



**THE EFFECT OF USING THREE-STEP INTERVIEW TECHNIQUE ON
STUDENTS' PRESENT CONTINUOUS TENSE MASTERY AT GRADE
X MAS SWASTA DARUL AZHAR MUARA KUMPULAN IN
MUARASIPONGI MANDAILING NATAL**

A THESIS

*Submitted to State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Degree of Education Graduate (S.Pd)
in English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN**

2023



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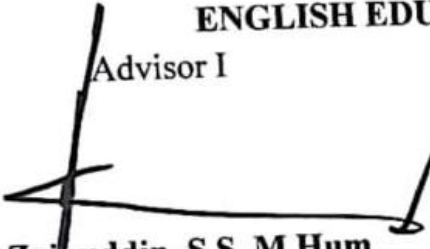
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Item : 7 (seven) exemplars

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To: **Dean**
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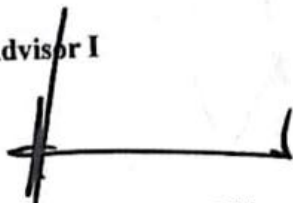
Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Suleha**, entitled "**The Effect of Three-Step Interview Technique on Students' Present Continuous Tense Mastery at Grade X MAS Darul Azhar Muara Kumpulan In Muarasipogi Mandailing Natal**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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ABSTRACT

The students' problem in present continuous tense, the students do not have much idea of what to write and how to start writing. They waste too much time thinking about what they are going to write. Students difficulties in gathering and organizing their ideas.

The formulation of the problems are: How is students' present continuous tense before learning through three-step interview technique?, How is students' present continuous tense after learning through three-step interview technique?, Is there an effect of three-step interview technique on students' writing present continuous tense?.

The method used in this research was experimental research. The population was class X MAS Swasta Darul Azhar Muara Kumpulan. The total population was 1 class. Then the sample in this reserch was all population in class X. The sample of the research included 22 students. Then, they were divided to be two groups as sample, one group was as experimental class and the other was as control class. In collecting the data, the researcher used the instrument of the research, writing test, the test of 18 items test. The data analyzed by using T-test.

After calculating the data, the score experimental class higher than control class, and from the calculation of To The result of the class using three step interview technique (post test experimental class) is (967) and the result of the class without using three step interview technique (post test of control clas) is (592) so (967 > 592). The obtained statistical result to is 6,53 and the degree of fredom (fd)= 20. The result of ts significant 0,05 = 1,724 and tt 0,01 = 2,527 to= 6,53 so to > tt or (6,53 > 1,724 < 2,527). It means that the hypothesis of the research is accepted.

Key word: Three-step interview technique, Present continuous tense

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Title of the Thesis : **The Effect Of Using Three-Step Interview Technique On Students' Present Continuous Tense Mastery At Grade X Mas Swasta Darul Azhar Muara Kumpulan**

ABSTRAK

Masalah siswa dalam present continuous tense, siswa tidak memiliki banyak ide tentang apa yang harus ditulis dan bagaimana memulai menulis. Mereka terlalu banyak waktu memikirkan apa yang akan mereka tulis. Siswa mengalami kesulitan dalam mengumpulkan dan mengorganisasikan ide-idenya.

Rumusan masalah adalah: bagaimanakah present continuous tense siswa sebelum pembelajaran melalui teknik wawancara tiga langkah?, bagaimanakah present continuous tense siswa setelah pembelajaran melalui teknik wawancara tiga langkah ?, apakah ada pengaruh wawancara tiga langkah pada present continuous tense siswa?

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasinya adalah siswa kelas X MAS Swasta darul Azhar Muara Kumpulan. Jumlah populasi sebanyak 1 kelas. Maka sampel dalam penelitian ini adalah seluruh populasi di kelas X. sampel penelitian ini berjumlah 22 siswa. Kemudian dibagi menjadi dua kelompok sebagai sampel, satu kelompok sebagai kelas eksperimen dan satu lagi sebagai kelas kontrol. Dalam mengumpulkan data, peneliti menggunakan instrumen penelitian berupa tes tertulis, tes sebanyak 18 item tes.

Data dianalisis dengan menggunakan uji T. setelah dilakukan perhitungan data, skor kelas eksperimen lebih tinggi dari kelas kontrol, dan dari perhitungan T_0 hasil kelas yang menggunakan teknik wawancara tiga langkah (kelas eksperimen post-test) adalah (967) dan hasil kelas tanpa menggunakan teknik tiga langkah. teknik wawancara (post-test kelas kontrol) adalah (592) jadi ($967 > 592$). Hasil statistik yang di peroleh adalah 6,53 dan derajat kebebasan (fd)= 20. Hasil T_s signifikan $0,05 = 1,724$ dan $t_{0,01} = 2,527$ menjadi = 6,53 sehingga $> t_t$ atau ($6,53 > 1,724 < 2,527$). Artinya hipotesis di terima.

Kata Kunci: menulis, tiga langkah teknik wawancara

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This thesis is presented to the English Education Study Program of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan (UIN SYAHADA Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

Padangsidempuan, 2023

Researcher

SITI SULEHA

Reg. Number. 16 203 00055

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is the structure used in forming sentences. Grammar is one of the important components in English which absolutely cannot be ignored. In order to have good English skill, must learn grammar. Side by side with a good mastery of vocabulary and phrases, grammar become a supporting in speaking and writing English.

Grammar in English rules that apply to the use of language both oral and in writing. Using the right grammar will produce clear sentences and paragraphs. So, what is meant in sentences and paragraphs can be understood. To be able to convey ideas so that they are easy to be understood, it would be nice if learned grammar. Applying grammar in speaking or writing requires effort and time. By continuing to explore understanding its use. The skills will definitely be honed. That way, can obey grammar rules, such s tenses, punctuation, and so on. Later the speech or writing that is in accordance with grammar will definitely be easier to understand. And vice versa, when reading a book or listen to other people speak English, can be understood it better if know about grammar.

By mastering grammar can create interesting words. Not only making it clear, sentences and paragraphs also become more attractive. The reason is, by having skills in grammar, can tinker with sentences and

paragraphs so that they are more varied. The point is that what comes out of speech or what is formed in writing is not the same thing while still referring to the correct grammar. That is way, present colorful spoken and written language.

Grammar also has significant role in communication. Communication is two-way, where each other must understand what is conveyed. To avoid misunderstanding, the words spoken or written should not cause confusion. This is where grammar functions to provide a clear meaning of this words. Continuing the previous point, grammar makes sentences or paragraph clear. Thus, grammar has an effect on making each other understand in communicating. Mastering grammar will be more communicative in English in everyday life. Regardless of grammar, sentences or paragraph those are formed tend to have irregular patterns and ambiguous meanings. Therefore to avoid it learning grammars is important to do. Thus are some reasons why the grammar is important. Grammar has been learned from junior high school to senior high school. Even though it has been learned students at grade X MAS SWASTA Darul Azhar is still lacking in grammar.

Based on interview between the researcher and English teacher at grade X MAS Swasta Darul Azhar Muara Kumpulan about the students' problem in present continuous tense. Present continuous is important because Present continuous is a tense from that is used to express events that are ongoing or are happening at the time being discussed (continuous)

the students do not have much idea of what to write and how to start writing. They waste too much time thinking about what they are going to write. Students difficulties in gathering and organizing their ideas in a paragraph unity, and the students are afraid of making errors, they are only focus on not making errors, focus on grammar, spelling and punctuation, therefore they have difficulties in writing. Those problems are usually happened to the students there as researcher wanted to find out the solution to those some problems by hoping those problems can be solved by using a technique. The technique is three-step interview. This technique useful for review of a previous lesson or as preparation for the new lesson.¹

In Isjoni's book Olsen and Kagan describes the following example of technique: *think-pair-share*: (1) teacher a question (usually a low consensus question). (2) students think of a response. (3) students discuss their responses with a partner. (4) students share their partner's response with the class. *Roundtable*: there is one piece of paper and one pen for each team.(1) one student makes contribution and (2) passes the paper and pen to the other students of his or her left.(3) each student makes contribution in turn. If done orally, the structure is called round robin. *Numbered Head, solve-pair-share* and *Three-step interview*: (1) students are in pairs; one is interviewer and the other is interviewee.(2) students reverse roles.(3) each student shares with the team members what was

¹ Elizabeth Coelho, *Language and Learning Multilingual Classroom a Practical Approach*, (USA: Channel Vie Publication, 2012), p. 251

learned during the two interview.² From the five alternative techniques above, the researcher chooses to employ three-step interview.

