THE APPLICATION OF THREE-STEP TO INCREASE THE STUDENTS' SPEAKING ABILITY
Aplikasi Tiga Langkah Untuk Meningkatkan Kemampuan Berbicara Siswa

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ABSTRACT

This research was intended to explain the students' speaking accuracy and fluency through Three-Step Interview Method in class XI-2 of SMA Negeri 2 Bantaeng in the 2011/2012 academic year. This research used A Classroom Action Research (CAR). It had conducted in two cycles; each cycle consisted of four meetings. The subjects of this research were students in class XI-2 involved 40 students. Those consisted of 30 women and 10 men. The researcher took real data from the class to know the students' speaking ability. The instruments of this research were speaking test and observation sheet in cycle I and in cycle II. The research findings indicated that the Three-Step Interview Method improved the students' speaking ability covered students' accuracy and fluency in class XI-2 of SMA Negeri 2 Bantaeng. It was indicated that there was improvement of the students' speaking ability from diagnostic test to cycle I and from that to cycle II. The students' diagnostic test of speaking ability was (5.47) and after gave action by using three-step interview method indicated that there was improvement from diagnostic test to cycle I and from that to cycle II. The students' speaking ability in cycle I was 63.00% and in cycle II become 76.50% and it was classified as good. While the standard target scores 70% one which was categorized good. From these findings, there was a significant improvement of the students' speaking ability through Three-Step Interview Method. Based on the result finding the research concludes that Three-Step Interview Method can improve the students' speaking ability.

Keywords: *Application, Three-Step, Increase, Speaking.*

Penelitian ini bertujuan untuk menjelaskan akurasi berbicara siswa dan kelancaran melalui Tiga Langkah Metode Wawancara di kelas XI-2 SMA Negeri 2 Bantaeng pada tahun akademik 2011/2012. Penelitian ini menggunakan sebuah Penelitian Tindakan Kelas (PTK). Hal itu dilakukan dalam dua siklus; setiap siklus terdiri dari empat pertemuan. Subyek penelitian ini adalah siswa kelas XI-2 melibatkan 40 siswa. Mereka terdiri dari 30 perempuan dan 10 laki-laki. Peneliti mengambil data ril dari kelas untuk mengetahui kemampuan berbicara siswa. Instrumen penelitian ini tes berbicara dan lembar observasi pada siklus I dan siklus II. Temuan penelitian menunjukkan bahwa Tiga Langkah Metode Wawancara meningkatkan kemampuan berbicara siswa yang mengarah pada akurasi siswa dan kelancaran dalam kelas XI-2 SMA Negeri 2 Bantaeng. Hal itu menunjukkan bahwa ada peningkatan kemampuan berbicara siswa dari tes diagnostik untuk siklus I dan dari siklus ke II. Tes diagnostik siswa dari kemampuan berbicara adalah (5.47) dan setelah diberikan tindakan dengan menggunakan metode wawancara tiga langkah menunjukkan bahwa ada perbaikan dari tes diagnostik untuk siklus I dan dari siklus yang ke II. Kemampuan siswa berbicara pada siklus I adalah 63, 00% dan pada siklus II menjadi 76, 50% dan itu tergolong baik. Sementara nilai sasaran standar 70% satu yang dikategorikan baik. Dari temuan ini, ada peningkatan yang signifikan dari kemampuan berbicara siswa melalui Tiga Langkah Metode Wawancara.

Berdasarkan hasil penelitian menemukan kesimpulan bahwa Metode Tiga Langkah Wawancara dapat meningkatkan kemampuan berbicara siswa.
Kata Kunci: *Aplikasi, Tiga-Langkah, Meningkatkan, Berbicara.*

In Indonesia, English plays a very crucial role in economic field because will be infolved in free trade where all goods are free to be sold intercountries. English as one of the subjects that has been adapted with curriculum that have competence in skills of English including listening, speaking, reading and writing. As a language skill, speaking is an essential way of communication particulary in the globalization era where people of various nation are demanded to make relationship with each other in the world. Through speaking the students can stimulate to speak with others in social interaction or in the classroom.

