negeri 1 Pangkep”.

B. Problem Statements

Based on the background above, then the research problem can be seen as follows:

1. How is the improvement of the students’ speaking accuracy through three steps interview technique of the first year students’ at SMK Negeri 1 Pangkep?
2. How is the improvement of the students’ speaking fluency through three steps interview technique of the first year students’ at SMK Negeri 1 Pangkep?

C. Objectives of the Research

The objectives of the research are to find out:

1. The improvement of the students’ speaking accuracy through three steps interview technique of the first year students’ at SMK Negeri 1 Pangkep.
2. The improvement of the students’ speaking fluency through three steps interview technique of the first year students’ at SMK Negeri 1 Pangkep.

D. Significances of the Research

The result of this research are expected to give profit English teaching and learning, there are three significances of this research as follows:

a. For the students

The finding of the research will improve student's speaking ability. So the students will be not only good at writing but also at speaking.

b. For the teacher

The positive result of this research will support the English teachers in their teaching English especially to improve students speaking ability. They will know the significant roles of three steps interview to improve students' speaking ability.

c. For the researcher

The finding of the research will be used a starting point in improving the student's speaking ability now and in the future.

E. Scope of the Research

The scope of this research will focus on the use of three steps interview technique towards students' speaking ability of the first year at SMK Negeri 1 Pangkep. The research will use a pre-experimental research. This research focus on improving to the students' speaking ability toward fluency and accuracy. Accuracy in term of the pronunciation and fluency in term of hesitation, because the researcher wants to the students speak effectively and have a good pronunciation in speaking English.

CHAPTER II

REVIEWS OF RELATED LITERATURE

A. Previous Related Findings

Many researchers have done the studies about how to improve students' speaking skill. Some of them also choose Cooperative Learning and working in groups as the teaching method. The followings are some of them:

Gibson (2004) in his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards developing students' conversation abilities and effectively managing large classes. Supported by Kayi (2006), she agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.

Furthermore Saifuddin (2013) based on the result of the study, Three Steps Interview technique is able to improve the students' speaking ability. Based on the data that had been collected by the researcher through test, Three Steps Interview technique could stimulate students to express their ideas, made them confident when they speak English.

Thus, the studies above have a relationship with the reseach in Yogyakarta State University done by Sanjani (2015). Her research was about using *Think Pair Square Share* as one of *Cooperative Learning* techniques, in teaching speaking for students of junior high school. She found that by using

the *Cooperative Learning* technique, the students' speaking ability improved. By applying Cooperative Learning, students showed positive responds, they were motivated to learn English because the technique made English was easier to be learnt.

The conclusion is that working in groups will help students achieve the learning objectives easily. Besides, by managing the class into groups the teachers can develop students' ability in speaking skills effectively. Furthermore, the researcher intends to find out whether Three Steps Interview Technique may be used as an alternative teaching technique to improve students' speaking skill. Because by using cooperative learning method in teaching and learning activities, students will do many activities in group that will help them achieve the goals of learning English.

B. General Concept of speaking

1. The Kinds of Speaking

Brown (2001:267) stated that "the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language." When people speak, they not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning.

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the researcher will explain clearly as follows:

a. Speaking Performance

Manser in Amir (2016:20) states that performance is the person's process or manner of play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made. Marcel in Amir (2016:20) distinguishes the outline an accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

b. Speaking Competency

According to Manser in Amir (2016:20) competency is having the ability, skill, and knowledge to do something. The, through this basic definition, we may also conclude that speaking competency is the ability to someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

2. Components of Speaking

As we know that language as a tool of daily communication in one of the productive skills of English which means oral communication in which the speaker express ideas, information or feeling to others. Nothing works without communication, for example the buyer and the seller; they cannot make any transaction by just keeping silent, neither the doctor, office staff and so on.

a. Accuracy

Marcel in Mallombasi (2012:86) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. Accurate divided into three elements, namely vocabulary, pronunciation, and grammar.

1) Vocabulary

According to Hornby in Mallombasi (2012:86) vocabulary is all the words that person knows or uses.

2) Pronunciation

According to Hornby in Mallombasi (2012:86) pronunciation is way which a language or a particular word or sounds is spoken. While Harmer in Mallombasi (2012:86) states that pronunciation is how to say a word which made of sound, stress and intonation.

a) Sound

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound.

b) Stress

Boughton in Mallombasi (2012:86) stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken.

c) Intonation

According to Harmer in Mallombasi (2012:86) intonation means the tune you use when you are speaking, the music of speech.

b. Fluency

To speak fluently, we must have both rhythms in our speaking and an absence of non-fluency in our word. Rhythm has to do with regularly of irregularity of accenting and phrasing with which we present our words. According to Webster in Mallombasi (2012:87) fluency refers to be able to speak or write smoothly, easy and readily to an easy flow is word to person able to communicate with base it suggest the ready flow accomplish speak or writing. It is usually a term of communication.

Brown in Amir (2016:23) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

Definition of fluency often include references to flow or smoothness, rate of speech, absence of extensive pausing, absence of disturbing hesitation makers, length of utterances, and connectedness.

1) Smoothness

Brown in Amir (2016:23) Smoothness is the ability of speaking English through a good clustering and reduces form. A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

2) Pauses

Rossiter in Amir (2016:24) pausing is often viewed as a factor of diffluent speech. However, pausing is not an uncommon or wholly negative feature of fluent language.

3) Hesitation

Barr et al in Amir (2016:24) hesitation phenomena such as fillers are most likely to occur at the beginning of an utterance or phrase, presumably as a consequence of the greater demand on planning processes at these junctures. Hesitation is fluencies showed in interesting pattern: participant is more likely to repeat words, but no more likely to use fillers such as uh, in the fast conditions.

According to Brown in Attaamimi (2014:32) oral communication can be maintained by having three components. The first one is **fluency**

which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards in Attamimi, 2014:32). The second component is **accuracy**. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According to Thornbury in Attamimi (2014:32) speaking English accurately means doing without or with few errors not only grammar but vocabulary and pronunciation. The third component is **pronunciation**. It is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation” (Carter & Nunan in Attamimi, 2014:32). Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community. In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students’ speaking skill.

3. Difficulties in speaking

Many people regard speaking as difficult. Brown in Sari (2014:16)

the following eight characteristics of spoken language are:

- a. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
- b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- c. Reduced forms. Contractions, elisions, reduced vowels etc are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.
- d. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time of English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
- e. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce those forms.

- f. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
- g. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
- h. Interaction. Having no interlocutor will rob the speaking skill components. One of them is the creativity of conversational negotiation.

4. The Characteristics of a Successful Speaking Skill

According to Ur in Amir (2016:26) states that speaking for learner is not easy at least four criteria should be cover by the learner in speaking activity, there are:

- a. Learners talk a lot. As much as possible of the period of nine allot to the activity in fact occupy by learner talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, and contributions are fairly evenly distributes.
- c. Motivation is high. Learners are eager to speak, because they are interest in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

C. Concept of Three Steps Interview Techniques

The researcher use cooperative learning. Johnson et al in Jones (2008:65) define cooperative learning as “the instructional use of small groups so that students work together to maximize their own and each other's learning.” As stated by Jacobs et al in Kaptiningrum (2016:710) there are four important components of cooperative learning namely positive interdependence, collaborative ability, processing group inter active, and individual accountability and various cooperative techniques. In this research, the researcher will use three steps interview to help the students improving their speaking ability. Lipton and Wellman in Permanasari (2014:22) defined Three Step Interview Technique is a cooperative structure that helps students personalize their learning. It also teach 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.

1. Definition of three steps interview technique

According to Kagan in Mallombasi (2012:83) states that three-step interview is another simple information sharing structure. It consists of three steps and works best in groups of four but can be adapted for larger or smaller groups.

According to Barkley et al in Irawati (2012:199), in Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair. The three steps (Interview-Interview-Report) are: step one: student A interviews student B; step

two: student B interviews student A; step three: student A and student B each summarizes their partner's responses for student C and D, and vice versa.

According to Kagan (2009), three-step interview is a learning model in which consists of four members of students signed A, B, C, and D. Each member chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

Moreover, Bennett in Rofi'I (2014:188) says that three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with three students per group, but it can be modified into four groups.

2. The characteristic of three steps interview

There are some characteristic of three steps interview based on Fitrianingrum, (2013:39) as follows:

- a. Faculty assigns roles or students can "play" themselves. Faculty may also give interview questions or information that should be "found."
- b. A interviews B for the specified number of minutes, listening attentively and asking probing questions.
- c. At a signal, students reverse roles and B interviews A for the same number of minutes.

- d. At another signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his or her partner, highlighting the most interesting points.

3. Procedures of three steps interview technique in teaching speaking

Richards and Rodgers in Permanasari (2014:23), the procedure of Three Steps Interview technique are as follows:

- a. Teacher makes a group of 4 students and gives them label. It can be A, B,C, D,
- b. Teacher pairs the student A with student B, and student C with student D,
- c. Teacher gives topic to the students,
- d. Students are in pairs, one is interviewer and the other is interviewee,
- e. Student A interview student B. Student C interview student D,
- f. Students reverse roles, and
- g. Each student shares with team member what was learned during the two interviews.