Three-step interview technique is a simple technique that is useful. In this technique students will be divided into several groups that consist of three students. The students will be given the topic that they need to discuss and give them time to make the question that they will ask to their friends as an interviewer. Three-step interview technique can be used for making interaction in a teammate. In three-step interview, students take turns interviewing each other and then report what they learn to another pair.³

By using Three - Step Interview technique, students may enjoy studying grammar, because they can express their opinion by asking their partner, and they can improve their ability. This technique gives a chance for students who get less chance to explore their ability and ideas without being afraid. By using Three-Step Interview technique students can be easy to improve their present continuous tense.

In view of the above discussion the researcher is interested in conducting an experimental research of which purpose is to investigate the effect of three-step interview technique on students' present continuous tense at grade X MAS Swasta Drul zhar Muara Kumpulan. This research would

² Isjoni, *Cooperative Learning*, Seventh Edition, (Bandung: Alfabeta, 2013), P. 51

³ Elizabeth F. Barkley, *collaborative Learning Techniques*, Second Edition (San Francisco: Jossey Bass, 2014), P. 24

compare the difference of students present continuous by using three-step interview with the conventional way of teachers in grammar.

B. Identification of the Problems

Based on the background the researcher identified the problems. There are some problems on students' present continuous tense at grade X MAS Swasta Darul Azhar: The students do not have much idea, The students find difficulties in gathering and organizing their ideas, The students are afraid of making errors.

C. Limitation of the Problems

Base on identification of the problem above there are some problems on students' present continuous tense at grade X Darul Azhar Muara kumpulan such as the students do not have much ideas, they find difficulties in gathering their ideas by themselves. The problems can be solved by using a lot of technique such as role play, debate, round table, think-pair-share, three-step interview technique.

Here the researcher limited the problem of the research, to make the students easier in present continuous tense by using three-step interview technique.

D. Formulation of the Problem

Based on the background and identification of the problem above, the formulation of the problems are:

1. How is students' present continuous tense before learning through three-step interview technique?
2. How is students' present continuous tense after learning through three-step interview technique?
3. Is there an effect of three-step interview technique on students' writing present continuous tense?

E. Purposes of the Research

The aims of this research can be stated as follows:

1. To know how is students' present continuous tense before learning through three-step interview technique
2. To know how is students' present continuous tense after learning through three-step interview technique
3. To know whether there is or not an effect of three-step interview technique on students' writing present continuous tense

F. Significances of the Research

The significances of this research as follows:

1. As an input for institution of UIN Syekh Ali Hasan Ahmd Addry Padangsidimpuan, to give advanced information about the student in speaking skill, it will be useful for the progress of the institution in education program.
2. As an input for the Dean of Tarbiyah and Pedagogy Faculty, and to the leader of English Education Department in guiding English lecturer.

3. As an input for the English teacher in teaching grammar especially in present continuous tense
4. As an input for the reader especially the next researcher that this research is expected to be done in a further researchers or department study.

G. Defenition of Operational Variables

1. Three-step interview

Three-Step Interview is three process communicate (ask, answer, and report) between interviewer and interviewee and reporter.

2. Present continuous tense

Present continuous tense is used to indicate present time (now).

H. Outline of the Thesis

The systematic of the research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, consists of background of the problems, identification of the problems, limitation of the problems, formulation of the problems, the purposes of the research, the significances of the research, and definition of operational variable this chapter talking about the problems that found in the field of research, the question of research and the object of research.

Chapter two, it consists of theoretical description, review of related finding, conceptual framework, and hypothesis. Chapter two is the

contents of research, it is talking about theory of three step- interview technique and theory present continuous tense and temporary assumption of research.

Chapter three, it consists of methodology of research, place and time of the research, population and sample, the instrument of collecting data, validity and reliability, procedures of research and technique of analysis data.

Chapter four it consists of the research, explain about the analysis of the data, hypothesis testing, discussion of the research and treats of the research. Chapter five conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description.

2. Present Continuous Tense

a. Definition of present continuous tense

The present continuous also known as the present progressive tense, is one of the most frequently used tense in English, this is because this tense refers to the present and expresses all the events that are happening in it. According to Heghes¹ the present continuous tense says that the action is still going on or continuing. The form of the present continuous tense is formed by adding -ing to the root verb and using is, am, are.

Present continuous tense is used to describe any work that is going on at present time, but is not finished yet. It means that the change in the form of the verb is called present continuous tense. Example: he is eating rice. The structure in this sense, after the subject, according to person and number, a "to be" verb will be added. The "to be" verb will be am, is, are. It will be added at the end of the main verb.²

Present continuous tense is used to express an action that is occurring at the present moment. The most important signal of

¹ Johana Heghes, *New Caribbean Junior Englishan Integrate Approach*, (British: Ginn, 2004). P. 14

² Muhammad Sakil Ansari, *Tense: 100% Detailed With Rules and Examples*, (Jakarta : Muhammad Sakil Ansari, 2002).

the continuous tense is the –ing form of the verb. The continuous tense describes an event that is occurring at the moment mentioned.³ The present continuous tense is usually used with action verbs not with statistic verbs. Following are some statistic verbs that are not used in continuous tense:

Condition: belong, cost, need, own, seen

Feelings: like, love, hate, want, wish

Beliefs: believe, feel, know, mean, remember, think, understand.

From all the explanation above the researcher makes conclusion that present continuous tense is a tense form that refers to an action now or when the conversation is taking place. So, the action had already started and had not ended while the conversation was taking place.

b. Use of present continuous tense

The present continuous is used when:⁴

1. Talk about an action that is going on nowadays, and not necessarily just now at the present moment

For example: my brother is studying German nowadays

2. Talk about a definite programme in the near future.

³ Anuradha Murthi, *Madhubun's Grammar For Learners*, (Mumbai: Vikas Publishing House 2020), p. 31

⁴ Anuradha Murthi, *Grammar for Learners*, (Mumbai: Madhubun Educational Books) p.

According to Rice three most common ways to use the present continuous tense:⁵

- a. Right now. Most teachers explain that the present continuous means an action that is happening right now. Or they will tell that is an action that can control right now. These are helpful ways to understand the tense. For example -I am reading a book. (right now)
- b. Around now. One way to understand the present continuous tense is to use it when talking about Around now...an not necessarily at this very moment as many teachers will tell. For example I am working hard at school (not right now but during this semester)
- c. Near future. Another ways use the present continuous tense talk about activities that are happening in the very near future. Again..not now...but very close to now for example – I am visiting my doctor tomorrow (not now but soon).

According to Simon⁶ present continuous tense use for actions in progress at the time of speaking example hat are you doing now?. I m reading a book. For gradual development example: I fell that things are getting better.

⁵ James Rice, *The Present Continuous Tense*, (Canada: Connect School Of Language)p. 2

⁶ Petter Simon, *The Gramming Guide to English Grammar With Exsercises*, (USA: Peter Simon, 2016), p.

For frequently repeated actions in the present, example:
adult re always asking little kids what they want to be.

For temporary habitual actions in the present, example
Lucy is taking piano lessons these days. For habitual
action in the present, example: at 7.15 I am having
breakfast.

c. Form of present continuous tense

The formula of present continuous tense is stated in the
formula below:

1. The present progressive tense positive

SUBJECT + TOBE (is, am, are) + V-ing
+ OBJECT

Example: I am

She, he, it is running

You, we, they are

2. The present progressive negative

SUBJECT + TOBE + NOT + V-ing + OBJECT

Example: I am

She, he, it is Not running

You, we, they are

3. The present progressive question

TOBE (is, am, are)+ SUBJECT +V-ing
+ OBJECT

Example: am I
 is She, he, it running
 are You, we, they
 short answer: yes I am or No, I am not

d. Spelling rules

One of the tricky part of present continuous tense is spelling.

Many students have trouble spelling with the –ing format.

Basically the present continuous tense formed by adding- ing to the base verb⁷

a. Most verbs add-ing

Eat-eating

Speak-speaking

Cook-cooking

b. Most verbs ended with –y, add ing

Buy-buying

Enjoy-enjoying

Playing-playing

c. Verbs ended with e, drop this vocal and add-ing

Make-making

Rite-writing

Drive-driving

⁷ Luis Enriue Pareyra, *English II*, (Jakarta: Klik 2020), p. 55

- d. Verbs ended with ee, add –ing

See-seeing

Agree-agreeing

- e. Verbs ended with consonant preceded by consonant + stressed vowel, double the consonant and add-ing

Swim-swimming

Get-getting

Run-running

Stop-stopping

e. Stative verbs and present continuous tense

The stative verbs of the form⁸

- a. Thoughts (or opinions): imagine, believe, think, understanding, recognize, agree, doubt, guess, know, mean, remember, suspect
- b. Feelings: love, hate, want, prefer, care, like, dislike, wish
- c. Perceptions: hear, see, look, taste, smell, feel, appear, be, seem
- d. Possession: belong, have, own, possess,
- e. Measurement: weigh, measure.