After surveying second grade of SMA Negeri 2 Bantaeng the researcher got information from the teacher that the students still have low qualification in speaking English ability. The students' achievement in speaking English is still low where the students' value score average still got 5.47, while the standard speaking in curriculum is 6.50. The researcher must choose the appropriate method which can be used to overcome the problems until the students have a good score and achieve the score 6.50 as target in speaking English.

The teachers must be creative to increase the students' achievement to make success in learning. In order to enable students to express their idea in speaking, teacher must be creating varieties method in teaching. Many technique and methods had been conducted. By the teacher, one of the alternatives in teaching speaking is using cooperative learning. In cooperative learning, there are many types but one of type that suitable to learn speaking is type three-step interview.

Three-Step Interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis (Kagan, 1994). Regarding to the explanation above, there should be an effective technique to improve student's mastery of English

language, especially speaking ability. Due to what most English teachers of Senior high School deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack and use of spoken English it self. In line with it, this study is expected to prove whether a cooperative learning: Three-step Interview is effective to improve students speaking ability.

DEFINITION OF THREE-STEP INTERVIEW

According to Kagan (1994:3), the approach of cooperative learning into nine approach, they are: (1) jigsaw, (2) think-pair-share, (3) three-step interview, (4) round robin brainstorming, (5) three- minute review (6) numberd heads together, (7) circle the sage, (8) partner, (9) team pair solo. From the classification above, the researcher will choose one of the approaching to improve the students' speaking ability the approaching is step-interview. The researcher believes that three-step interview method is one of the best method. To more detail information about this approach, see the next explanation below.

Kagan (1994: 12:2) 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.

Lipton. L (1998) states that The Three- Step Interview is a cooperative structure that helps students personalizes their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee. They can be used as an introduction to an activity or a way to explore ideas and concepts more deeply. Students also have an opportunity to develop active listening skills and understand others' viewpoints.

Kagan (1994) states there are important in in the implementation of the three-step interview as follow:

a. The first step the students are in pairs: one is the interviewer, the other the interviewee.

b. The second step the students reverse roles.

a. The third step the students do a Round robin, each one in turn sharing with the team what they learned in the interview.

The content of the interview can be anything. Often interview is used to have students relate personal experiences on a topic related to the learning unit; It is thus an excellent method of creating a strong anticipatory set for learning more about something of interest.

DEFINITION OF COOPERATIVE LEARNING

There are some definitions about cooperative learning which are cited by some experts as follows:

Kagan (1994:8) states that cooperative learning is a good activity organized. So that, learning depends on the socially structured exchange of information between learners in group and which in leaner is held accountable for his or her own learning and it is motivate to increase the learning of others. Thus, he states that there is also evidence that cooperative learning has a positive impact on classroom climate, self-esteem among students, and internal focus on control; role taking ability, time task, attendance, acceptable of main streamed students and liking for school and learning.

Further, Davidson & Worshan (1992:23) definition that cooperative learning as concept and strategies for enhancing the value of students' interaction. Cooperative learning arise general education, by using students collaborations in learning.

Johnson in Isjoni (2010:15) states that cooperative means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other groups' members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning.

Johnson & Johnson in Isjoni (2010:17) state that cooperative learning is grouping students in class to small group so that students can work together with maximal ability that they have and learn each other in their groups.

Roger and Johnson in Suprijono (2009:58) state that not all study groups can be considered as cooperative learning. For achieving maximum result, there are five elements in cooperative learning that must be applied. They are:

1. Positive interdependence

This element shows that in cooperative learning there are two responsibilities of group. The first is study the material which is assigned by the group. The second is making sure that all members' group as individual studies the material.

2. Personal responsibility

This responsibility is appearing, if measurement is done toward group successful.

3. Face to face interaction

This element is important because it can result positive interdependence. Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve.

4. Interpersonal skill

In this element teaches the students social skill about leadership, decision making, trust building, communication and conflict management skill.