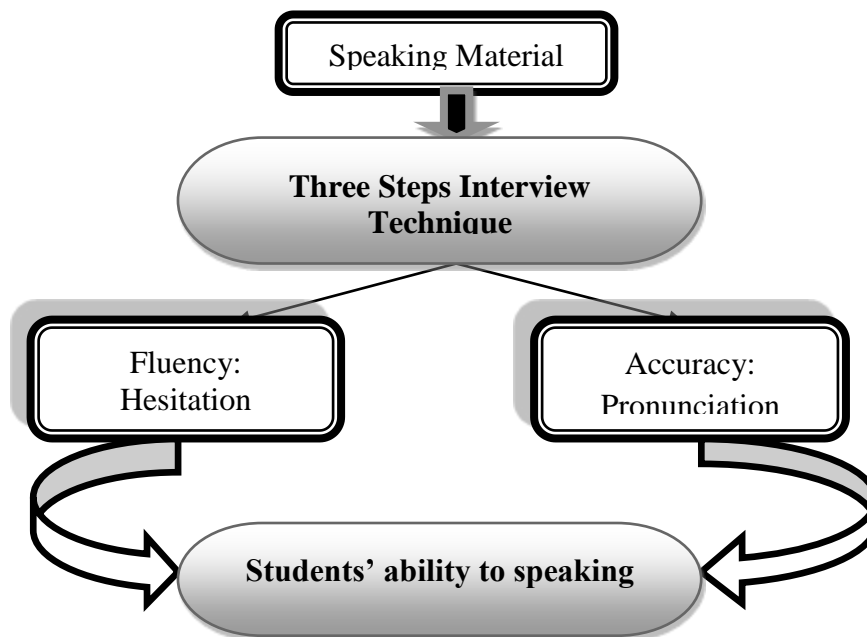
4. Advantages of Three-Step Interview

Three-step interview is able to be applied in the class to teach speaking. According to Bennet in Rofi'i (2014:189), the benefits as follows:

- a. Three-Step Interview creates simultaneous accountability;
- b. Students share and apply different questioning strategies;

- c. Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

d. Conceptual Framework



Based on the conceptual framework above, the researcher uses three steps interview technique as a teaching technique in the classroom. The researcher uses pre-experimental method, that consist are: pre-test, treatment and post-test. The researcher gives a topic or material about speaking skill and the researcher will focus on accuracy (pronunciation) and fluency (hesitation) the students. The researcher uses three steps interview to enhance students speaking skill.

D. Hypothesis1. Alternative Hypothesis (H_1)

There is significant improvement of students' speaking ability by using three steps interview

2. Null Hypothesis (H_0)

There is no significant improvement of students' speaking ability by using three steps interview

**CHAPTER III
RESEARCH METHOD**

A. Research Design

The researcher used one-group pretest-posttest design. In this research design, there is no control group. The researcher gave pre-test to students then gave them treatment. After giving treatment, researcher gave students post-test. The researcher wants to see whether the treatment make a difference or not. The design can be seen in the following chart:

One-Group Pretest–Posttest Design

Pretest	Independent	Posttest
O ₁	X	O ₂

Notes:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

Gay (2006:251)

1. Pre-test

Before giving the treatment to the students, the researcher was giving speaking test to know their prior knowledge before teaching through three steps interview technique. The form of speaking test is oral performance test. The students' was giving topics to choose one of them to be presented or describe the topic in front of the class. It is aimed to know the students' basic speaking ability.

2. Treatment

In treatment, the students are talking by Three – Step Interview technique. The researcher was to explain to the students about the topic material, and ask them by using Three – Step Interview technique. The treatments are conducted in five times. The treatment is 2 x 45 minutes of each meeting. The researcher presented the material. The researcher makes three lesson plans to conduct the treatment. In first lesson plan are two meeting, the second lesson plan are two meeting and the last lesson plan is one meeting. The first lesson plan with material is about describing people, the second lesson plan about descriptive text about ecotourism destination and the last about historical place. The topic is based on the material in the first year students. Students are give the instruction such as below:

- a. Teacher explains the materials
- b. Teacher explains about the three steps interview techniques
- c. Students do the three interview techniques as follows:
 - 1) The students make a group consists of 4 persons
 - 2) Each person be label as A, B, C, and D
- d. Students are in pairs, one as the interviewer and the other as the interviewee
- e. Student A interview student B. Student C interview student D
- f. Students reverse roles and
- g. Each share with team member what have learn during the two interviews.

3. Post-test

The researcher used speaking as tests. The researcher gave post-test after students had talk by using Three Step Interview Technique. It was used to know whether that technique achievement toward the students' speaking ability. The result is compared with pre-test.

B. Research Variables and Indicators

1. Variables

This research consisted of two variables, independent variable and dependent variable. These were:

a. Independent

Independent variable is three steps interview technique. It is used by the researcher when teaching material.

b. Dependent

Dependent variable is speaking ability.

2. Indicators

The indicators of this research to measure the students' speaking ability by using three steps interview technique. These were:

a. The students' accuracy were:

Pronunciation was the act of pronouncing words with reference to the pronunciation of sound, the placing of stress and intonation.

b. The students' fluency were:

Hesitation was speak smoothly and there are no fillers that did not interfere with communication.

C. Population and Sample

1. Population

The population of this research is the students' at the first year of SMK Negeri 1 Pangkep in academic year 2017/2018. There are 14 classes that consisted of 384 students, TKJ three classes with 89 students, MM two classes with 64 students, AK three classes with 90 students, AP four classes with 116 students, and PM two classes with 62 students.

2. Sample

This research applied cluster random sampling technique in which fourteen classes of the first year students at SMK Negeri 1 Pangkep. In this research, the researcher had chosen one class to represent all of the population. It was conducted at the first year students' namely X AP.1 class it consisted of 28 students.

D. Research Instruments

The instrument of this research was speaking test, before and after treatment. There are two tests in this research they are pre-test and post-test. Pre-test is used to know the students' problems in speaking and to measure the students' capability in the speaking before the activity will apply. Post-test aimed is to measure whether the treatment made any changes or improvement or not for the students speaking ability after the activity had applied, in this case through the use of Three - Step Interview. In pre-test the researcher gave some topics to the students then present in front of the class and in the post-test also.

E. Procedures of Collecting Data

This research used speaking as tests to collecting the data to find out students speaking ability. The tests are before and after getting the treatment intended to obtain students' speaking ability of the first year students at SMK Negeri 1 Pangkep. The test technique is one of collecting data technique in a quantitative research. The data of this research is taken from pre-test and post-test. The data is collect through the following procedures:

- a. The researcher gave pre-test to the students in oral presentation.
- b. The students' speaking was recorded by the researcher. Then, it is collecting to evaluate the appropriate of accuracy (pronunciation) and fluency (hesitation).
- c. After treatment, the researcher gave post test to the students' in the same form with pre-test to know their improvement after applied three steps interview technique.
- d. The students' speaking was recorded by the researcher. Then, it is collecting to evaluate the students' accuracy (pronunciation) and fluency (hesitation).
- e. The researcher gave score for the students' pre-test and post-test based on the rubric speaking skill.
- f. The researcher analyzing and score the data by following criteria.

F. Technique of Data Analysis

1. In analyzing the data of the pre-test and post-test. The researcher analyzes by using quantitative data. In scoring the result of students' test that is evaluate based on two aspects of speaking below:

- a. Accuracy

Table 3.1.Scores and classification of pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Very Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
Average	2	Frequent problems with pronunciation and intonation
Poor	1	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Longman in Ayyub, (2015:32))

- b. Fluency

Table 3.2.Scores and classification of hesitation

Classification	Score	Criteria
Excellent	5	Speaks smoothly, there is no hesitation that does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks with some hesitation, but it does not usually interfere with communication
Average	2	Speaks with some hesitation, which often interferes with communication
Poor	1	Hesitation too often when speaking, which often interferes with communication

(Longman in Ayyub, (2015:32))

2. Calculating the collecting data from the students in answer the test, the researcher use formula to get mean score of the students as follow:

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

Where:

\bar{X}	= Mean Score
$\sum X$	= Total Score
N	= The number of students

Gay (2006:320)

3. To find out the percentages of students' improvement of speaking in terms of fluency (hesitation) and accuracy (pronunciation) is identified by using the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Note:

P	= The percentage of students' improvement
X_1	= The mean score of pre-test
X_2	= The mean score of post-test

Gay in Amir (2016:36)

4. Calculating the value of t-test to indicate the significance of the different between the pre-test and post-test by using the following formula :

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

Where:

t = test of significant

\bar{D} = the mean score

$\sum D$ = the sum of all square

$\sum D^2$ = the square of all sums

N = the total number of samples

Gay (2006:356)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussions of the research. the findings of the research present the result of the improvement of the students' speaking ability that covers the students' speaking accuracy and fluency, and the discussion of the research covers further explanation of the findings.