Example:

It is smelling like a rotten egg (incorrect)

It smells like a rotten egg (correct)

⁸ Pretty Aggarwal, *AISSE Sainik School*, (Delhi: Radian book Company, 2023), p. 19

I am suspecting him of cheating (incorrect)

I suspect him of cheating (correct)

This car is belonging to Riyaaaz (incorrect)

This car belongs to Riyaaaz (correct)

3. Three-Step Interview Technique

a. Definition of three-step interview technique

According to Kagan in Topping's book⁹ three step interview technique it starts with a mutual interview between member of a pair. Then, each student in turn shares with the team what he or she learned from his or her partner in the interview. In addition to interpersonal relationship, this technique stimulates active listening thanks to reformulation, respect for the opinions of the others and expression of one's own ideas.

According to Herman¹⁰ three-step interview technique is an activity that encourages students to get to know partners as they practice an interview format. Students can also use the interviews with content-area learning to quiz one another on content, share their opinions, make prediction, or share

⁹ Keith Topping, *Effective Peer Learning From Principles to Practical Implementation*, (Francis: Taylor, 2017), p. 74

¹⁰ Erik J. Herman, *Effective Strategies for Integrating Social- Emotional Learning in Your Classroom E book*, (New York: Shell Education Publishing, 2022), p. 129

background knowledge and experiences around the topic being studied.

According to Lindstrom¹¹ three-step interview technique is a cooperative learning technique that allows for partner work within a larger group setting. Two students within the group interview each other, in turn share with the larger group what they learned about their partner. All students share, and it promotes good listening and communication.

In three-step interview technique groups members interview one another on a particular topic, partner 1 interview partner 2, partner 3 take notes, recording key idea from the given responses. The activity is repeated with roles being rotated so that all members of the group are interviewed.¹²

Three-step interview is three process (share their thinking, ask question, and report) to get or gives information. Technique is also often referred by method, a way or process. Three-step interview technique is the way or processes someone to get or gives information by using three process that are share thinking, ask question and take notes. This technique is a useful instructional activity for the development of

¹¹ Carolin Lindstrom, *What's Missing Best Practices for Teaching Students With Disabilities*, (USA: Rowman& Littlefield Publisher, 2017). P. 64

¹² Kathleen Gould Lundy, *Creating Caring Classroom How to Encourage Students to Communicate Create, and be Compassionate of Others*, (Canada: Pembroke Publisher, 2011). P.59 ,

communicative purposes through the interview process which can influence the students' enthusiasm for learning.

Three-step interview not only promotes Inter personal (Social Skills) but Intra personal as well as Logical intelligence. For example once the student has answered a particular question the interviewer can demand for further explanation and the interviewee will have to provide logical answers. It means that three step interview is a great structure for practicing a range of social skills, including listening and communication skill. Also, it helps to construct knowledge, as each student has his/her own point of view and there is a scope for divers thinking.

According to Rofi'I in Nirmala's thesis¹³ that are some advantages of three –step interview technique, the advantages as follow: three-step interview creates simultaneous accountability, students share and apply different questioning strategies, over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

From the explanation above, it could be concluded that three-step interview technique is one of the cooperative

¹³ Nirmala Ashari, "The Effect of Using Three-step Interview Technique to Improve Students' Speaking Ability The First Year Students At SMK Negeri 1 Pangkep" (University Muhamadiyah Makasar 2018).

learning in which student works in pair. In Three-Step Interview students interview each other in pairs within the team. Three-Step Interview is the technique makes students ask and share their opinions thought and feelings, and also take notes while carrying out the activity and share about their pairs' information.

b. The advantages and disadvantages three-step interview

1) Advantage

Three-step interview had several advantages toward the students' writing skill.¹⁴ First to improve students' writing skill in oral communication. All of the students give or say their opinion and their idea. They could be more active in class it increased students' oral communication especially in English. The result is students' writing skill is getting better. And the class becomes conducive for the students to learn writing English.

Second, three-step interview makes motivation students' and interest to study English. When the teacher uses three-step interview technique, the students are enjoy, because this technique fun treatment and not too formal,

¹⁴ Vera Rahmadani, "The Effect of Using Three Step Interview Strategy Toward Students' Speaking Ability of the First Year Students at SMA Muhammadiyah 1 Pekanbaru" (States Islamic of University of Sultan Syarif asim Riau, 2013), P. 45

Third, three-step interview is one of the technique, which can make students learn how to work together, how to solve the problem, students learn social skills such as cooperation, teamwork, and communication skills which are useful in their future life.

2) Disadvantages

Beside the advantages, three-step interview technique has disadvantages:

- a) This technique need long time. When the students practice by using three-step interview the activities take a long time,
- b) students tend to not want to learn in a group, because sometimes the teacher gather teams not exact,
- c) teacher tend to difficulties in classroom management.¹⁵

From the explanation about advantages and disadvantages of three-step interview technique above, the researcher assumed that it is difficult to make the students want to learn in group, and teacher's difficulties in classroom management so, the teacher has distribute the students in group base on their level, and also the teacher must manage the class.

c. The procedure of using three-step interview Technique

¹⁵ Ari Milasari, "The Influence of Using Three Step Interview Technique Toward Student' Speaking Ability at the First Semester of the Eleventh Grade of SMA N 1 Way Serdag Mesuji in the Academic Year of 2017/2018" (Raden Intan State Islamic University Lampung, 2018), P. 76

There are some procedures by using Three-Step Interview technique as:

1. The teacher splits the students into groups. Each group consist of three members.
2. The teacher presents the material and explains the rules
3. Student A as a interviewer, B as a Interviewee, and C as a reporter
4. The teacher gives the students some question that the interviewer would use
5. Before three step interview technique activities begin the teacher gives the each group to discuss their topic that is presented by interviewee
6. Student A interviews student B, interviewer gives the question, listen to interviewee, and find information but not to responds
7. After the student A gets the information he's back and gives that information to his group
8. All groups summarize the information which has been obtained by student A
9. Student C delivers the summarize.

10. Conclusion

suggested by Bannet, Barrie, and Rolheiser:

1. The teacher asks students to make a group that consists of three persons.

2. The teacher asks students to make a role. In here, student A as an interviewer, student B as an interviewee, and student C as a reporter.
3. The teacher asks students to switch roles after each interview.
4. Each member of group shares his/her ideas what they have recorded when they were person C or as a reporter.

According to Rexlin¹⁶ In this technique each member of team choose another member to be a partner during the first step individuals interviews their partner by asking clarifying question. During the second step partner refers the roles. For the final step, member share partner's responds with the team.

According to Conrad¹⁷ there are some steps three-step interview technique, in step 1, the teacher explain an issue that allows varying opinions and poses question for the class to answer. In step 2, students in pairs or small groups of three, take on the role of interviewer, interviewee, and reporter. Step 3, after the first interview has been completed, the students switch

¹⁶ G.Rexlin, *Education in the Digital Era: Chanel for Confrontation*, (USA: Elevators Publisghing House.2019.p 55

¹⁷ Denis A. Conrad, *Responding To Learner Diversity and Larning Dificulties*, (USA: Infortion Age Publishing, 2018), p. 202

roles. After the students has had a turn, the pairs or groups read their interview responses to the class.

From the explanation above, there are some procedures of three step interview technique: deliver the material, split students in group, giving question, discussion, presentation of opinion and the last is conclusion.

B. Review of Related finding

There are some related findings in this research; the first Kiki Aprilia Amanda Putri,¹⁸ the concluding there is significance effect of the students who are taught by using animation film and those who are taught by using lecturing method, it could be compared from the mean score of post test in control and experimental group from t-test calculation that the result was 0.003 which is lower than 0.05 and the null hypothesis was rejected. The score of experimental group is better than control group in post-test. On the other hand, the score of control group is also increase even not as high as score of experimental group because researcher taught them without using Three Step Interview technique it is caused by teacher make students remember about descriptive text which has been taught in first semester.

¹⁸ Kiki Aprilia Amanda Putri, "The Effect of Using Three Step Interview Technique on Students Writing Achievement" *Journal Ellite* 02, NO2. (2017), P. 150

The second is Tita El Warda, she said ¹⁹Three Step Interview had a significant effect on the students' descriptive paragraph writing achievement. It showed a significant difference between post-test scores of control group. The results of the post-test were analyzed by using Independent Sample T-test (SPSS) with 5% significant level. Based on the theories above, the researcher chose a research entitled the effect of Three Step Interview on Students Writing achievement at MTs Baitul Hikmah in 2017/2018 academic year.