5. Group processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship. Groups need to describe what member actions are helpful and unhelpful and make decision about what behaviors to continue or change.

From all definitions above, the writer can conclude that cooperative learning is one of learning models that organize students in group study, to work together, help each other and make students more active in learning process for achieving learning goals.

CONCEPT OF SPEAKING

Speaking is oral communication that play essential role in human communication and interaction. There are some definitions are given by experts about speaking, such as:

According to Widdowson (1985: 57) speaking is an oral communication that gives information involves two elements, they are: speaker who gives the message and the listener who receipt the message.

Bygate in Nunan (1991:41) suggests that oral interaction can be characterized in terms of routines, which are conventional ways of presenting information, which can either focus on information or interaction. Speaking is an interactive process of constructing that involves producing and receiving information, (Brown, 1994: Burns and Joyce, 1997).

Another definition is from Harmer (1991: 57) who states that when two people talked to each other, it means that the speaker makes a define decision to address someone. Speaking forced on him in some way probably but still can say that they want or intend to speak or he will keep silent. He has some communicative purpose namely speaker say things because they what something to happen of what they say.

Elements of Speaking

1. *Accuracy*

   According to Hornby (1995: 9) accuracy is the state of being correct or exact and without error, especially as a result of careful effort. While in Webster (1996: 15) accuracy is the quality of being accurate. Marcel (1978: 15) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. In this case accurate divided into three elements, namely vocabulary, pronunciation, and grammar.

2. *Vocabulary*

   According to Hornby (2000) vocabulary is all the words that person knows or uses. While Harmer (1991), distinguishes two types of vocabulary in the words, which we want students to understand, but they will not use themselves.

3. *Pronunciation*

   According to Hornby (2000) pronunciation is way in which a language or a particular word or sounds is spoken. While Harmer (1991: 11) 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

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, (Boughton, 1980: 9).

c. Intonation

According to Harmer (1991: 12) intonation means the tune you use when you are speaking, the music of speech.

4. *Grammar*

According to Hornby (1995: 517) grammar is the rules in a language for changing them into sentences. While Ba'dulu (2004: 15) states that grammar is the organization of words into various combinations, representing many layers of structure, such as phrases, sentences, and complete utterances

a. 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 (1975: 500) 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. Hornby (1995) states that fluency is the quality or condition of the students' that is being fluent.

b. Content

According to David (1991: 8) oral communication is two ways process between speaker, listener and involve the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive: both in listening and reading, language

users are actively involved in the process of interrupting and negotiating meaning.

c. Self Confidence

Speaking is the oral communication, with other people speaking need braveness. There are many students who have no self-confidence so they cannot communicate with other people.

METHODOLOGY

This research followed the work principals of Classroom Action Research (CAR) that contains of four stages; they were: Planning, Implementation of Action, Observation, and Reflection. This research was held in two cycles.

Cycle I

The first cycle in this classroom action research consisted of planning, action, observation and reflection as follows:

1. *Planning*

a. Understanding the curriculum that was used of the school in the first semester 2011/2012 academic year.

b. Making lesson planning of cooperative learning type three-step interview.

c. Making instrument of evaluation which used in classroom action research cycles.

d. Preparing observation sheet for observer.

2. *Action*

The teacher applied through three steps interview method to improve the students' speaking ability. The steps of the three steps interview method as follows:

a. Teacher divided the class into several teams which each team consisted of three people.

b. Teacher asked the group to have a pair.

c. Each students in a pair became an interviewee and interviewer, teacher gave them 5 minutes to do activity.

d. Teacher asked the students in the group to have another pair which difference from the first, they had to share the information which they got.

e. Teacher asked the students to have pair again, which same the first, but the interviewer become the interviewee, and the interviewee become the interviewer.

f. Teacher asked the students to share the information in their group.

3. Observation

This phase, the teacher observed the situation of teaching learning process and the students activities in teaching learning process using observation sheet and the end of the first cycle the teacher evaluated the students' speaking achievement in speaking english through three step interview method.