A. Findings

The pre-test was carried out on October 16th 2017 with 28 students of X.AP1 SMK Negeri 1 Pangkep. It was the first meeting of the research. There should be 28 students in the class, but three students was absent on that day. The result of the pre-test will be compared with the post-test result. The comparison between the results could be use to determine the improvement of the students' speaking ability in speaking English. These findings describe as follows:

1. The Improvement of the Students' Accuracy Through Three Steps Interview Technique

Table 4.1 : The improvement of the students' accuracy

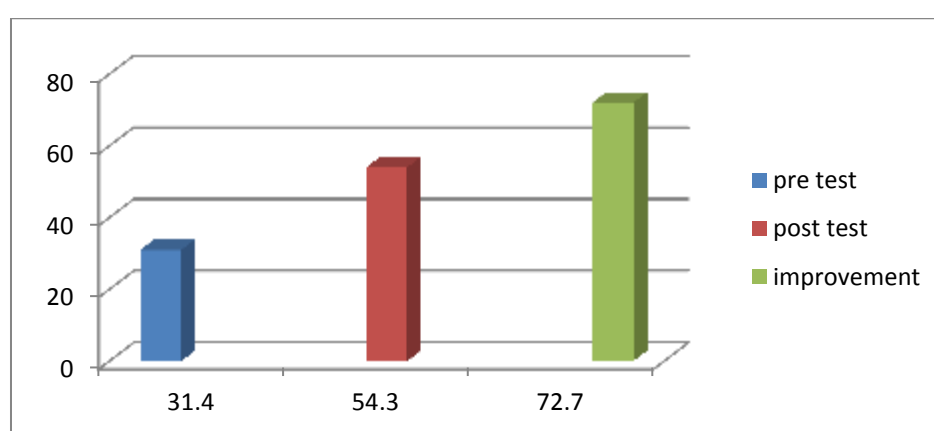
No	Test	Mean Score	Improvement
1	Pre-test	31.4	72.7%
2	Post-test	54.3	

Table above indicates that the mean score of the accuracy focused on pronunciation was increased from pre-test and to post-test. In the pre-test the students' got low score (31.4). In the post-test the students' speaking

ability in accuracy (pronunciation) score achievement improved became (54.3).

So the improvement has 72.7% from pre-test and post-test. the improvement of the students' accuracy through three steps interview technique could be described as follow chart:

Figure 4.1: The Improvement of Students' Score in Accuracy



The graph above shows that there is improvement of the students' speaking skill in fluency from the pre-test with the mean score 31.4 to the post-test with the mean score 54.3. So, the improvement from pre-test to post-test is 72.7%.

2. The Improvement of the Students' Fluency Through Three Steps Interview Technique

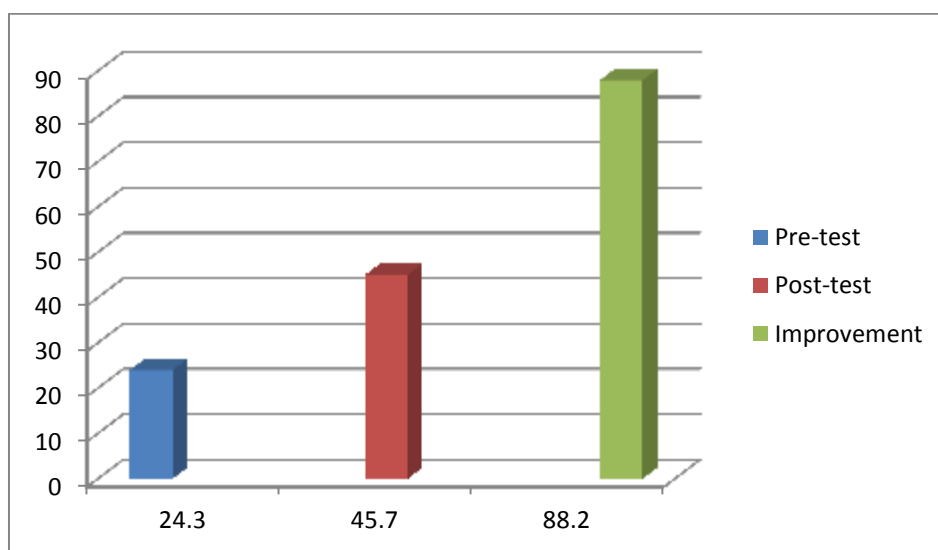
The following table shows the distribution of main score in pre-test, post-test, and improvement of the students' fluency (hesitation)

Table 4.2 : The improvement of the students' fluency

No	Test	Mean Score	Improvement
1	Pre-test	24.3	88.2%
2	Post-test	45.7	

Table above indicates that the use of three steps interview technique has increased the students' hesitation from the pre-test to post-test. In the pre-test students' got low score 24.3. In the post-test the students' score fluency 45.7 finally developing became 88.2%. Based on the research finding, the researcher assumed that the use of three steps interview technique in learning English is really effective in enhancing students' speaking ability. because there was a significant improvement of the students' mastery after the treatment conducted. The improvement of the students' fluency could be described as follows chart:

Figure 4.2: The Improvement of Students' Score in Accuracy



The graph above shows that there is improvement of the students' speaking skill in fluency from the pre-test with the mean score 24.3 to the post-test with the mean score 45.7. So, the improvement from pre-test to post-test is 88.2%.

3. The Significants of Testing

Analyzing t-test is used to find out the significant difference of students' result of pre-test and post-test. The researcher wa used t-test analysis on the level of the significance $(p)=(0.05)$ with degree of freedom $(df)= N-1$, where $N=$ number of subject (28 students) or $(df$ is $N-1= 28-1=27)$ then the value of t-table is 2.052. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.3 : The distribution of t-table

No	Components	T-test value	T-table value	Description
1	Pronunciation	11.59	2.052	Significant
2	Hesitation	4.68	2.052	Significant

The data on the table (4.3) above shows about the value of t-test is higher than the value of t-table. It indicates that there was a significant difference between the result of the students' speaking skill after the treatment.

The table above shows t-test value for pronunciation was greater that t-table $(11.59 > 2.052)$, t-test value of hesitation was greater that t-tabel $(4.68 > 2.052)$. It means that there was significant difference between the students' speaking skill before and after using three steps interview technique of the first year students at SMK Negeri 1 Pangkep. It is also said the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

B. Discussion

The discussion section deals with the interpretation of the finding derived from the result of statistically analysis through speaking test.

1. Improvement of The Students' Accuracy Through Three Steps Interview Technique

The use of three steps interview technique to improve the students' speaking ability in term accuracy (pronunciation) can seen of the students' result of mean score in pre-test. Before giving the treatment, most of the students have difficulties in speak well and most of the words have to found in dictionary and this took times. Several students were wrong in using speaking specially about the pronunciation of words so their sentences when speak dominated by errors accuracy focused on pronunciation.

The students' pronunciation got the lowest score in pre test. They did many mistakes though they used a familiar and simple words. The example of their inappropriate pronounciations were presented as follows:

I will [deskrib] my friend her [nem] is Fira. Firah is a good, [swet], and [hones] she is [tal] smart and very very [net] and smart. She is easy smile she is a great style, so always look well dress.

In pronunciation, some of the students did not knew the meaning of every word they said and some of them did not know how to pronounce it correctly. Many students did misspronounce [dIskraIb] into [deskrib],

[tɔ:l] into [tal] or the other mispronounced words. It could be the main problem for the future if it was not be corrected. It could make misunderstanding between the speaker and the listener if some words were pronounced incorrectly.

In other side, the first meeting the teaching and learning process was not maximal. Most of students passive they did not ask questions about the explanation and instruction if they do not understand they were in shut in. The students' participation in asking questions and the students' participation in speak up and following the lesson were still bed.

At the pre-test, the students were still less in seriousness during the learning process in making comments or asking questions about the explanation and instruction, the students enthusiasm in taking notes on whatever important were also low, and the participation in suggesting were also the same.

But it was different in the second until the last met after the researcher use of three steps interview technique in teaching learning process, there were positive attitudes of students toward three steps interview technique in learning English. The researcher found that the learning activity was more interesting when the students used three steps interview technique which students learning and wrking in group were presented in treatment. The students' interest and gave attention because they have rival or people who can be invited by speaker, not only be

passive but became an active speaker. So, the learning process influenced the students' seriousness, and participation during learning process.

As Kagan stated in Permanasari (2014) that students' interaction between the interviewer and interviewee along the process of interviewing will teach them automatically to learn what to speak and how to speak it up in English. It influenced to the improvement of their speaking ability because they practiced to speak a lot.

After given the treatment, the students' achievement increased. The students' pronunciation improved because they learned how to pronounce the words correctly since their wrong pronunciation were corrected in the first treatment until the last treatment. The students also often heard the words and sentences read by their friends in drilling section, so they remembered and applied them in pronouncing the words.