The third is Era Nurfitri, she said²⁰ Three Step Interview enhanced students' speaking of descriptive text. Modelling Three Step Interview, Interview in Pairs, Reversing Roles, and Sharing in Teams enhance students' fluency to speak with less pauses and hesitation. Students' mean score in cycle 1 was 60.88, it increased to 72.91 in cycle 2, and it increased to 79.85 in cycle 3.

The fourth Rahma Deni, she said²¹ three-step interview technique gave positive effect on students' speaking skill with moderate level effect. It can be seen from the statistical data of

¹⁹ Tita Elwarda " The Effect Of Using Three Step Interview on Seven Grade Students Descriptive Paragraph Writing Achievement At SMP Ma'rif 08 Wulan Jember (Universitas Jember, 2015). P. 40

²⁰ Nurfitri et al., "Using Three Step Interview to Enhance Sstudents' Speaking of Descriptive Tet." *Jurnal Pendidikan dan Pembelajaran* 6, No. 1 (2017).

²¹ Rahma Deni, "*The Effect Of Three-Step Interview Technique On Students' Speaking Skill (A Quasi-Experimental Study at the Eighth-Grade students of SMPN 3 Tangerang Selatan in Academic Year 2017/2018)*" (Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta) 201'8.

students' pre-test and posttest after having treatment by using three-step interview technique. In the statistical hypothesis H_a (Alternative Hypothesis) would be accepted and H_o (Null Hypothesis) would be rejected if the sig 2 tailed was lower than alpha (α) or $p < (\alpha)$. Then, the statistical data described in the finding chapter showed that the sig 2 tailed was p (0.024). Meanwhile the alpha (α) was 0.05, or $0,024 < 0.05$. It clearly proved that H_a (Alternative Hypothesis) was accepted and H_o (Null Hypothesis) was rejected. Furthermore, it was also supported by the result of effect size that was 0.51 in moderate level (significance).

The fifth Olyvia Revalita Candraloka, she said²² three Step Interview technique, provides a basis for language acquisition. With learners working in pairs they learn how to speak effectively. Because they have many chances to take a part in class. They also know how to work well in cooperation with others. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. In a word, Three Step Interview helps students become a real language user in and out of English classroom. It makes students more active in the learning process and at the same time makes their learning more meaningful and fun for them.

In conclusion, from the description above, the researcher conclude that many strategies can improve students' writing

²² Olyvia Revalita Candraloka, "Implementing Three Step Interview In Teaching Speaking" Journal Edulingua Vol.3 No. 01` Januari. (2016).p. 45

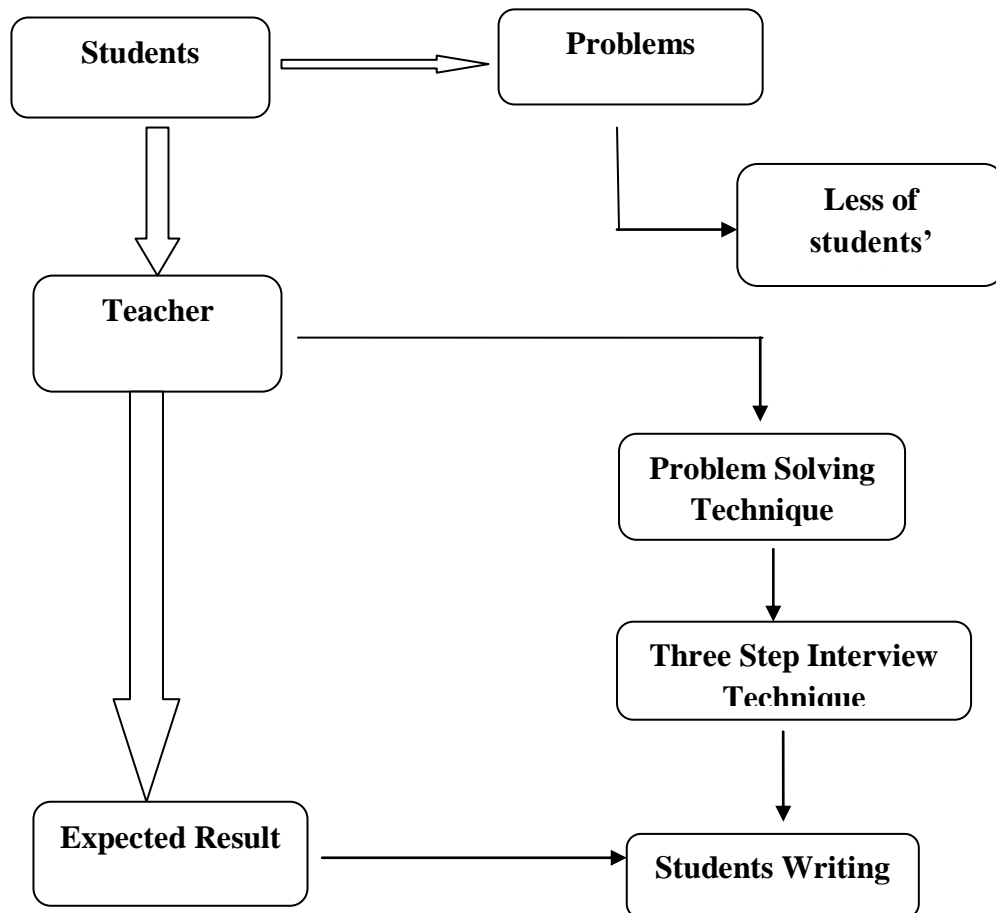
achievement. So, the researcher believes There is significant effect of using Three-Step Interview Technique in writing achievement.

C. The Conceptual Framework

Conducting a technique in present continuous tense is the important thing that must be considered by teacher to success the students' writing. The teacher must choose the suitable technique or method for the students to easier them in practicing writing, students may enjoy writing, because they can express their opinion by asking their partner, and they can improve their writing.

The researcher found the problem that students find difficulties in gathering and organizing their ideas in paragraph unity, the students do not much idea of what to write and how to start write, in fact, they waste too much time thinking about what they are going to write. Therefore, in this case researcher used three-step interview technique to solve the problems. Before conducting three-step interview, researcher gave pre-test to control and experimental class. After that, researcher taught writing by using three-step interview technique to experimental class while the control class though by conventional technique. Then researcher gave post-test to both classes. The last, researcher compared the writing result of pre-test and post-test between experimental and control class to prove the hypothesis

Conceptual framework



Picture 1: conceptual faramework

D. Hypothesis

Based on the explanation above the researcher formulated the hypothesis as follows; "There was a significant Effect of Using Three Step Interview Technique on Student Writing at Grade X MAS Swasta Darul Azhar Muara Kumpulan".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research is located at MAS Swasta Darul Azhar Muara Kumpulan. Jl. Medan Padang in Muara Kumpulan village. The research was held from september 2019 to september 2021.

B. Research Design

The kind of the research is experimental research with quantitative method. According to Ari¹ an experiment is investigation in which the researcher manipulated one or more independent variables, controls any other relevant variables, and observes the effect of the manipulation on the dependent variable.

From the statement above, researcher concluded that experimental research is a kind of the research which has aim to know the casual effect relationship between two or more variables.

¹ Donald Ary, *Introduction to Reserach in Education*, Eight Edition, (USA: Wadsworth Cengage Learning, 2010), P. 265

C. Population and Sample

1. Population

In this research, all of students of MAS Swasta Muara Kumpulan at grade X grade is population. Population of research is the at X grade students of MAS Swasta Muara Kumpulan and total population are 22 students. The total of the X grade can be considered as follow:

Table 1
Population of the research

No	Class	Students
1	Female	11
2	Male	11
Total		22

2. Sample

Sample is the part of population of that is chosen as respondent of the research. In this research, all of the population as a sample. The researcher used total sampling. The total sampling is a sampling technique when all the population members are used as samples. This is often done in relatively small numbers, less than 30. The saturated sample is also referred to as the census term, in which all members of the population were sampled.

In this research total sample are 22 students. All of the population must be divided in two, some as a control and other as a

experimental class. According to Roscoe in the book Febri² for simple experimental research, which used experimental groups and control groups, so, the number of sample members of each group is between 10 and 20.