4. Reflection

Reflection was done to see the whole first cycle action process. Reflection was meant as analyzing, understanding, and making conclusion activity, the researcher analyzed first action cycle as consideration matter whether cycle had been reached success criteria based on test result of first action.

Cycle II

The second cycle in this classroom action research consisted of planning, action and reflection follows:

1. Planning

a. Understanding the curriculum that used of the school in the first semester 2011/2012 academic year.

b. Making lesson planning of cooperative learning type three-step interview.

c. Making instrument of evaluation used in classroom action research cycles.

d. Preparing observation sheet for observer.

2. Action

The teacher applied through three step interview method to improve the students' speaking ability. The steps of the three step interview method as follows:

1. Teacher divided the class into several teams which each team consisted of three students.

2. Teacher asked the group to have a pair.

3. Each people in a pair become interviewee and interviewer, teacher gives them 5 minutes to do activity.

4. Teacher asked the students in the group to have another pair which difference from the first, they had to share the information which they got.

5. Teacher asked the students to have pair again, which same the first, but the interviewer become the interviewe, and the interviewee become the interviewer.

6. Teacher asked the students to share the information in their group.

3. Observation

This phase, the teacher observed the situation of teaching learning process and the students' activity in teaching learning process using observation sheet and the end of the first cycle the teacher evaluate the students' speaking achievement in speaking english through three step interview approach.

4. Reflection

Reflection was done to see the whole second cycle action process. Reflection was meant as analyzing, understanding, and making conclusion activity, the researcher analyzed second action cycle as consideration matter whether cycle had been reached success criteria based on test result of second action.

The variable of the research consisted of cooperative learning type three steps interview as the indenpendent variable, and dependent variable that consisted of the students' accuracy in speaking and the students' fluency in speaking.

The indicators of this research are the students can speak English in terms accuracy focus on pronunciation and vocabulary while fluently focus on Smoothness and Self-confidence. In this research there are two main instruments which were used to collect data; they were observation sheet and speaking test. The functions of each research instrument are:

1. Observation sheet was used to collect data about students' participation in teaching learning process in speaking and implementing three steps interview method.
2. Speaking test was used to measure the students' ability in speaking.

The Precedure of Collecting Data

1. Observation sheet

   The teacher observed the activeness of the students in learning process by using the observation sheet. It was done by filling the table of students' activeness which have been prepared before.

2. Speaking test

   The teacher gave the students speaking test in the end of each cycle. Measure the students' ability after applying the three steps interview method. The steps of giving speaking test as follows:

   a. Teacher asked the students to have pair.

   b. After the students had couple. Teacher wrote a few topic in the white board such as favorite sport, favorite food, sad experience, etc. And then asked them to choose one of that.

   c. Teacher gave time about 10 minutes for the students to make a dialogue based on the topic which have they choose.

   d. Teacher examined the students by asking each couple of the student to present their dialogue in front of the class.

Technique of Collecting Data

1. *Scoring students speaking test*

In giving score for students' ability in speaking some categories are used as follows:

Table 1: Accuracy for Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation.
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation.
Good	7.6 – 8.5	They speak effectively and good of pronuntciation.
Fairly Good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation.
Poor	3.6-5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0-3.5	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication.

(Layman, 1972: 2196)

Table 2: Accuracy for Vocabulary

Classification	Score	Criteria
Excellent	9.6-10	They speak effectively and excellent of using vocabulary.
Very Good	8.6-9.5	They speak effectively and very good of using vocabulary.
Good	7.6-7.5	They speak effectively and good of using vocabulary.
Fair Good	6.6-7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6-6.5	They speak sometimes hasty, fair of using vocabulary.
Poor	3.6-5.5	They speak hasty, and more sentences are not appropriate using vocabulary.
Very poor	0.0-3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman, 1972: 2196)

Table 3: Accuracy for Fluency

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understable and high of smoothness. Their speaking is very understable and very good of smoothness.
Very good	8.6 – 9.5	They speak effectively and good of smoothness.
Good	7.6 – 8.5	They speak sometimes hasty but fairly good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty, fair of smoothness.
Fair	5.6 – 6.5	They speak hasty and more sentences are not appropriate in smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in smoothness.
Very poor	0.0-3.5	They speak very hasty and more sentences are not appropriate and litlle or no communication