The explanation on the discussion above, shows that the three steps interview technique is an interesting technique. the students' interest in learning process influence and effective to improved students' speaking in pronouncing English words. Because there was significant improvement the students' after the treatment was conducted.

It can be seen from the mean score between pre-test and post-test. After applied the method, the mean score in pre-test was **31.4** and the mean score of post-test **54.3** was with the improvement **72.7%**.

2. Improvement of The Students' Fluency Through Three Steps Interview Technique

The use of three steps interview technique in classroom can improve students' speaking fluency focused on hesitation. It is proved by the speaking test as indicated by the significant difference between the score of pre-test and post-test.

The result of the pre-test showed that fluency focused on hesitation got a low score (24.3), most of the students felt nervous so they only used limited vocabulary items and it influenced their speaking fluency. It showed in the data that some of the students produced sounds like [emm...] or [ee..] when they tried to find appropriate word.

In short, it could be said that the students' speaking skill in English were still low and should to be improved. Therefore, treatment was needed. The data which the teacher got in the pre-test was used as the basic to conduct the treatment in order to improve students' speaking skill by using three steps interview technique.

The researcher assumed that the using three step interview technique in teaching learning process is really effective to enhance students' fluency focused on hesitation. Because there was a significant improvement of the students' mastery after the treatment was conducted and based on the result of the research, the researcher supported the previous studies that have been performed by the researchers related to the use of three steps interview technique. Saifuddin (2013) based on the result of her research. Three steps interview technique is able to improve

the students' speaking ability. Based on the data that had been collected by the researcher through test, Three Steps Interview technique could stimulate students to express their ideas, made them confident when they speak English.

After the researcher explained the use of three steps interview technique not only engaged students' of interesting and attention but also it can enhance the speaking ability focused on hesitation. It proved with their performance from pre-test until until post-test, it had increased significantly and made the students more spirit to speak English.

The improvement of the students' fluency focused on hesitation from the pre-test with the mean score **24.3** to the post-test score in hesitation finally developing became **45.7**. So, the improvement from pre-test to post-test is **88.2%**.

Based on the data above, the researcher could recognize the students' well. It proved that there is significant improvement for the students' fluency focused on hesitation by using three steps interview technique at the first year students of SMK Negeri 1 Pangkep.

3. The Significant of Testing

After calculating the value of t-test, it was compared with the value of t-table. When it found that the value of pronunciation t-test was greater than the value of t-table, it mean that Null Hypothesis (H_0) was rejected and Alternative hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and ater being

taught three steps interview technique. Meanwhile, when it found that the value of of t-table of pronunciation test was lower than the vlaue of t-table, it mean that Null hypothesis (H_0) was accepted and Alternative hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after being thought three steps interview technique.

T-test value for pronunciation was greater that t-table ($11.59 > 2.052$), t-test value of hesitation was greater that t-table ($4.68 > 2.052$). It means that there was significant difference between the students' speaking skill before and after using three steps interview technique at the first year students' of SMK Negeri 1 Pangkep. It is also said that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Therefore, from the dicussion above the researcher was conclude that te use of three steps interview was one of the good technique that can improved the students' speaking ability in pronunciation and hesitation of the first year students' at SMK Negeri 1 Pangkep.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' speaking accuracy focused on pronunciation improved, after the researcher used three steps interview technique in teaching learning process in the mean score of post-test was greater than the mean score of pre-test. The students could improve their pronunciation because in every meeting in the treatment the students can made dialogue work in pairs. Three steps interview technique can make students express their idea in speaking form.
2. The students' speaking could improve their fluency focused on hesitation in the mean score of post-test was greater than the mean score of pre-test. Three steps interview technique can make students express their idea in speaking form. The students can communicate each other by using English without boring situation and relax because this technique make students to find the simple correlation answer to their daily live.

B. Suggestion

Based on the result of the data analysis, the researcher would like to give some suggestions as follows:

1. For the students, Three Steps Interview Technique is easy to be applied in learning English and already proved that it improved students speaking ability, the success of the method depends on the learners.

Then, always practicing speaking in English every day makes their speaking ability better from day to day.

2. Three Steps Interview Technique actually can be applied to teach other material, it depends on the teachers' creativity. In addition, the use of the learning strategy should be appropriate with the condition of the student and the facilities of the school. The teacher should be selective to choose technique in teaching learning process.
3. For other researcher, the researcher hoped that the result of the research makes the English teachers use appropriate teaching as the three steps interview technique in improving students speaking ability. Three steps interview technique made students more interest to learn and students easier to get the information because the students could discuss with their friends in a group. By the using three steps interview technique, can be taught efficiently. The researcher suggests to the other reserachers to doing reseaching for different skill such as reading, wrining, and listening. This research also could be one of the references for the next researchers.

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APPENDIX A
RESEARCH INSTRUMENT

a. Pre-test

Name :

Reg. Number :

Class :

Instruction :

1. Choose one topic below:
 - a. Describe someone
 - b. Describe a best friend
 - c. Describe a famous
 - d. Describe a historical place that you know about
2. Write down your topic into 2 or more paragraph
3. You have 30 minutes to finish your work
4. Tell your topic in front of the class

b. Post-test

Name :

Reg. Number :

Class :

Instruction :

1. Choose one topic below:
 - a. Describe a mother or father
 - b. Describe an idol
 - c. Talk about a place you would recommend others to visit
 - d. Describe a historical building that you know about
2. Write down your topic into 2 or more paragraph
3. You have 30 minutes to finish your work
4. Tell your topic in front of the class

APPENDIX B
THE STUDENTS SCORE IN PRE-TEST AND POST-TEST

a. Students' score in accuracy (pronunciation)

No	Students	Score	
		Pre-test	Post-test
1	AA	40	60
2	ASB	40	40
3	ADW	40	60
4	ANA	40	60
5	AI	40	60
6	FL	20	20
7	JA	0	40
8	MR	20	40
9	MM	20	60
10	MAN	40	60
11	MR	20	40
12	MAG	40	60
13	NA	40	60
14	NJM	40	60
15	NUH	20	60
16	NF	0	60
17	NHA	40	80
18	NHI	40	60
19	NA	40	60
20	PI	40	80
21	SA	40	60
22	SAP	40	40
23	SD	0	40
24	SH	20	40
25	SRA	40	60
26	SMA	40	40
27	TA	40	60
28	WH	40	60
Total		880	1520

b. Students' score in fluency (hesitation)

No	Students	Score	
		Pre-test	Post-test
1	AA	20	60
2	ASB	20	40
3	ADW	40	60
4	ANA	20	40
5	AI	20	40
6	FL	20	20
7	JA	20	40
8	MR	20	40
9	MM	20	60
10	MAN	20	40
11	MR	20	40
12	MAG	20	60
13	NA	40	60
14	NJM	40	60
15	NUH	20	40
16	NF	20	40
17	NHA	20	60
18	NHI	20	40
19	NA	20	40
20	PI	40	40
21	SA	20	40
22	SAP	20	60
23	SD	20	40
24	SH	20	40
25	SRA	40	40
26	SMA	20	40
27	TA	40	60
28	WH	20	60
Total		680	1300

APPENDIX C
THE RESULT OF THE STUDENTS' IN PRE-TEST AND POST-TEST

a. The result of the students' Accuracy (pronunciation)

No	Students	Pre-test		Post-test		D	D ²
		X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
1	AA	40	1.600	60	3.600	20	400
2	ASB	40	400	40	400	0	400
3	ADW	40	1.600	60	3.600	20	400
4	ANA	40	1.600	60	3.600	20	400
5	AI	40	1.600	60	3.600	20	400
6	FL	20	400	20	400	0	0
7	JA	0	0	40	1.600	40	400
8	MR	20	1.600	40	1.600	20	400
9	MM	20	400	60	3.600	40	400
10	MAN	40	1.600	60	3.600	20	400
11	MR	20	1.600	40	1.600	20	400
12	MAG	40	1.600	60	3.600	20	1600
13	NA	40	1.600	60	3.600	20	1.600
14	NJM	40	1.600	60	3.600	20	400
15	NUH	20	400	60	3.600	40	1600
16	NF	0	0	60	3.600	60	400
17	NHA	40	1.600	80	6.400	40	1.600
18	NHI	40	400	60	3.600	20	1.600
19	NA	40	1.600	60	3.600	20	400
20	P	40	1.600	60	3.600	20	400
21	SA	40	1.600	60	3.600	20	400
22	SAP	40	1.600	40	1.600	0	0
23	SD	0	0	40	1.600	40	400
24	SH	20	1.600	40	1.600	20	400
25	SRA	40	1.600	60	3.600	20	400
26	SMA	40	400	60	3.600	20	1.600
27	TA	40	1.600	60	3.600	20	400
28	WH	40	1.600	60	3.600	20	400
	Σ	880	32.800	1520	85.200	640	17.600
	X	31.4	10.857	54.28	31.428	23.6	614.285

b. The result of the students' in fluency (hesitation)

