CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the study and discussion toward the results of the Classroom Action Research (CAR) which implementation of Three-Step Interview technique to improve student's speaking ability of the tenth grade students' at SMK PGRI 1 Tulungagung in the academic year 2015/2016.

A. Findings

When the researcher conducts preliminary observation, the researcher got information from English teacher of the tenth grade students at SMK PGRI 1 Tulungagung. The information about the students' problem in teaching learning speaking in the classroom, such as :

a. They have difficulties in vocabulary, grammar, and also pronounce the words.

b. Most of them are comfortable to speak using their native language than English during the English class.

c. Students are unconfident to speak English in front of the class.

To solve those problems, the suitable and efficient techniques are needed in the teaching and learning process. In this session the researcher implementing Three-Step Interview technique in cycle 1 and cycle 2 to improve the students' speaking ability of the tenth grade students at SMK PGRI 1 Tulungagung.

The data presented in this this Classroom Action Research (CAR) are data collected from reflecting cycle 1, and reflecting cycle 2 it could be explain below :

1. **Reflecting of Cycle 1**

This session provide the results of reflection in cycle 1. The result of speaking test in cycle 1 showed in the table (see appendix 7) was better than preliminary test. The result of cycle 1 showed that students spoke better than before. It could be seen from the mean score, and the percentage of success in the table below :

Table 4.1 The result of Cycle 1 test

Category	Total	Percentage
Mean	72,9	
Students' success (> KKM)	23	62,16%
Students' unsuccess (< KKM)	14	37,83%

It was found the mean score of the students' achievement in speaking test cycle one is 72. Meanwhile, the mean of the cycle one test was higher than the mean of the preliminary test that was 61. However, it was not enough. The result was still less from the Passing Grade of SMK PGRI 1 Tulungagung that was 75. And, it can be explained that there were 23 students (62,16%) got score over the criteria of success. Meanwhile there were 14 students (37,83%) got score under the criteria of success. Compared with the percentage of success in the previous test, there were improvements of the students' score in the cycle 1. If in preliminary test test only 43.24%, it became 62.16% in cycle 1. The result of cycle one test is better that previous test, but it still less from 80%. So, this research decided to continue the implementation of Three-Step Interview in the next cycle. The graphic below is the result of students' score in test Cycle 1 :

Graphic 4.2 Students' Speaking Score of Cycle 1 test
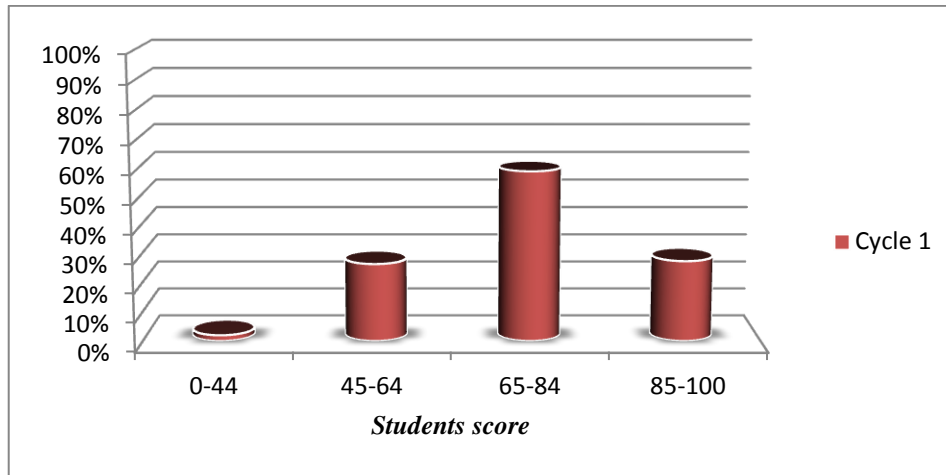
Based on the observation sheet, the researcher found some problems of the implementation Three-Step Interview in cycle 1 they are :

a. The students need more time to the interview session. By adding more time to the interview session will help them to be more active to implement Three-Step Interview.

b. They found difficulties to implement Three-Step Interview. It caused it was the first time for them to implement this technique.

c. The researcher should providing interesting material so that the students could cooperate with other students and would feel comfortable in developing their idea.