(Layman, 1972: 2196)

Table 4: Accuracy for Self-Confidence

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understable and high of self-

		confidence.
Very good	8.6 – 9.5	Their speaking is very understable and very good of self-confidence.
Good	7.6 – 8.5	They speak effectively and good of self-confidence.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of self-confidence.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence .
Poor	3.6 – 5.5	They speak hasty and more sentences no self-confidence.
Very poor	0.0-3.5	They speak very hasty and more sentences no self-confidence.

(Layman, 1972: 2196)

Technique of Data Analisys

1. *Calculating the mean score of students' speaking test by using the following formula :*

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

Where:

$\overleftrightarrow{X}$ = The mean score

$\sum x$ = The sum of all score

N   = the total number of students

(Gay, 1981: 298)

2. *Calculating the students score in speaking test*

$$P = \frac{F}{N} \text{ X } 100$$

Where   : P= percentage
F= the correct answer
N= the sum of all times

(Sudjana, 1999)

3. *To classify the students' score, there are seven classifications which used* as follows:

a. 9.6 -10 as excellent

b. 8.6-9.5 as very good

c. 7.6-8.5 as good

d. 6.6-7.5 as fairly good

e. 5.6-6.5 as fair

f. 3.6-5.5 as poor

g. 0.0-3.5 as very poor

(Direktorat Pendidikan, 1999)

4. *Calculating the percentage of students' activeness*

$$P = \frac{Fq}{4 \times N} \times 100\%$$

Where: P   : Percentage of students' activeness

Fq   : Row of students' activeness

N   : Number of students

5. ***Calculating the Improvement (%) of the students***

$$IM = \frac{II - I}{I} \times 100\%$$

Where: IM   : Improvement of the students

I   : Mean score cycle I

II   : Mean score cycle II

(Direktorat Pendidikan, 1999)

FINDINGS AND DISCUSSION

This chapter presenting two parts: the findings of the research and discussion related to the actions. The findings of the research cover the result of the data cycle I and cycle II about the students' speaking achievement and observation result.

Findings

The findings of classroom action research deal with the answers to the problem statements. Teaching speaking through Three-Step Interview Method detected can improve the students' speaking ability in class XI-2 of SMA Negeri 2 Bantaeng. The findings consist of students' achievement in speaking and observation result. The data of speaking accuracy consists of two items namely: pronunciation and vocabulary. While the data of speaking fluency consist of two item namely: smoothness and self-confidence.

1. ***The Increase of the Students' Speaking Accuracy***

The increase of the students' speaking accuracy focuses on pronunciation and vocabulary as indicators through Three-Step Interview has changed after giving action and evaluation. It is indicated by difference between the assessment of their speaking test in cycle I and that in cycle II as showing in the following table:

Table 5: The Improvement of the Students' Speaking Accuracy

No	INDICATORS	CYCLE I Mean Score	CYCLE II Mean Score	Improvement (%)
1.	Pronunciation	6.17	7.01	13.61
2.	Vocabulary	6.30	7.15	13.49
∑X		12.47	14.16	27.10
X		6.23	7.08	13.64

The table above shows that the percentages of the students' speaking accuracy after given action from cycle I to cycle II. Which in test of the cycle I was still a fair category but after action again in cycle II their achievement in speaking becomes (70.80%) is greater than the score in cycle I (62.30%) and it is classified as faitly good. This means that there is improvement of the students' speaking accuracy that is (13.64%).

In the table above also indicates the indicators of students' speaking accuracy improve where in cycle I the students' pronunciation achievement is (61.70%), but after evaluation in cycle II, the students' achievement in pronunciation becomes (70.10%). The students' vocabulary achievement in speaking is also improved from cycle I namely (63.0%) to cycle II is (71.50%). The two indicators can be seen clear difference that the vocabulary has a greater score than score on pronunciation after taking an action in cycle I and cycle II through Three-Step Interview Method.