D. Instrument of The Research

Instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher prepared the available instrument. In collecting the data the researcher used essay test. The instrument in the test is essay test. Indicators of present continuous tense are the table below

Table 2
The indicator of writing

No	Indicator	Total items	Score
1	Affirmative sentence	6	30
2	Negative sentence	6	30
3	Interrogative sentence	6	30
	Total	18	90

In this research, the highest score was 90 because the question only had 3 indicators, in 1 indicator there were 6 items, 1 item had score 5, so $6 \times 5 = 30$. $30 \times 3 = 90$.

² Febri Enda B.S, *Pengantar Metodologi Penelitian Statistika Praktis*, (Taman Sidoarjo: Zifatama Jawara, 2017), P. 103

Table 3.
The table of score level

Score	Level
10-50	Very Low
51-60	Low
61-70	Enough
71-80	High
81-90	Very High

E. Validity and Reliability Instrument

Validity is the most important consideration in developing and evaluating measuring instruments. Assessing the validity of score-based interpartions is important to the researcher because, most instruments used in educational and psychological investigations are designed for measuring hyphotheticalconstruct.

According to the standards for educational and psychological testing, prepared by the American Educational Research Assiciation, the National Coouncil on Measurement in Education, and the American, psychological Association, defines validity as “ the degree to which evidence and theory support the interpretation of test scores entained by proposed uses of thesis”³. Therefore, in this research the researcher used validity to find out the validity of instrument.

³ Donald Ary, *Introduction to Research in Education*, P. 225

Reliability of a measuring instrument is the degree of consistency with which it instrument whatever it is measuring. Reliability is concerned with the effect of error on the consistency of scores⁴. There are some types of reliability like:

- a. test re-test reliability
- b. parallel-form reliability
- c. inter-rater reliability
- d. split-half reliability

F. Procedure of the Research

Collecting data in this research is through testing. Two tests performed to get the data about students ability, they are pre-test and post-test. The process of testing is explained as follows:

1. Giving pretest

Before conducting the treatment, both experimental class and control class were tested in order to measure their previous. This test also used for determining whether both of the classes are homogenous or not. The function of the pre-test is to find the mean score of discussion method and teacher method in teaching before the research give the treatment. In this case the researcher has some procedures, there are:

⁴ Yogesh Kumar Sighn, *fundamental Research Methodology and Statistic* P. 112

- a. The researcher give test about present continuous, (6 affirmative sentences, 6 negative sentences and 6 introgative sentences).
- b. The students do the test 25 menit (control class and experimental class without technique)
- c. The researcher checks the answer of students and find the mean score.

2. Treatment

After giving the pre-test the students ware gave the treatment. The researcher gave the different way in teaching present continuous between experiment class and control class. Treatment done after validity.

3. Giving post test

After the treatment, both of the classes ware again given the final test. This test was used for investigating the difference of teaching present continuous tense between the three-step interview class and conventional class. Index which was resulted after the test determined the admission or the rejection of the hypothesis.

In this case the researcher has some procedures, there are:

- a. The researcher give test about present continuous, (6 affirmative sentences, 6 negative sentences and 6 introgative sentences).
- b. The students do the test (control class without technique, experimental class using three-step interview)

- c. The researcher checks the answer of students and find the mean score of conventional class and using three-step interview technique

G. Technique For Data Analysis

The analysis of data is do to find out the achievement of the two groups that has been divided in experimental and control class. The data analyzed by using the following t-test formula.

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum Y_1 + \sum Y_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Note:

- Tt = The value which the statistical significance
 X_1 = The average score of the experimental class
 X_2 = The average score of the control class
 Y_1 = Deviation of the experimental class
 Y_2 = Deviation of the control class
 n_1 = Number of experimental
 n_2 = Number of control

The test have two criteria. Firs if $T_{count} < T_{table}$, H_0 is accepted. So it can be conclude that the independent variable has no an effect on the dependent variable. Second if $T_{count} > T_{table}$ H_0 is rejected or H_a accepted so it can be conclude that the independent variable has an effect on the dependent variable.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of using three step interview technique on students writing, the writer has calculated the data using pre-test and post-test. The writer used the formulation of T-test the hypothesis. Next, the writer described the data as follow:

A. The Result of Research in Control Class

The control class is done by calculating the result of test that given to students before giving treatment. Where, the test given to two classes, there are pretest experiment class and pretest control class. The following are data and the calculation of the result of control class.

1. Pretest

In this pretest control class, the researcher calculated the result that got by the students writing. The scores of pretest control class can be seen in the following table

Table 4
The Scores of PreTest Control Class

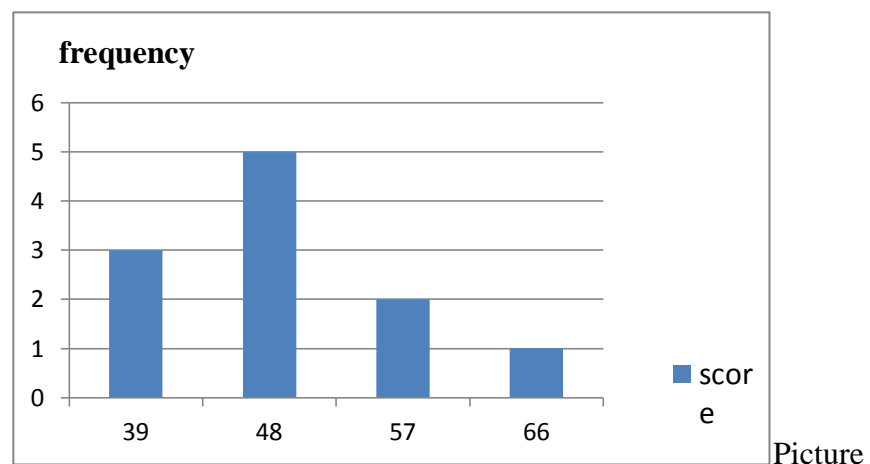
Number of students	Pretest
ASN	35
ARL	45
AGN	55
AAO	50
APA	65
KRT	55
MHI	50
MWN	45
SBI	35
UR	45
ZA	35
Total	530
Mean	48,81
Mode	35
Median	47,5
Min.Scores	35
Max.Score	65

Based on the table above the total of score in pretest control class was 530, mean was 48,81(very low), mode was 47 median was 47,5. The researcher got the highest score was 65, and the lowest score is 35. Next, the calculation of how to get it can be seen in the appendix 5. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follows:

Table 5
The Frequency Distribution of Student's Score

No	Interval	Median	Frequency	Percentages
1	35 – 43	39	3	25%
2	44 – 52	48	5	41%
3	53 – 61	57	2	16%
4	62 – 70	66	1	8%
5	Total		11	90%

Based on the table above, it can be drawn at histogram as bellow:



Picture 2: Histogram of students' score of pretest control class

From the histogram above, it can be seen that the more score was 48 and 66 it is 8%.

2. Post-test

In this post-test control class, the writer calculated the result that got by the students writing at the post-test control class. The scores of post-test control class can be seen in the following table:

Table 6
The Score Post-Test of Control Class

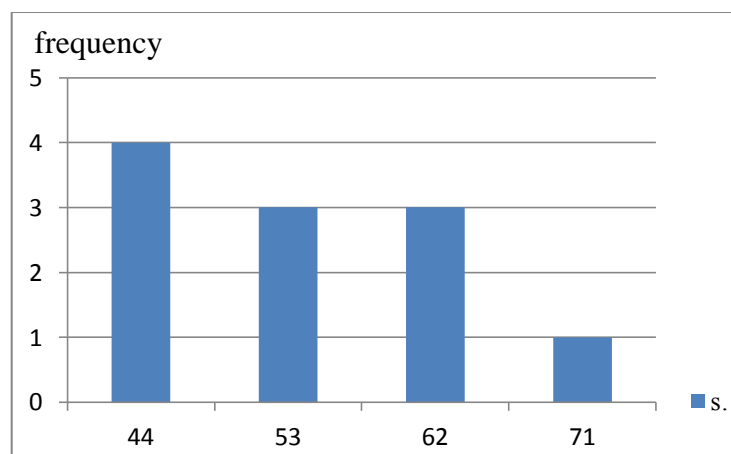
Number of students	Post-test
ASN	45
ARL	45
AGN	60
AAO	60
APA	70
KRT	55
MHI	60
MWN	45
SBI	55
UR	55
ZA	40
Total	592
Mean	53,8
Mode	45,9
Median	50,5
Min.Scores	40
Max.Score	70

Based on the table above the total of score in pretest control class was 592, mean was 53,8(low), mode was 45,9 median was 50,5. The researcher got the highest score was 70, and the lowest score is 40. Next, the calculation of how to get it can be seen in the appendix 6. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follows:

Table 7
The Frequency Distribution of Student's Score

No	Interval	Median	Frequency	Percentages
1	40 - 48	44	4	32%
2	49 - 57	53	3	25%
3	58 - 66	62	3	25%
4	67 - 75	71	1	8%
5	Total		11	90%

Based on the table above, it can be drawn at histogram as bellow:



Picture 3: Histogram of students' score of post test control class

From the histogram above, it can be seen that the more score was 44. And the total mean score of post-test is smaller than pretest ($44 < 48$). it can be said the pretest is better than post test.