Based on the result of speaking test and observation sheet in cycle 1, the research would be continued to the Cycle 2.

2. Reflecting of Cycle 2

In cycle two, the reseacher tried to do better plans after knowing the weaknesses in cycle 1. In this phase, the researcher revised some aspects to implementation cycle two in this class, it includes :

a. The researcher adding more time to the interview session, from 15 minutes to 20 minutes. Because, based on the observation sheet cycle one, the time allotments on implement Three-Step Interview were did not enough for the students. Hopefully, the students to be more active in implement Three-Step Interview.

b. The researcher choose interested topic about "Future Plan". So, the students could cooperate with other students and would feel comfortable in developing their idea.

In the cycle two, there were significant improvements of their scores. The result of speaking test in cycle 2 shows in the table (see appendix 8) was better than cycle 1. It could be seen from the mean score, and percentage of success below :

Table 4.2 The result of Cycle 2 test

Category	Total	Percentage
Mean	80	
Students' success (> KKM)	30	81,08%
Students' unsuccess (< KKM)	7	18.91%

It was found the mean score of the students' achievement in speaking test cycle two is 80. It was higher than the Passing Grade of this school are 75.

All students in this class had passed the standardized score. And, the researcher found that from 37 students, 7 students (18.91%) were failed in the speaking test, and 30 students (81.08%) passed the test. The result of cycle two test showed that the students spoke better than before. It could be said the students' speaking skill improved after using Three-Step Interview in two cycles. The graphic below is the percentage of the result students' score in cycle 2 test :

Graphic 4.3 Students' Speaking Score of Cycle 2 test
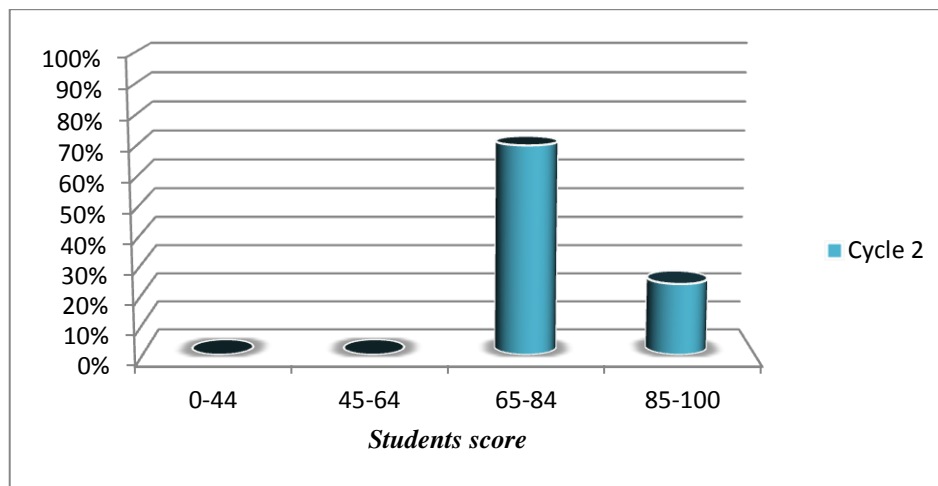
In the cycle two, there were significance improvements both the students' participation of Three-Step Interview and also the speaking score. The observer reported that the students were enthusiasm to participate the teaching speaking through Three-Step Interview. The topic "Future Plan" was interest them. It also provided that 20 minutes time allotments could improve their enthusiasm and activeness during the teaching and learning process. The purpose of cycle two is to improve some found weakness of the activities in cycle one. The differences cycle one and cycle two showed in the table below :

Table 4.3 The differences of Cycle 1 and Cycle 2

Cycle 1	Cycle 2
• Time allocation to interview session only 15 minutes	• Time allocation to interview session about 20 minutes
• The topic about "Events"	• The topic about "Future Plan"
• The result of mean score was 72	• The result of mean score was 80
• The percentage students who success 62,16%	• The percentage students who success 81,08%

Compared with the score in the speaking test of cycle one, there were improvements of the students' score in the cycle two. If in the speaking test of cycle 1 only 62.16%, it became 81.08% in speaking test of cycle 2. The results of the cycle two test were excellent. The teaching learning process in cycle one could run well in cycle two. The percentage students' of success in speaking test cycle two had already reached the Criteria of Success, more than 80% students was successful. It could be concluded that this research successful. So, no more cycle is needed.