No	Students	Pre-test		Post-test		D	D ²
		X ₁	X ₂ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
1	AA	20	400	60	3.600	40	1600
2	ASB	20	400	40	1.600	20	400
3	ADW	40	1.600	60	3.600	20	400
4	ANA	20	400	40	1.600	20	400
5	AI	20	400	40	1.600	20	400
6	FL	20	400	20	400	0	0
7	JA	0	0	20	400	20	400
8	MR	20	400	40	1.600	20	400
9	MM	20	400	60	3.600	40	1600
10	MAN	20	400	40	1.600	20	400
11	MR	20	400	20	400	0	0
12	MAG	20	400	60	3.600	40	1600
13	NA	40	1.600	60	3.600	20	400
14	NJM	40	1.600	60	3.600	20	400
15	NUH	40	1.600	60	3.600	20	400
16	NF	0	0	20	400	20	400
17	NHA	40	1.600	60	3.600	20	400
18	NHI	20	400	40	1.600	20	400
19	NA	20	400	40	1.600	20	400
20	PI	40	1.600	40	1.600	0	0
21	SA	40	1.600	60	3.600	20	400
22	SAP	20	400	60	3.600	20	400
23	SD	0	0	20	400	20	400
24	SH	20	400	40	1.600	20	400
25	SRA	40	1.600	60	1.600	20	400
26	SMA	20	400	40	1.600	20	400
27	TA	40	1.600	60	3.600	20	400
28	WH	20	400	60	3.600	40	1.600
	∑	680	20.800	1280	62.800	580	14.800
	X	24.28	657.142	46.42	2.342	22.8	571.428

APPENDIX D
CALCULATING THE MEAN SCORE

1. The Mean Score of the Students' Pre-test and Post-test in Accuracy
(Pronunciation)

- Mean scores of the students' pre-test

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

$$\bar{X} = \frac{980}{28}$$

$$\bar{X} = 31.4$$

- Mean scores of the students' post-test

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

$$\bar{X} = \frac{1340}{28}$$

$$\bar{X} = 54.3$$

2. The Mean Score of the Students' Pre-test and Post-test in Fluency (Hesitation)

- Mean scores of the students' pre-test

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

$$\bar{X} = \frac{680}{28}$$

$$\bar{X} = 24.3$$

- Mean scores of the students' post-test

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

$$\bar{X} = \frac{1280}{28}$$

$$\bar{X} = 45,7$$

APPENDIX E
THE IMPROVEMENT OF THE STUDENTS' SCORES

1. The improvement of the students' scores in term of (accuracy) pronunciation

$$P = \frac{X2 - X1}{X1} X100$$

$$P = \frac{1520 - 880}{980} X100$$

$$P = \frac{360}{980} X100$$

$$P = 72.7\%$$

2. The improvement of the students' scores in term of fluency (hesitation)

$$P = \frac{X2 - X1}{X1} X100$$

$$P = \frac{1280 - 680}{680} X100$$

$$P = \frac{600}{680} X100$$

$$P = 88.2$$

APPENDIX F
T-TEST VALUE

1. T-test value for pronunciation

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

$$\sum D = 640$$

$$\sum D^2 = 17600$$

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

$$= \frac{640}{28} = 22.85$$

$$t = \frac{22.85}{\sqrt{\frac{\sum 17600 - \frac{(640)^2}{28}}{28(28-1)}}$$

$$t = \frac{22.85}{\sqrt{\frac{\sum 17600 - \frac{409.60}{28}}{28(27)}}$$

$$t = \frac{22.85}{\sqrt{\frac{17600 - 14628.57}{756}}}$$

$$t = \frac{22.85}{\sqrt{\frac{2971.43}{756}}}$$

$$t = \frac{22.85}{\sqrt{3.884}}$$

$$t = \frac{22.85}{1.97}$$

$$t = 11.6$$

2. T-test value for hesitation

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

$$\sum D = 580$$

$$\sum D^2 = 14800$$

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

$$= \frac{580}{28}$$

$$= 20.7$$

$$t = \frac{20.7}{\sqrt{\frac{\sum 14800 - \frac{(\sum 580)^2}{28}}{28(28-1)}}$$

$$t = \frac{20.7}{\sqrt{\frac{\sum 14800 - \frac{336.400}{28}}{28(27)}}$$

$$t = \frac{20.7}{\sqrt{\frac{14800 - 336400}{756}}}$$

$$t = \frac{20.7}{\sqrt{\frac{14.787}{756}}}$$

$$t = \frac{20.7}{\sqrt{19.56}}$$

$$t = \frac{21.42}{4.42}$$

$$t = 4.8$$

APPENDIX G
THE DISTRIBUTION OF T-TABLE

Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.925	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527
22	1.717	2.074	2.819	3.505
23	1.714	2.069	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.058	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.704	3.307

Df = N-1 → Df = 17-1 Df = 16 t-table (α) = 0.05 = 2.052

APPENDIX H
ATTENDANCE LIST

No	Name	Attendance						
		Pre-Test	Treatment					Post-Test
		1	2	3	4	5	6	7
1	Alfya Aulia	√	√	s	√	√	√	√
2	Annisa Salsabila	√	√	√	√	√	√	√
3	Andita Dwi Wahyuni	√	√	√	√	√	√	√
4	Annisa Nurul Alifa	√	√	√	√	√	√	√
5	Asriyanti	√	√	√	√	√	√	√
6	Faisal	√	s	√	√	√	√	√
7	Jumadil Azwar	s	√	√	√	√	√	√
8	Mudatsir	√	√	√	√	√	√	√
9	Mudia Mutmainnah	√	i	√	√	√	√	√
10	Murniawati	√	√	√	√	√	√	√
11	Muh. Rais	√	√	i	√	i	√	√
12	Musawwir AG	√	√	√	√	√	√	√
13	Nur Aisyah	√	√	√	√	√	√	√
14	Nur Jannatul Ma'wa	√	√	√	√	√	√	√
15	Nur Uswatul Hasanah	√	√	√	√	√	√	√
16	Nurfadillah	s	√	√	√	√	√	√
17	Nurhalisa	√	√	√	√	√	√	√
18	Nurhidayanti	√	√	√	√	√	√	√
19	Nurul Adha	√	√	√	√	√	√	√
20	Putri	√	√	√	√	√	√	√
21	Sasmita	√	√	√	√	√	√	√
22	Sindi Amelia Putri	√	√	√	√	√	√	√
23	Sri Devi	s	√	√	√	√	√	√
24	Sri Harmini	√	√	√	√	√	√	√
25	Syahriana	√	√	√	√	√	√	√
26	Syarmita	√	√	√	√	√	√	√
27	Tarisa	√	√	√	√	√	√	√
28	Wanda Hamida	√	√	√	√	√	√	√

APPENDIX I
EXAMPLE OF STUDENTS WORKSHEET

APPENDIX J
LESSON PLAN
Rencana Pelaksanaan Pembelajaran
(RPP)

Satuan pendidikan	: SMK Negeri 1 Pangkep
Kelas/ Semester	: X/Ganjil
Materi Pokok	: Pre-test
Alokasi Waktu	: 2 x 45 menit
Jumlah Pertemuan	: 1 x pertemuan

A. Langkah-Langkah Pembelajaran

1. Kegiatan awal

- a. Memberi salam
- b. Memperkenalkan diri dan mengabsen siswa
- c. Menjelaskan secara singkat mengenai pre-test yang akan dilaksanakan

2. Kegiatan inti

- a. Guru membagikan kepada siswa copian pre-test yang akan dikerjakan
- b. Guru memberikan penjelasan yang berhubungan dengan pre-test
- c. Setiap siswa mengerjakan pre-test dan menuliskannya kedalam kertas yang telah dibagikan
- d. Guru memanggil setiap siswa untuk naik kedepan kelas untuk menceritakan kembali apa yang telah dituliskannya dalam pre-test
- e. Guru merekam gambar dan suara siswa pada saat siswa retell the topic di depan kelas
- f. Guru memberikan penekanan terhadap hasil pre-test

3. Kegiatan akhir

- a. Guru memberikan kesimpulan dan penguatan
- b. Guru menjelaskan mengenai pertemuan selanjutnya

B. Alat/Media Pembelajaran

- a. Kamus
- b. Copian pre-test

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan pendidikan	: SMK Negeri 1 Pangkep
Kelas/ Semester	: X/Ganjil
Materi Pokok	: Post-test
Alokasi Waktu	: 2 x 45 menit
Jumlah Pertemuan	: 1 x pertemuan

A. Langkah-Langkah Pembelajaran

1. Kegiatan awal

- a. Memberi salam
- b. Menjelaskan secara singkat mengenai post-test yang akan dilaksanakan

2. Kegiatan inti

- a. Guru membagikan kepada siswa copian post-test yang akan dikerjakan
- b. Guru memberikan penjelasan yang berhubungan dengan post-test
- c. Setiap siswa mengerjakan post-test dan menuliskannya kedalam kertas yang telah dibagikan
- d. Guru memanggil setiap siswa untuk naik kedepan kelas untuk menceritakan kembali apa yang telah dituliskannya dalam post-test
- e. Guru merekam siswa pada saat siswa naik kedepan kelas untuk retell the topic yang telah dituliskannya dalam post-test
- f. Guru memberikan penekanan terhadap hasil post-test

3. Kegiatan akhir

- a. Guru memberikan kesimpulan dan penguatan kepada siswa
- b. Guru memberikan motivasi untuk menjadi lebih baik kedepannya

B. Alat/Media Pembelajaran

1. Kamus
2. Copian post-test

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan pendidikan	: SMK Negeri 1 Pangkep
Kelas/ Semester	: X/Ganjil
Materi Pokok	: Describing people
Alokasi Waktu	: 4 x 45 menit
Jumlah Pertemuan	: 2 x pertemuan

A. KOMPETENSI INTI

- KI 3 :Memahami dan Menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menyaji, dan menalar, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. KOMPETENSI DASAR

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

Indikator KD 3.7.