After the calculating the result of the control class in the pretest and the post test, next, the researcher also calculated the both score of pretest and the post test of control class. In this case, the researcher will be seen the raising of score pretest control class and post test control class. The result of that can be seen in the appendix 7. the result both of pretest and post test control class can be seen from different score between pretest and post test control

class, the total score of post test is bigger than pretes ($592 > 530$)
it means the score of students was rise.

B. The Result of Research in Experimental Class

After calculating the result of pretest control class, post test control class and compare the the score of pretest and post test control class above, next in this case the researcher has calculated the pretest post test experimental class and the score both of the pretest experimental and post test experimental class. The following are data and calculation of the result of experimental.

1. Pretest

In this pretest experimental class, the researcher calculated the result that got by the students in test at the experimental class. The score of pretest experimental class can bee seen in the following table:

Table 8
The Score Pre-Test of experimental Class

Number of students	Post-test
AA	65
DI	55
MI	75
NAA	45
RKP	75
RWI	50
SKT	60
SPA	60
SI	45
UWH	75
YNA	45
Total	741
Mean	67,3
Mode	45,9
Median	56,5
Min.Scores	45
Max.Score	75

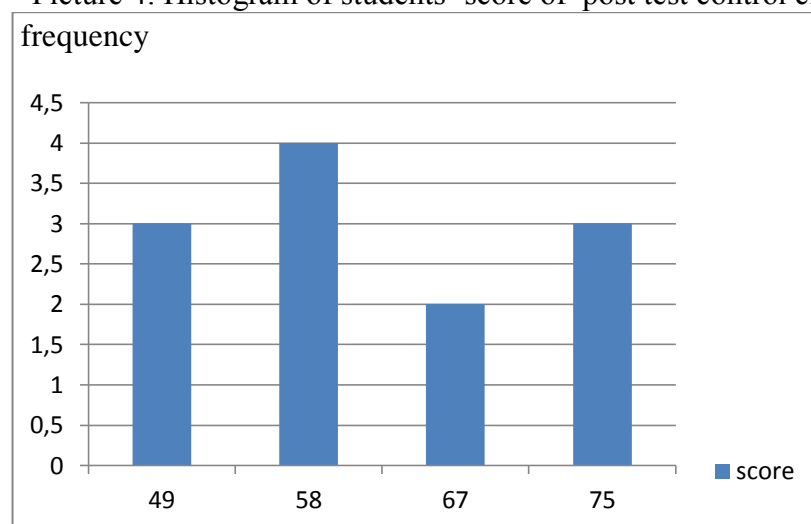
Based on the table above the total of score in experimental group was 741, mean was 67,3,(enough) mode was 45,9 median was 56,5. The researcher got the highest score was 75, and lowest score is 45. next, the calculation of how to get it can be seen in the appendix 6. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follow:

Table 9
The Frequency Distribution of Student's Score

No	Interval	Median	Frequency	Percentage
1	45 – 53	49	3	24%
2	54 – 62	58	4	32%
3	63 – 71	67	2	25%
4	72 – 79	75	3	8%
5	Total		11	90%

Based on the table above, it can be drawn as histogram as bellow:

Picture 4: Histogram of students' score of post test control class frequency



From the histogram above it can be seen that more students get 58 and 67 it is 25%.

2. Post Test

Table 10
The Score Post-Test of experimental Class

Number of students	Post-test
AA	90
DI	90
MI	90
NAA	75
RKP	75
RWI	75
SKT	90
SPA	90
SI	90
UWH	90
YNA	90
Total	967
Mean	87,90
Mode	90
Median	90
Min.Scores	75
Max.Score	90

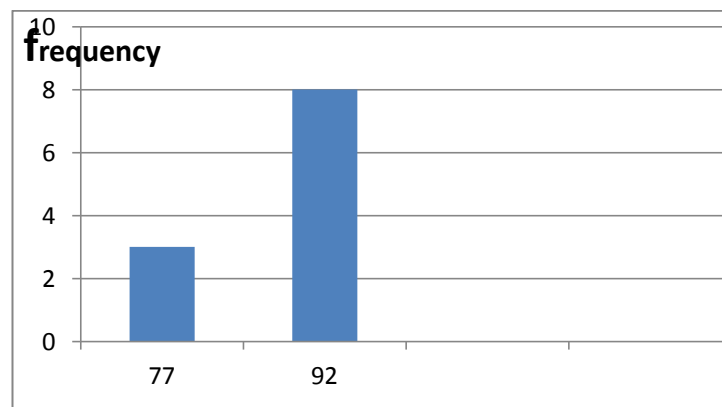
Based on the table above the total of score in experimental group was 967 mean was 87,90 (Very high) mode was 90 median was 90. The researcher got the highest score was 90, and the lowest score is 75. Next, the calculation of how to get it can be seen in the appendix 6. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follows:

Table 11
The Frequency Distribution of Student's Score

No	Interval	Median	Frequency	Percentages
1	75 – 79	77	3	24%
2	80 – 84	-	-	-
3	85 – 89	-	-	-
4	90 – 94	92	8	66%
5	Total		11	90%

Based on the table above, it can be drawn as histogram as follow

Picture 5: histogram of student's score of post-test experimental class



From the histogram above, it can be seen that we more score was 92. And the total mean score of post-test is bigger than pre-test ($92 > 77$) it can be said that the post-test is better than pre-test.

After calculating the result pre-test experimental class and post-test experimental class above, next, the researcher also calculated the score of pre-test experimental class and post-test experimental class. In this case, the researcher will be seen the

raising of score pre-test experimental class and post-test experimental class. The result of that can be seen in appendix 8.

From the calculating the result of control class and experimental class above, the researcher summarized that the result both of post-test control class and post test experimental class can be seen, the students got different score, the post-test control class was 592 and the post test experimental class was 967, the total score of post test experimental class is bigger than post-test control class (967 > 592). It means the score of experimental class better than control class.

C. The Hypothesis Testing

The hypothesis is research was “ there was significant effect of using three step interview technique on students writing” the data will be analyzed to prove hypothesis by using formula of T-test. The steps were as follows:

1. The first step to find average score each class
 - a. The average score experimental class.

$$\begin{aligned}
 M_1 &= \frac{Y_1^2}{Y_1} \\
 &= \frac{9675}{295} \\
 &= 32,79
 \end{aligned}$$

b. The average score control class

$$M_1 = \frac{Y_2}{n_2}$$

$$= \frac{950}{75}$$

$$= 12,66$$

2. The second step, to find deviation score each class

a. The deviation score of post-test experimental class

$$\sum x_1 = \sum Y_1^2 - \frac{(\sum Y_1)^2}{n_1}$$

$$= 9675 - \frac{(297^2)}{11}$$

$$= 9675 - \frac{88209}{11}$$

$$= 9675 - 8019$$

$$= 1656$$

b. The deviation score of post-test control class

$$\sum x_2 = \sum Y_2^2 - \frac{(\sum Y_2)^2}{n_2}$$

$$= 950 - \frac{(75^2)}{11}$$

$$= 950 - \frac{5625}{11}$$

$$= 950 - 511,36$$

$$= 438,64$$

D. The third step, to use the formulate of T-test

Table 12
List of Score

No	Symbol	Score
1	X_1	32,79
2	X_2	12,66
3	$\sum Y_1^2$	1656
4	$\sum Y_2^2$	438,64
5	n_1	11
6	n_2	11

$$\begin{aligned}
 T_t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum Y_1 + \sum Y_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{32,79 - 12,66}{\sqrt{\left(\frac{1656 + 438,64}{11 + 11 - 2}\right) \left(\frac{1}{11} + \frac{1}{11}\right)}} \\
 &= \frac{20,13}{\sqrt{\left(\frac{2094,64}{20}\right) \left(\frac{2}{22}\right)}} \\
 &= \frac{20,13}{\sqrt{104,7 \left(\frac{2}{22}\right)}}
 \end{aligned}$$

$$= \frac{20,13}{\sqrt{\frac{209,46}{22}}}$$

$$= \frac{20,13}{\sqrt{9,52}}$$

$$= \frac{20,13}{3,08}$$

$$= 6,53$$

$$T_o = 6,53$$

$$T_s = 5\% = 1,724$$

$$= 1\% = 2,527$$

$$df = (n_1 + n_2 - 2)$$

$$= (11 + 11 - 2) = 20$$

Thus, the score of class using three step interview technique is better than class without using three step interview technique. The result of the class using three step interview technique (post test experimental class) is (945) and the result of the class without using three step interview technique (post test of control class) is (590) so (945 > 590). The obtained statistical result is 6,53 and the

degree of freedom (fd)= 20. The result of ts significant 0,05 = 1,724 and tt 0,01 = 2,527 to= 6,53 so to > tt or (6,53 > 1,724 < 2,527).