2. *The Improvement of the Students' Speaking Fluency*

The students' speaking fluency that focuses on smoothness and self-confidence as indicators through Three-Step Interview has changed after giving speaking test. It is indicated by the difference between the assessment of their speaking test in cycle I and that in cycle II as showing in the following table:

Table 6: The Improvement of the Students' Speaking Fluency.

No.	INDICATORS	CYCLE I Mean Score	CYCLE II Mean Score	Improvement (%)
1.	Smoothness	6.27	8.93	42.42
2.	Self-confidence	6.49	7.54	16.17

∑X	12.76	16.47	58.59
X	6.38	8.23	28.99

The table above shows that the percentages of the students' speaking fluency after given action from cycle I to cycle II. Which in test of the cycle I is still a poor category but after action again in cycle II their achievement in speaking (82.30%) is greater than the score in cycle I (63.80%) and it is classified as fairly good. This means that there is improve significantly of the students' speaking accuracy (28.99%).

In the table above also indicates the indicators of students' speaking fluency increase significantly, where in cycle I the students' smoothness is (62.70%), but after evaluation in cycle II, the students' achievement in smoothness becomes (89.30%). The students' self-confidence achievement in speaking is also improved from cycle I namely 64.90% to cycle II is 75.40%. The two indicators can be seen clear difference that the smoothness has a score greater than score on self-confidence after taking an action in cycle I and cycle II through Three-Step Interview Method.

3. ***The Improvement of the Students' Speaking Achievement.***

The improvement of the students' speaking achievement in class X-2 of SMA Negeri 2 Bantaeng through Three-Step Interview will explain as follows:

Table 7: The Improvementof the Students' Speaking Achievement

NO.	Variables	D-Test	CYCLE I	CYCLE II	INCREASE (%)	
			Mean Score	Mean Score	D-T►CI	D-T►CII
1.	Accuracy		6.23	7.08	13.89	29.43
2.	Fluency	5.47	6.38	8.23	16.63	50.45
	∑X		12.61	15.31	30.52	79.88
	X	54.70	6.30	7.65	15.36	39.94

The table above shows that, there is a significant increase of the students' speaking achievement after implementing of Three-Step Interview Approach. The students' diagnostic test of speaking achievement is (54.70%) and it is classified as poor. But, after giving action by using Three-Step Interview Method indicates that there is a significant improvement from

diagnostic test to cycle I and from that to cycle II. The students' speaking accuracy in cycle I is (62.30%), and improves to be (70.80%) and it is classified as good. The increase from D-test to cycle I is (13.89%) and from D-test to cycle II is (29.43%). Besides, the improvement of the students' speaking fluency achievement in cycle I is (63.80%) and it improves to be (82.30%). and it is improves significantly from D-test to cycle I is (16.63%) and from D-test to cycle II is (50.45%). Therefore, the students' speaking achievement in cycle II is greater than that in cycle I (76.50% > 63.00%) and it is classified as good.

4. ***The result of the students' activeness observation***

The result of observation of the students' activeness in teaching and learning process toward the application of Three-Step Interview Method in the observer through observation sheet took increasing the students' speaking achievement at the second students of SMA Negeri 2 Bantaeng, which was conducted in 2 cycles during 8 meetings. It can be seen clearly through the following table:

Table 8: The Observation Result of the Students' Activeness in Teaching and learning Process.

Cycles	Meetings	Percentages	Averages	Improvement
I	I	50.62 %		
	II	62.50 %	63.59%%	
	III	66.87 %		
	IV	74.37 %		19.89%
II	I	66.25%		
	II	73.12%	76.24%	
	III	79.37%		
	IV	86.25%		

The table above explains that the mean percentage of the students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process the students' activity in each meeting. The

percentages of the cycle I from the first meeting to the fourth meeting are 50.62%, 62.50%, 66.87% and 74.37%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 66.25%, 73.12%, 79.37%, and 86.25%. In addition, the mean percentage in every cycle, in cycle I is 63.59% and in cycle II is 76.24%. Therefore, the improvement of the students' activity is 19.89%.

Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' speaking achievement in terms of accuracy dealing with pronunciation and vocabulary and fluency dealing with smoothness and self-confidence and the observation result of the students' activeness in teaching and learning process through Three-Step Interview in cycle I and cycle II.

1. The Improvement of the Students' Speaking Accuracy

The description of data analysis through the test as explain in previous finding section showed that there is significant improved of the students' accuracy by using Three-Step Interview Method. It is supported by result of the test value in cycle II is greater than test value of cycle 1.

The percentage of the students' speaking achievement from Diagnostic Test is (54.70%). The students' achievement after taking action in cycle I by using Three-Step Interview Method indicates that the percentage of the students' pronunciation is 12 students (30.00%) get fairly good, 23 students (57.50%) get fair, 5 students (12.50%) get poor and none of the students for the other classification. Therefore, after action again and evaluation in the cycle II indicates there is a significant improved from cycle I to cycle II, whereas 5 students (12.50%) get good, 29 students (72.50%) get fairly good, 6 students (15.00%) get fairly good, and none of the students for the other classification. It is means that the students' percentage of pronunciation in cycle II is greater than that in cycle I. The percentage of the students' speaking achievement from Diagnostic Test is (54.70%). The students' achievement after taking action in cycle I by using Four-Step Interview Approach indicates that the percentage of the students' vocabulary is 13 students (32.50%) get fairly good, 27 students

(67.50%) get fair, and none of the students for the other classification. Therefore, after action again and evaluation in the cycle II indicates there is a significant improvement from cycle I to the cycle II, whereas students 6 students (15.00%) get good, 33 students (82.50%) get fairly good, 1 student (25.00%) get fair, and none of the students for the other classification. It is means that the students' percentage in cycle II is greater than that in cycle I.

2. The Students' Speaking Fluency

The percentage of the students' speaking achievement from Diagnostic Test is (54.70%). The students' achievement after taking action in cycle I by using Three-Step Interview Method indicates that the percentage of the students' smoothness is 11 students (27.50%) get fairly good, 27 students (67.50%) get fair, 2 students (5.00%) get poor and none of the students for the other classification. Therefore, after action again and evaluation in the cycle II indicates there is a significant improvement from cycle I to the cycle II, whereas students 13 students (32.50%) get good, 24 students (60.00%) get fairly good, 3 students (7.50%) get fair, and none of the students for the other classification. It is means that the students' percentage in cycle II is greater than that in cycle I.

The percentage of the students' speaking achievement from Diagnostic Test is (54.70%). The students' achievement after taking action in cycle I by using Four-Step Interview Approach indicates that the percentage of the students' self-confidence is 21 students (52.50%) get fairly good, 19 students (47.50%) get fair, and none of the students for the other classification. Therefore, after action again and evaluation in the cycle II indicates there is a significant improvement from cycle I to the cycle II, whereas students 22 students (55.00%) get good, 18 students (45.00%) get fairly good, and none of the students for the other classification. It is means that the students' percentage in cycle II is greater than that in cycle I. The scores of the students' have been improving. There is differentiation between the cycle I and cycle II, where in cycle II some of the students have increasing significantly than before action.

To make this discussion clear, the writer would like to explain in two parts; (1) the students' speaking accuracy focused in pronunciation and vocabulary can be improved by using Three-Step Interview method in learning speaking, (2) the students' speaking fluency focused in smoothness and self-confidence can be improved by using Three-Step Interview Method in learning speaking. The explanation as below:

1. The improvement of the students' speaking accuracy in Class XI-2 of SMA Negeri 2 Bantaeng in the 2011/2012 academic year through Three-Step Interview Method.