3.7.1. Siswa memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk mendeskripsikan seseorang

3.7.2. Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk mendeskripsikan orang lain

3.7.3 Siswa menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk mendeskripsikan orang lain

Indikator 4.8-4.10 :

Siswa terampil menggunakan teks lisan dan tulis untuk menyatakan, merespon dan menanyakan mendeskripsikan seseorang

D. TUJUAN PEMBELAJARAN

Dalam proses pembelajaran diharapkan peserta didik dapat :

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang
3. Mengidentifikasi fungsi sosial, struktur teks
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

E. MATERI PEMBELAJARAN

“Describing People” Adjectives words, descriptive text

F. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Brainstorming

Tanya jawab

Diskusi

Three steps interview technique

G. KEGIATAN PEMBELAJARAN

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Mengucapkan salam dan berdo'a bersama 2. Mengecek kehadiran <p>Apersepsi</p> <ol style="list-style-type: none"> 1. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan 2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 3. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus <p>Motivasi Memotivasi siswa untuk giat dan aktif dalam pembelajaran</p>	<ol style="list-style-type: none"> 1. Siswa menjawab salam 2. Member informasi guru siswa yang tidak hadir beserta alasannya 3. Menerima informasi awal yang diberikan oleh guru 	15 menit
Inti	<p>Guru meminta siswa mengamati beberapa gambar</p> <p>Guru memberikan materi berupa contoh adjective words dan describing people</p> <p>Mengeksplorasi</p> <p>Guru menginstruksikan siswa untuk melakukan/mempraktekkan three steps interview technique :</p> <ol style="list-style-type: none"> a. Guru membagi siswa ke 	<p>Mengamati</p> <p>siswa melihat beberapa gambar</p> <p>Menanya</p> <p>siswa mempertanyakan gambar</p> <p>Mengeksplorasi</p> <p>siswa melaksanakan three steps interview tentang gambar-gambar yang telah dipilih</p> <p>Siswa melakukan/mempraktekkan three</p>	65 menit

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
	<p>dalam kelompok yang beranggotakan 4 siswa. Setiap siswa ditandai label A,B,C, dan D</p> <p>b. Guru memberikan topic kepada siswa.</p> <p>c. Menginstruksikan siswa untuk melakukan interview, A interview B, C interview D.</p> <p>d. Menginstruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama</p> <p>e. Memberitahu siswa untuk membagi informasi yang mereka dapat dari kerja kelompok.</p>	<p>steps interview sebagai berikut:</p> <p>a. Siswa memilih teman untuk melakukan intruksi guru.</p> <p>b. Siswa mempelajari topic yang diberikan</p> <p>c. Siswa melaksanakan instruksi guru untuk melakukan wawancara terhadap partner mereka.</p> <p>d. Siswa bertukar peran, mengulangi proses interview dengan peraturan yang sama.</p> <p>Mengasosiasi</p> <p>e. Beberapa siswa mempresentasikan hasil dari kerja kelompok mereka di depan kelas.</p> <p>Mengomunikasikan siswa membuat hasil diskusi dan dipresentasikan masing</p>	

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
		kelompok	
Penutup	<p>-Guru Memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>-Guru mengapresiasi hasil kerja siswa contohnya: 'You did a good job today, I am very happy with all you have done today, thank you very much for you kind attention on my subject, by the way how do you feel to be in this class, please write your feeling, your problem and your success during my class in your journal'</p> <p>-Guru Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu</p> <p>-Guru memberi tugas untuk mencari dari sumber lainnya seperti <i>teksbook</i> dan <i>internet</i> tentang mendiskripsikan seseorang</p>	Siswa mencari tugas yang diberikan oleh guru	10 menit

H. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Power Point Presentation
2. Alat : Laptop, papan tulis dan In focus
3. Sumber : Kurikulum 2013, Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas

X; Kementrian Pendidikan dan Kebudayaan

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan pendidikan	: SMK Negeri 1 Pangkep
Kelas/ Semester	: X/Ganjil
Materi Pokok	: Teks Deskriptif lisan sederhana, tentang tempat wisata (Ecotourism Destination)
Alokasi Waktu	: 4 x 45 menit
Jumlah Pertemuan	: 2 x pertemuan

A. KOMPETENSI INTI

- KI 3 : Memahami dan Menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menyaji, dan menalar, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. KOMPETENSI DASAR

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI :

Indikator KD 3.7

3.7.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab

Indikator KD. 4.8-4.10

Mengurai gambaran umum dan informasi tertentu dari teks deskriptif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab

Mendeteksi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif

D. TUJUAN PEMBELAJARAN

Dalam proses pembelajaran diharapkan peserta didik dapat :

Setelah mengamati dan mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan peserta didik mampu untuk menyuting teks deskriptif tulis sederhana tentang tempat wisata

Dalam proses pembelajaran diharapkan peserta didik dapat :

Melalui proses membaca, menonton, menanya, mencoba dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif lisan dan tulis sederhana tentang tempat wisata dengan percaya diri, jujur dan bertanggung jawab

E. MATERI PEMBELAJARAN

Teks Deskriptif lisan sederhana, tentang tempat wisata (Ecotourism Destination)

Descriptive text is available for a screen reader device to audibly describe a graph or map so a visually impaired user can understand the graphical information. Or to describe the characteristic of particular Person, thing , or place.

Text structure:

Identification : Identifies thing, person, place, phenomenon to be described.
Description : Gives the information of particular thing, person, or place being discussed or describes parts, qualities, or Characteristic.

F. PENDEKATAN, MODEL dan METODE PEMBELAJARAN

Brainstorming

Tanya jawab

Diskusi

Three steps interview technique

G. KEGIATAN PEMBELAJARAN

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Mengucapkan salam dan berdo'a bersama 2. Mengecek kehadiran <p>Apersepsi</p> <ol style="list-style-type: none"> 1. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : 2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 3. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus <p>Motivasi Memotivasi siswa untuk giat dan aktif dalam pembelajaran</p>	<ol style="list-style-type: none"> 1. Siswa menjawab salam 2. memberi informasi guru siswa yang tidak hadir beserta alasannya. 3. Menerima informasi awal yang diberikan oleh guru 	15 menit
Inti	<p>Guru meminta siswa memperhatikan gambar tempat wisata</p> <p>Guru memberikan contoh deskripsi tempat wisata</p> <p>Guru memberikan pilihan gambar tempat wisata dan meminta siswa membuat deskripsi tempat wisata yang telah dipilih</p>	<p>Mengamati</p> <p>Siswa mengamati sebuah gambar tempat wisata</p> <p>Siswa memperhatikan contoh deskripsi tempat wisata</p> <p>Menanya</p> <p>Siswa mempertanyakan gagasan pokok, informasi tertentu dan</p>	65 menit

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
	<p>Mengeksplorasi</p> <p>Guru menginstruksikan siswa untuk melakukan/mempraktekkan three steps interview technique :</p> <ol style="list-style-type: none"> Guru membagi siswa ke dalam kelompok yang beranggotakan 4 siswa. Setiap siswa ditandai label A,B,C, dan D Guru memberikan topic kepada siswa. Menginstruksikan siswa untuk melakukan interview, A interview B, C interview D. Menginstruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama Memberitahu siswa untuk membagi informasi yang mereka dapat dari kerja kelompok. 	<p>rinci dari teks deskripsi tentang tempat wisata. Siswa membuat deskripsi tentang tempat wisata yang telah dipilih</p> <p>Mengeksplorasi</p> <p>siswa melaksanakan three steps interview tentang topik yang telah diberikan</p> <p>Siswa melakukan/mempraktekkan three steps interview sebagai berikut:</p> <ol style="list-style-type: none"> Siswa memilih teman untuk melakukan intruksi guru. Siswa mempelajari topic yang diberikan Siswa melaksanakan instruksi guru untuk melakukan wawancara terhadap partner mereka. Siswa bertukar 	