It means from the calculation about, it is concluded that the result of experimental is significant, next using three step interview technique has significant effect to improve writing at grade X MAS Darul Azhar Muara Kumpulan. So, the hypothesis is accepted. Concerning the result t- test above, it shown that using three step interview technique can improve students' writing. It conclude the hypothesis of this study was accepted.

D. Discussion

In this case, the researcher discussed with theory that has been stated by researcher. the first Kiki Aprilia Amanda Putri, the concluding there is significance effect of the students who were taught by using animation film and those who are taught by using lecturing method, it could be compared from the mean score of post test in control and experimental group from t-test calculation that the result was 0.003 which is lower than 0.05 and the null hypothesis was rejected. The score of experimental group is better than control group in post-test. On the other hand, the score of control group is also increase even not as high as score of

experimental group because researcher taught them without using Three Step Interview technique it is caused by teacher make students remember about descriptive text which has been taught in first semester.

The second is Tita El Warda, she said Three Step Interview had a significant effect on the students' descriptive paragraph writing achievement. It showed a significant difference between post-test scores of control group. The results of the post-test were analyzed by using Independent Sample T-test (SPSS) with 5% significant level. Based on the theories above, the researcher chose a research entitled the effect of Three Step Interview on Students Writing achievement at MTs Baitul Hikmah in 2017/2018 academic year.

The third Era Nurfitri. She said Three Step Interview enhanced students' speaking of descriptive text. Modelling Three Step Interview, Interview in Pairs, Reversing Roles, and Sharing in Teams enhance students' fluency to speak with less pauses and hesitation. Students' mean score in cycle 1 was 60.88, it increased to 72.91 in cycle 2, and it increased to 79.85 in cycle 3.

The fourth Rahma Deni, she said three-step interview technique gave positive effect on students' speaking skill with moderate level effect. It can be seen from the statistical data of students' pre-test and posttest after having treatment by using

three-step interview technique. In the statistical hypothesis H_a (Alternative Hypothesis) would be accepted and H_o (Null Hypothesis) would be rejected if the sig 2 tailed was lower than alpha (α) or $p < (\alpha)$. Then, the statistical data described in the finding chapter showed that the sig 2 tailed was p (0.024). Meanwhile the alpha (α) was 0.05, or $0,024 < 0.05$. It clearly proved that H_a (Alternative Hypothesis) was accepted and H_o (Null Hypothesis) was rejected. Furthermore, it was also supported by the result of effect size that was 0.51 in moderate level (significance).

The fifth Olyvia Revalita Candraloka, she said three Step Interview technique, provides a basis for language acquisition. With learners working in pairs they learn how to speak effectively. Because they have many chances to take a part in class. They also know how to work well in cooperation with others. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. In a word, Three Step Interview helps students become a real language user in and out of English classroom. It makes students more active in the learning process and at the same time makes their learning more meaningful and fun for them.

In conclusion, from the description above, the researcher can conclude that many strategies can improve students' writing achievement. So, the researcher believes There is significant effect of using Three-Step Interview Technique in writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter of the effect of using three step interview technique on students writing shown the significant effect. Based on the result of data analysis that has describes in the previous chapter, the writer concludes as follows:

1. The student's writing before using three step interview technique categorized enough, it can be seen from the mean score of pre-test control class was 51,27 and the mean score of pre-test experimental class was 68,18.
2. The student's writing after using three step interview technique is better, it can be seen from the mean score of pre-test control class was 53,8 and the mean score of pre-test experimental class was 85,5.
3. There are the significant effect on students writing by using three step interview technique.

B. Suggestion

Based on the conclusion and implication of thus research that have mentioned above. The researcher wants to give some suggestion as follows:

1. To the students at grade X MAS Swasta Darul Azhar Muara kumpulan must more active in class when study English.

2. To the students at grade X MAS Swasta Darul Azhar must study hard and must be serious when studying English. So they can writing well.
3. To English teachers are hoped that in English teaching learning process should use English to explain or to teach English subject to the student surrounding school are.

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APPENDIX.1
LESSON PLAN
(Control CLASS)

School : MAS Swasta Darul Azhar Muara Kumpulan
Subject : English
Topic : Present Continuous
Class : X-2
Time : 4x45 minutes
Meeting : 1 and 2

A. Competence Standard

Understand and express meaning in short text write functional that very simple in the forms of descriptive, recount, and dialog for interact by around circles.

B. Basic Competence

Express meaning in text short text write functional that very simple as accurate, fluent, and accepted by around circles.

C. Indicator

1. Students are able to understand present continuous tense in the forms affirmative sentence
2. Students are able to understand present continuous tense in the forms negative sentence
3. Students are able to understand present continuous tense in the forms interrogative sentence

D. Source Material

Grammar Book

E. Media

-Conventional method (talk Active)

-picture

F. Teaching Learning

1. Opening
 - Greeting
 - Brain Storming
2. Main activity
 - a. The teacher explain the material
 - b. The teacher made some sentences (example) of affirmative, negative, and interrogative in the board and ask the students to their own sentence using present continuous tense form and correct it if there any mistake
 - c. The teacher give test present continuous using some pictures
 - d. The teacher ordered students to look the pictures
 - e. The teacher ordered to write an activity of the pictures that seen
 - f. The students collected their test and the teacher investigation task of students.
3. Closing
 - a. The teacher conclude the material and asked the students about their difficulties in understanding lesson
 - b. Closing the lesson

G. Evaluation

Given the test present continuous tense with pictures without using three step interview technique

APPENDIX.2**LESSON PLAN (EXPERIMENTAL CLASS)**

School : MAS Swasta Darul Azhar Muara Kumpulan
Subject : English
Topic : Present Continuous
Class : X-1
Time : 4x45 minutes
Meeting : 1 and 2

A. Competence Standard

Understand and express meaning in short text write functional that very simple in the forms of descriptive, recount, and dialog for interact by around circles.

B. Basic Competence

Express meaning in text short text write functional that very simple as accurate, fluent, and accepted by around circles.

C. Indicator

1. Students are able to understand present continuous tense in the forms affirmative sentence
2. Students are able to understand present continuous tense in the forms negative sentence
3. Students are able to understand present continuous tense in the forms interrogative sentence

D. Source Material

Grammar Book

E. Media

-picture

F. Teaching Learning

1. Opening

- a. Greeting
- b. Brain Storming
2. Main activity
 11. The teacher splits the students into groups. Each group consist of three members.
 12. The teacher presents the material and explains the rules
 13. Student A as a interviewer, B as a Interviewee, and C as a reporter
 14. The teacher gives the students some question that the interviewer would use
 15. Before three step interview technique activities begin the teacher gives the each group to discuss their topic that is presented by interviewee
 16. Student A interviews student B, interviewer gives the question, listen to interviewee, and find information but not to responds
 17. After the student A gets the information he's back and gives that information to his group
 18. All groups summarize the information which has been obtained by student A
 19. Student C delivers the summarize.
 20. Conclusion

G. Evaluation

Given the test present continuous tense with pictures using three step interview technique.