   In applying the Three-Step Interview Method in learning speaking process in the class, the researcher found that the mean score of students' speaking accuracy in cycle II is greater than that in cycle I (70.80% > 62.30%). Therefore, the researcher indicates that there is a significant improvement of speaking accuracy by using Three-Step Interview Method. In the cycle I, the percentage rate of indicator of pronunciation only (61.70%) but in cycle II it is increase becomes (70.10%), this item can be seen after testing and observing (speaking test, item 1, 2 of first cycle), where in the cycle I there none get good score, but in the cycle II the indicator has improved where there was 5 students got good score. The indicator of vocabulary students' in cycle II is greater than in cycle I (71.50% > 63.00%). It is indicates that vocabulary achievement is better than pronunciation in speaking where almost of the students known much vocabularies. Therefore, the writer indicates that there is a significant improvement of speaking accuracy after giving action through Three-Step Interview Method.

2. The improvement of the students' speaking fluency in Class XI-2 of SMA Negeri 2 Bantaeng in the 2011/2012 Academic year through Three-Step Interview Method.

   In applying the Three-Step Interview Method in learning speaking process in the class, the researcher found that the mean score of students' speaking fluency in cycle II is greater than that in cycle I (82.30% >

63.80%). Therefore, the researcher indicates that there is a significant improvement of speaking fluency by using Three-Step Interview Method. In the cycle I, the percentage rate of indicator of smoothness only (62.70%) but in cycle II it is improve becomes (89.30%), this item can be seen after testing and observing where none got good score in cycle I, but in the cycle II the indicator has improved which is there was 13 students got good score. In the cycle I, the students' still lack because some of the students was low self-confidence so in the cycle II the researcher and collaborator gave motivation and maximal chance to the students to try speaking in front of their class and the result of self-confidence of the students' in cycle II is greater than in cycle I (75.40% > 64.90%). Therefore, the writer indicates that there is a significant improved of speaking fluency after giving action through Three-Step Interview Method.

3. The observation result of the students' participation in learning speaking through Three-Step Interview Method.

Based on the data analysis as result of observation sheet of students' activeness in learning process in findings shows percentage of the students' activeness of the first meeting until the fourth meeting of the cycle I are 50.62%, 62.50%, 66.87% and 74.37% and the mean percentage was 63.59%. Therefore, the cycles II are 66.25%, 73.12%, 79.37%, and 86.25% with the mean percentage 76.24%. From the data analysis shows that the students' activeness in cycle I in process learning is lower than in cycle II. Therefore, there is a significant improvement from cycle I to cycle II is 19.89%.

Based on the all result of data analysis above, the researcher concludes that there is a significant improvement of students' speaking accuracy, fluency and activeness of students in learning process through Three-Step Interview Method

CONCLUSION

The application of Three-Step Interview Method is able to improve the students' speaking accuracy in class XI-2 of SMA Negeri 2 Bantaeng where the students' progress from diagnostic test to cycle II is (29.43%). It means that the application of Three-Step Interview Method could significantly improve of the students' speaking accuracy.

1. The application of Three-Step Interview Method is able to improve the students' speaking fluency in class XI-2 of SMA Negeri 2 Bantaeng where the students' progress from diagnostic test to cycle II is (50.45%). It means that the application of Three-Step Interview Method could significantly improve the students' speaking fluency.

2. The students' speaking achievement, based on the findings of the cycle I is (63.00%) and cycle II is (76.50%). The students' score progress from the D-Test to cycle II is (39.94%). It means that the application of Three-Step Interview Method is suitable to improve the students' speaking ability.

3. The Three-Step Interview Method could increase the students learning achievement, the students' involvement and interaction as well as the learning atmosphere.

The result of the significant difference between the students' evaluation in cycle I and cycle II can conclude that this approach is an effective way in improving the students' speaking ability. Based on the conclusions that have been taken above, the writer would like to give some suggestion as follows:

1. For headmaster to give all the teachers many chance to create effective study approach and to implicate based on students needed.

2. For the teacher, especially those who teach English of the senior high school with the use of Three-Step Interview Method as one alternative among other teaching method can be used in teaching speaking.

3. In teaching speaking, the teacher plays an important role. Therefore, the teacher should be creative to apply various kinds of suitable methods, in order that the students will be more interested in learning English.

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