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
	<p>Mengomunikasikan</p> <p>Guru meminta Siswa menyampaikan hasil dari kerja kelompok mereka di depan kelas</p>	<p>peran, mengulangi proses interview dengan peraturan yang sama.</p> <p>Mengasosiasi</p> <p>e. Beberapa siswa mempresentasikan hasil dari kerja kelompok mereka di depan kelas.</p> <p>Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p>mengomunikasikan</p> <p>Siswa menyunting deskripsi tempat wisata yang disediakan guru</p>	
Penutup	<p>-Guru Memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>-Guru mengapresiasi hasil kerja siswa contohnya: 'You did a good job today, I am very happy with all you have done today, thank you very much for your kind attention on my subject, by the way how do you feel to be in this class, please write your</p>	<p>Siswa mencari tugas yang diberikan oleh guru</p>	10 menit

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
	feeling, your problem and your success during my class in your journal' -Guru Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu		

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Gambar
2. Alat : Papan tulis dan spidol
3. Sumber : Kurikulum 2013, Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X; Kementrian Pendidikan dan Kebudayaan

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan pendidikan	: SMK Negeri 1 Pangkep
Kelas/ Semester	: X/Ganjil
Materi Pokok	: Describing Historical Places
Alokasi Waktu	: 2 x 45 menit
Jumlah Pertemuan	: 1 x pertemuan

A. KOMPETENSI INTI

- KI 3 : Memahami dan Menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menyaji, dan menalar, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. KOMPETENSI DASAR

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, **dan bangunan bersejarah terkenal**, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

Indikator KD 3.7

- 3.7.1. siswa dapat menganalisis fungsi sosial, struktur text dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan **bangunan bersejarah terkenal**

Indikator KD 4.8-4.10

1. Mengurai gambaran umum dan informasi tertentu dari teks deskriptif tentang **bangunan bersejarah terkenal** dengan penuh percaya diri dan bertanggung jawab.
2. Mendeteksi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif

D. TUJUAN PEMBELAJARAN

Dalam proses pembelajaran diharapkan peserta didik dapat :

Pengetahuan

Setelah mengamati dan mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan peserta didik mampu untuk menyuting teks deskriptif tulis sederhana tentang **bangunan bersejarah terkenal**

Keterampilan

Melalui proses membaca, menonton, menanya, mencoba dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif lisan dan tulis sederhana tentang **bangunan bersejarah terkenal** dengan percaya diri, jujur dan bertanggung jawab

E. MATERI PEMBELAJARAN

Teks deskriptif lisan dan tulis, sederhana, tentang bangunan bersejarah terkenal

Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.

F. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Brainstorming

Tanya jawab

Diskusi

Three steps interview technique

G. KEGIATAN PEMBELAJARAN

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Mengucapkan salam dan berdo'a bersama 2. Mengecek kehadiran <p>Apersepsi</p> <ol style="list-style-type: none"> 1. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan 2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 3. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus <p>Motivasi</p> <p>Memotivasi siswa untuk giat dan aktif dalam pembelajaran</p>	<ol style="list-style-type: none"> 1. Siswa menjawab salam 2. Member informasi guru siswa yang tidak hadir beserta alasannya 3. Menerima informasi awal yang diberikan oleh guru 	15 menit
Inti	<p>Guru meminta siswa mengamati beberapa gambar</p> <p>Guru memberikan materi berupa contoh adjective words</p> <p>Mengeksplorasi</p> <p>Guru menginstruksikan siswa untuk melakukan/mempraktekkan three steps interview technique :</p>	<p>Mengamati</p> <p>siswa melihat beberapa gambar</p> <p>Menanya</p> <p>siswa mempertanyakan gambar</p> <p>Mengeksplorasi</p> <p>siswa melaksanakan three steps interview tentang topik yang telah</p>	65 menit

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
	<p>a. Guru membagi siswa ke dalam kelompok yang beranggotakan 4 siswa. Setiap siswa ditandai label A,B,C, dan D</p> <p>b. Guru memberikan topic kepada siswa.</p> <p>c. Menginstruksikan siswa untuk melakukan interview, A interview B, C interview D.</p> <p>d. Menginstruksikan siswa untuk bertukar peran sebagai interviewer and interviewee, mengulangi proses interview dengan peraturan yang sama</p> <p>e. Memberitahu siswa untuk membagi informasi yang mereka dapat dari kerja kelompok.</p>	<p>diberikan</p> <p>Siswa melakukan/mempraktekkan three steps interview sebagai berikut:</p> <p>a. Siswa memilih teman untuk melakukan intruksi guru.</p> <p>b. Siswa mempelajari topic yang diberikan</p> <p>c. Siswa melaksanakan instruksi guru untuk melakukan wawancara terhadap partner mereka.</p> <p>d. Siswa bertukar peran, mengulangi proses interview dengan peraturan yang sama.</p> <p>Mengasosiasi</p> <p>e. Beberapa siswa mempresentasikan hasil dari kerja kelompok mereka di depan kelas.</p>	

TAHAPAN	Deskripsi		ALOKASI WAKTU
	Kegiatan Guru	Kegiatan Siswa	
		Mengomunikasikan siswa membuat hasil diskusi dan dipresentasikan masing kelompok	
Penutup	<p>-Guru Memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>-Guru mengapresiasi hasil kerja siswa contohnya: 'You did a good job today, I am very happy with all you have done today, thank you very much for you kind attention on my subject, by the way how do you feel to be in this class, please write your feeling, your problem and your success during my class in your journal'</p> <p>-Guru Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu</p> <p>-Guru memberi tugas untuk mencari dari sumber lainnya seperti <i>teksbook</i> dan <i>internet</i> tentang mendiskripsikan seseorang</p>	Siswa mencari tugas yang diberikan oleh guru	10 menit

H. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Gambar
2. Alat : Laptop, papan tulis dan spidol
3. Sumber : Kurikulum 2013, Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X; Kementerian Pendidikan dan Kebudayaan

APPENDIX K
TEACHING MATERIAL

2nd – 3rd Meeting

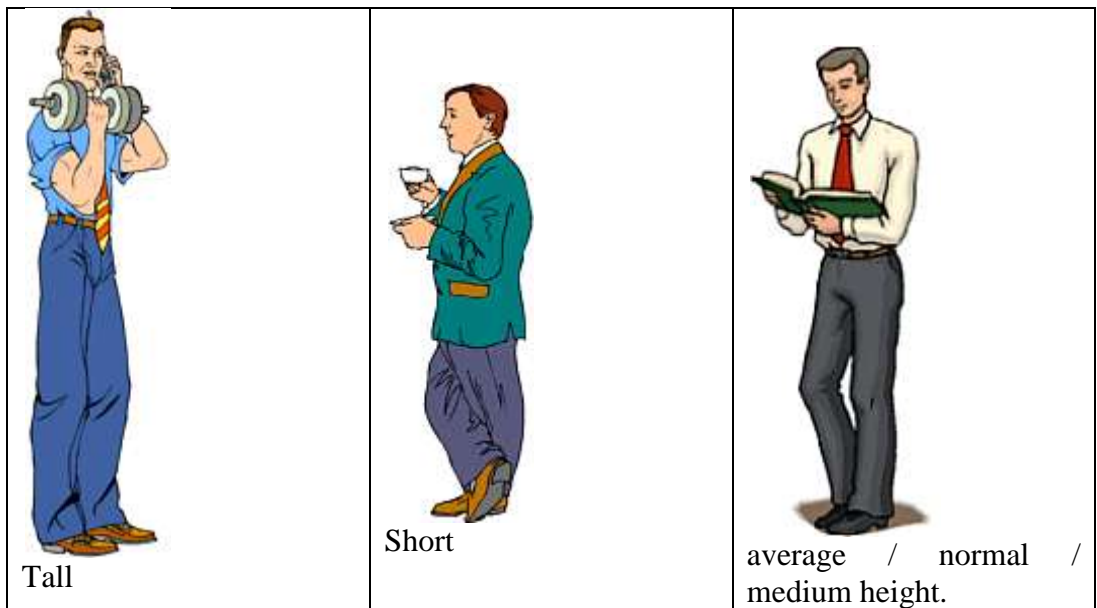
Teacher give example adjective words













Adjective in describing personality and character

Optimistic	Friendly	Humble
Calm	Honest	Popular
Intelligent	Polite	Patient
Hard – working	Nervous	Outgoing
Happy	Distracted	Bad – tempered
Shy	Silly	Unfriendly, etc

How to describe appearance

There are many ways to describe people, especially in physical appearance. Physical appearance consists of general appearance, eyes, ears, face, nose, arms,



 <p><i>thin, slim</i></p>	 <p><i>Fat, stocky, overweight</i></p>	 <p>grey eyes blue eyes brown eyes dark eyes</p>
 <p>long hair</p>	 <p>short hair</p>	 <p>blonde hair</p>
 <p>wavy hair</p>	 <p>Curly hair</p>	 <p>Teenager</p>
 <p>Old</p>	 <p>Young</p>	 <p>Beard</p>

Example about describing general appearance



Sharon is a high school student. She is young. She is short and slim. She has got short, brown hair and brown eyes.