B. Discussion

This research was focused to improve students' speaking ability. The researcher chose Three-Step Interview as a technique to improve their ability. The result of this research, the students' speaking ability was improve from cycle 1 and cycle 2 after being taught Three-Step Interview. The improvement can be seen in the table (see appendix 9) and graphic 4.4 below :

Graphic 4.4 The comparison score in Cycle I and Cycle 2 test
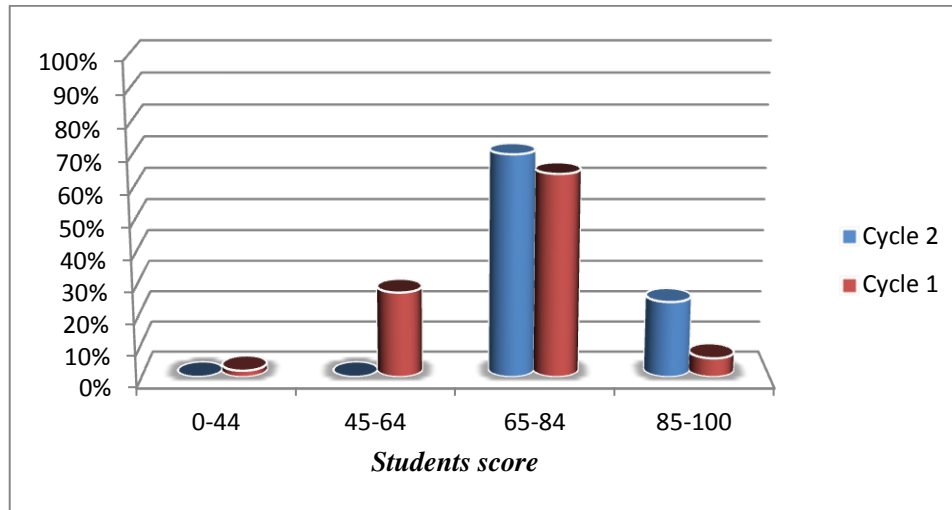
From the graphic above in cycle one there were 23 students (61.16%) who passed the test while the other 14 students (37.83%) were unsuccessful. Then, from cycle two the students score was 30 students (81.08%) passed the test and only 7 students (18.91%) was fail in the speaking test. So this research categorized success from the percentage of cycle two (81.08%) was fulfil from criteria of success that is more than 80%.

From the increase score above showed that, Three-Step Interview could be improving students' speaking ability. Three-Step Interview had been implemented well in teaching speaking based on the procedures they are :

a). The students were separated into 10 groups which consist of 4 students of each group namely student A, B, C, and D.

b). Students A, B, C and D should reverse role as interviewee and interviewer.

c). The researcher should provide interest topic, so the students have motivate toward the speaking activity.

d). And then, the researcher should allocated 20 minutes to interview session, because based on the observation sheet cycle one, the time allotments on implement Three-Step Interview about 15 minutes were did not enough for the students during the interview session.

e). The interviewer (students A,B,C and D) should summarize and shared the information gained to all partners.

From those all explanation above, it can be concluded that Three-Step Interview could improve their speaking ability. Supported by Barkley, Cross, and Major (2005:121) said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. Whereas, Three-Step Interview technique can be alternative method to improve speaking ability, because need participation all of students in the classroom they be more active in speaking activity. So, English teacher who have the same problems as those mentioned in this research can use Three-Step Interview technique in teaching learning activity to activate students' participation and improve their speaking ability of tenth grade students' at Vocational school.