William is handsome boy. He is young. He is tall and he is of medium weight. He has got short, black

Describing famous people

1. She's a beautiful singer. She isn't very tall and she has blonde hair. She was born in Colombia and currently she's married with/to a footballer. SHAKIRA
2. He's a famous football player. He plays for Real Madrid. He's from Portugal. He's good-looking. He has short hair and he played for Manchester United. Who is he? CRISTIANO RONALDO

Example : describing a best friend

I have a best friend, her name is Ayu. She is my classmate. She lives in Panumbangan. She has a happy family, her parents and a sister. She is the second daughter in her family. Ayu is fourteen years old. She is beautiful. She has white skin. She has a long black hair. Her hair is straight. She has brown eyes. She has sharp nose and thin lips. Her height is 155 cm, she is taller than me. She is slim because her weight is only 40 kg. Moreover, Ayu is a kind a person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom. In addition, she has some hobbies. They are writing and singing. She likes to write a short story. Her short story is very interesting. She always practice in writing everyday. So, she is good in writing. Furthermore, she also like singing. Her favorite song is Just The Way You Are and her favorite singer is Bruno Mars. Her voice is very melodious, I like her voice.

A. Do practice by using Three Steps Interview Technique. Follow the instructions above to make your practicing perfect!

- a. Make a group consists of 4 persons.
- b. Give label A, B, C, D to each person.
- c. Student A will be paired with student B, and student C will be paired with student D.
- d. Student A will interview student B, Student C will interview student D.
- e. Change the role when the teacher says “Change”
- f. After all interviews are done, start from student A then B, C, D are tell the interview result to all group’s members.
- g. Teacher will ask the representative for each group to share the interview result in front of the class.

Use the list of question below as your guidance to interview your partner :

1. Do you have best friend / brother/ sister/ boyfriend/ girlfriend?
2. Who is her / his name?
3. Is she / he beautiful / handsome?
4. Does she/he has a white skin?
5. Does she / he has a long hair?
6. What is the colour of his / her eyes?
7. How is her body? Tall / short?
8. Is she / he thin?
9. Is she / he a nice boy / girl?
10. Why does she / he become your ?
11. Do you love her / him?

B. Come in front of the class and share your interview’s result.

4th – 5th Meeting

Teacher give some pictures about ecotourism destination



Teacher explain about descriptive text

Descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or ***Is a text which used to describe something, someone, or place.***

Adjectives you can use to describe your holidays

Positive Adjectives :

Exciting/ Interesting/ Fabulous/ Enjoyable/ Relaxing/ Active/ Original/ Awesome/
Wonderful/ Amazing/ Breathtaking/ Terrific/ sparkling/ dazzling/ stunning

Negative Adjectives:

Monotonous/ Boring/ Spoilt/ terrible/ Horrible/ Terrifying/ Frightful

Positive Adjectives describing the food:

mouth-watering/ delicious/ luscious/ fresh/savory/ tasty/ sweet/ succulent/ juicy/
appetizing/ delightful/ yummy/ delectable/ distinctive/ Exquisite/ Flavorsome

Negative adjectives describing the food:

Tasteless/ disagreeable/disgusting/ odorless/ noxious/rotten/unsavory/ yucky

DESCRIPTIVE ADJECTIVES

The setting, the destination

brehtaking, stunning (views, scenery)
exotic (beauty, charm, location)
picturesque, quaint (streets, villages, cottages)
Outstanding, gorgeous, magnificent, splendid (architectural legacy)
Impressive / awe-inspiring *impressionant*
Striking (beauty)
Vibrant / bustling (city, market) / **lively** (city) **iconic** (city, destination)
ideal, idyllic, earthly paradise, heavenly, divine *divin, paradisique*
compelling (destination)
scenic (route) *panoramic, touristic* (**scenic train**)
spectacular (Chilean fiords), **dramatic** (alpine lake)
majestic (mountains and national parks)
crystal clear (sea) **colourful** (coral) **turquoise** (waters)
adventurous (destination)
sumptuous (surroundings, suites)
unspoilt=untouched (rainforest), *intact*, **pristine** (beach)
tranquil (waters) **peaceful** (atmosphere)
intimate (ambience), **charming** (resort)
island (resortline) **unspoiled** (landscape, coast)

Example :

Tanjung Puting National Park

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers an impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snouts. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boat house that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Let's do practice

A. Do The Three Steps Interview Technique. Follow the instructions above to make your practicing perfect!

- a. Make a group consists of 4 persons.
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- d. Student A will interview student B, Student C will interview student D.
- e. Change the role when the teacher says "Change"
- f. After all interviews are done, start from student A then B, C, D are tell the interview result to all group's members.
- g. Teacher will ask the representative for each group to share the interview result in front of the class.

Use these questions to guide you.

Think about a holiday destination.

1. How do you choose a location for your holiday?
2. When booking a holiday what do you look for? (e.g beach, quiet location, nightlife?)
3. Have you ever visited a waterfall or other natural tourist objects?
4. What is interesting about the place?
5. Will you recommend that place to your friends? Why?

Ask your friend about an ecotourism destination.

1. What do you understand by the term eco-tourism?
2. Do you ever go on an eco-tourist holiday?
3. Where was your last eco- tourist holiday destination?
4. Why did you choose this location?
5. What were the three best things about the holiday?

B. Come in front of the class and share your interview's result.

Teaching Material

6th Meeting

Teacher give pictures about historical building or place



Teacher explain the material

Speaking topics in text:

Describe a historical place that interest you. You should say:

What it is,

Where it is located,

What you can see there now, And

Explain why this place is interesting.

Alternative Answer:

An interesting historic place in my country is (...say a name of a historic place...). It is situated at (...area name...) in (...city/town name ...). In my opinion, this is a very interesting historic place as it is almost two thousand years' old and it was discovered in the middle of the last century. This was the centre of the (...say a civilisation name...) civilisation and was one of the most prominent cities of our country. More than several hundred feet had to be dug to discover it.

Now the place has been renovated to reflect the city it once been. There are more than hundred acres of places on this site and most of them are the remaining of the lost civilisation and city of that time. There are several old buildings, castles, fortress, monuments, rivers, canon, cryptic houses, under paths and sculptures are there. A museum was built as recently as 10 years ago for the visitors to learn more

about this lost city and people. The museum is a really good one in terms of its collection and reflection of that civilisation.

To me, this was interesting because of the proof of advancement this civilisation had. I have read a lot about this civilisation and cultures of these people and visiting this place was a really good experience. The museum was very rich in terms of learning history. The city was more than 2 thousand years old and yet it has many amazing artworks, tools, intricate designs, buildings with amazing work, finest canon and many more proofs of their advancement. They had been a flourishing civilisation that dominated that part of the country. The idea of our civilisation being found by future generation was an interesting idea and this historic place just reminded me that. The museum, the fine airmanship and advancement of that civilisation are all amazing historic proof and interesting to explore.

MAIN PART (BODY)

Describe the place/building:

- a. What does it look like?
- b. What are the important features of it?
- c. What makes it special?
- d. What can you see there?
- e. What is the atmosphere of it?

VOCABULARY

Include a variety of adjectives:

Place	boring, busy, colorful, dangerous, exciting, friendly, lively, polluted, popular, welcoming, etc.
Building	decorated, luxurious, spacious, immense, magnificent, etc.

Both	Ancient, attractive, beautiful, charming, cosy, crowded, empty, historic, huge, impressive, interesting, isolated, large, modern, noisy, significant, spectacular, traditional, ugly, unique, warm, well-planned, wonderful, etc.
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Teacher give example about historical place

Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Generic Structure Analysis

- a. Identification; identifying the phenomenon to be described in general; Borobudur temple
- b. Description; describing the Borobudur temple in parts; eight terraces of Borobudur temple and its characteristics

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- g. Teacher will ask the representative for each group to share the interview result in front of the class.

Use the following questions to guide you.

Think of a historical building that you once visited.

1. What is the name of the bulding?
2. Where is it?
3. What does it look like? (What words describe the building?)
4. What history do people know about the bulding?
5. Is there any information saying that the building is mysterious?

Ask your friend about historical places that she/ he know.

1. What is the name of place?
2. How old is the place?
3. Is the place spooky?
4. Why is it mysterious?
5. How does the place look like

B. Come in front of the class and share your interview’s result.

APPENDIX L
DOCUMENTATIONS









CURRICULUM VITAE

The researcher, **Nirmala Ashari. As** is the last child of Asdar, A.Ma and Hasnah Saing, S.Pd. She was born on July 19th 1995 in Taraweang Pangkep, South Sulawesi. She has two brother and don't have any sister. She began her study at SDN 24 Taraweang and moved to SDN 16 Taraweang and graduated in 2007. Then, she joined at SMP Negeri 2 Labakkang and graduated in 2010. Afterwards, she continued her study at SMA Negeri 1 Bungoro now known as SMA Negeri 1 Pangkep and graduated in 2013. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, She could finish his thesis with the title The Use of Three Steps Interview Technique to Improve Students' Speaking Ability of the First Year Students at SMK Negeri 1 Pangkep (Pre-Experimental Research).