APPENDIX.3
INSTRUMENT OF PRE-TEST

Writing Test

Instruction :

1. Write 6 (positive, negative and interrogative) example of simple present continuous tense.!
2. Time is 25 minutes

INSTRUMENT OF POST-TEST

Writing Test

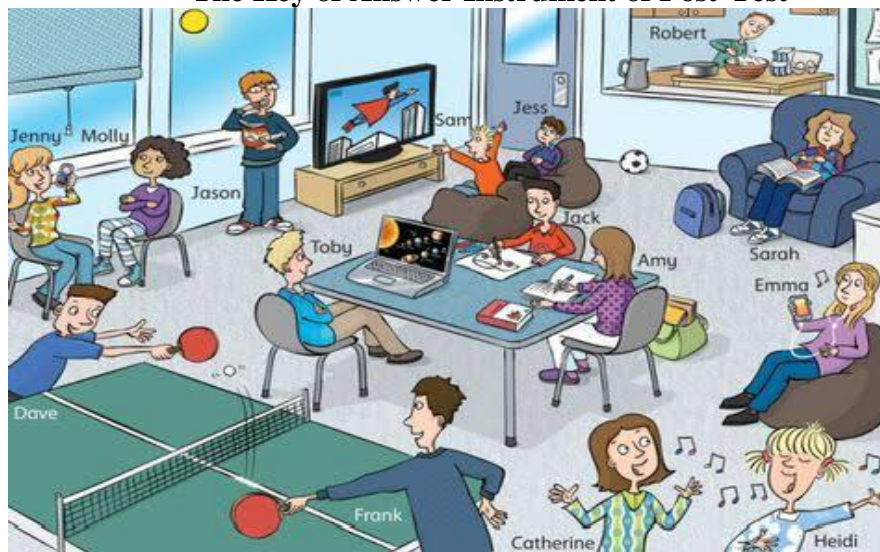
Instruction :

1. Sit with your group, and choose one of the picture
2. Before three step interview technique activities begin the teacher gives the each group to discuss their topic that is presented by interviewee
3. Write 6 (positive, negative and interrogative) example of simple present continuous tense.!
4. Student A interviews student B, interviewer gives the question, listen to interviewee, and finds information but not to responds
5. After the student A gets the information he's backs and gives that information to his group
6. All groups summarize the information which has been obtained by student A
7. Student C delivers the summarize.

APENDIX 4
The Key Of Answer
Instrument Of Pre-Test

1. (+) She is writing a letter
 (-) She is not writing a letter
 (?) Is she writing a letter?
2. (+) He is running in the field
 (-) He is not running in the field.
 (?) Is he running in the field?
3. (+) They are playing football
 (-) They are not playing football
 (?) Are they playing football?
4. (+) Juny is cooking in the kitchen
 (-) Juny is not cooking in the kitchen
 (?) Is Juny cooking in the kitchen?
5. (+) July is sleeping in the bad room
 (-) July is not sleeping in the bad room
 (?) Is July sleeping in the bad room?
6. (+) Pandy and Panjy are going to the garden
 (-) Pandy and Panjy are not going to the garden
 (?) Are Pandy and Panjy going to the garden ?

The Key of Answer Instrument of Post-Test



1. (+) Dave and Frank are playing tennis
(-) Dave and Frank are not playing tennis
(?) Are Dave and Frank playing tennis?
2. (+) Emma is listening to the music
(-) Emma is no listening to the music
(?) Is Emma listening to the music?
3. (+) Sarah is reading a book
(-)Sarah is not reading a book
(?) Is Sarah reading a book?
4. (+) Robert is cooking in the kitchen
(-)Robert is not cooking in the kitchen
(?) Is Robert cooking in the kitchen?

APPENDIX. 5
THE PRETEST CONTROL CLASS

3. Maximal and minimum score were gotten by setting the variable score from low to high score.

35 35 35

45 45 45

50 50 55

55 65

4. High score = 65
5. Low score = 35
6. Rang = High score - Low score = 65 – 35 = 30
7. The total of classes (BK) = $1 + 3,3 \log n$
- $$= 1 + 3,3 \log (11)$$
- $$= 1 + 3,3 (1,04)$$
- $$= 1 + 3,43$$
- $$= 4,43 = 4$$

8. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{4} = 7,5 = 8$$

9. Mean score (x) = $\frac{\sum FiXi}{fi}$

Interval	Fi	Xi	Fi.Xi
35 - 43	3	39	117
44 - 52	5	48	240
53 - 61	2	57	114
62 - 70	1	66	66

$i = 8$	$N = 11$		537

Meanscore :

$$X = \frac{\sum Fi.Xi}{N}$$

$$= \frac{537}{11}$$

$$= 48,81 / 49$$

10. Median

$$Me = b + p \left(\frac{\frac{1}{2}N - F}{f} \right)$$

$$b = 44 - 0,5 = 43,5$$

$$= 43,5 + 8 \left(\frac{\frac{1}{2}11 - 3}{5} \right)$$

$$= 43,5 + 8 \left(\frac{5,5 - 3}{5} \right)$$

$$= 43,5 + 8 \left(\frac{2,5}{5} \right)$$

$$= 43,5 + 8 (0,5)$$

$$= 43,5 + 4$$

$$= 47,5$$

11. Modus = 35

THE POST-TEST CONTROL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low to high score.

40 45 45

45 55 55

55 60 60

60 70

2. High score = 70
3. Low score = 40
4. Rang = High score - Low score = 70 - 40 = 30
5. The total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (11)$$

$$= 1 + 3,3 (1,04)$$

$$= 1 + 3,43$$

$$= 4,43 = 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{4} = 7,5 = 8$$

$$7. \text{ Mean score } (x) = \frac{\sum FiXi}{fi}$$

Interval	Fi	Xi	Fi.Xi
40 - 48	4	44	176
49 - 57	3	53	159
58 - 66	3	62	186
67 - 75	1	71	71
i = 8	N = 11		592

Meanscore :

$$X = \frac{\sum Fi.Xi}{N}$$

$$= \frac{592}{11}$$

$$= 53,8 / 54$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}N - F}{f} \right)$$

$$b = 40 - 0,5 = 39,5$$

$$= 39,5 + 8 \left(\frac{\frac{1}{2}11 - 0}{4} \right)$$

$$= 39,5 + 8 \left(\frac{5,5 - 0}{4} \right)$$

$$= 39,5 + 8 (1,375)$$

$$= 39,5 + 11$$

$$= 50,5$$

9. Modus = 45,9

APPENDIX. 6
THE PRETEST EXPERIMENTAL CLASS

1. Maximal and minimum score were gotten by setting the variable score from

low to high score.

45 45 45

50 55 60

60 65 75

75 75

2. High score = 75

3. Low score = 45

4. Rang = High score - Low score = 75 - 45 = 30

5. The total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (11)$$

$$= 1 + 3,3 (1,04)$$

$$= 1 + 3,43$$

$$= 4,43 = 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{4} = 7,5 = 8$$

7. Mean score (x) = $\frac{\sum FiXi}{fi}$

Interval	Fi	Xi	Fi.Xi
45 - 53	3	49	147
54 - 62	4	58	232
63 - 71	2	67	134
72 - 79	3	76	228
i = 8	N = 11		741

Meanscore :

$$X = \frac{\sum Fi.Xi}{N}$$

$$= \frac{741}{11}$$

$$= 67,3$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}N - F}{f} \right)$$

$$b = 54 - 0,5 = 53,5$$

$$= 53,5 + 8 \left(\frac{\frac{1}{2}11 - 3}{4} \right)$$

$$= 53,5 + 8 \left(\frac{5,5 - 3}{4} \right)$$

$$= 53,5 + 8 (0,375)$$

$$= 53,5 + 3$$

$$= 56,5$$

9. Modus = 45

THE POST-TEST EXPERIMENTAL CLASS

1. Maximal and minimum score were gotten by setting the variable score from low to high score.

75 75 75

90 90 90

90 90 90

91 90

2. High score = 90

3. Low score = 75

4. Rang = High score - Low score = 90 – 75= 15

5. The total of classes (BK) = 1 + 3,3 log n

$$= 1 + 3,3 \log (11)$$

$$= 1 + 3,3 (1,04)$$

$$= 1 + 3,43$$

$$= 4,43 = 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{15}{4} = 3,75 = 4$$

7. Mean score (x) = $\frac{\sum FiXi}{fi}$

Interval	Fi	Xi	Fi.Xi
75 - 79	3	77	231
80 - 84	-	-	-
85 - 89	-	-	-
90 - 94	8	92	736

$i = 4$	$N = 11$		967
---------	----------	--	-----

Meanscore :

$$\begin{aligned}
 X &= \frac{\sum Fi.Xi}{N} \\
 &= \frac{967}{11} \\
 &= 87,90 / 88
 \end{aligned}$$

8. Median

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}N - F}{f} \right) \\
 b &= 90 - 0,5 = 89,5 \\
 &= 89,5 + 4 \left(\frac{\frac{1}{2}11 - 3}{8} \right) \\
 &= 89,5 + 4 \left(\frac{5,5 - 3}{8} \right) \\
 &= 89,5 + 4(0,312) \\
 &= 89,5 + 1,25 \\
 &= 90
 \end{aligned}$$

E. Modus = 90

APPENDIX.7

Table.11

The Score Pre-test and Post-Test of Control Class

Number of students	Pretest	Post-test	Y_1	Y_1^2
ASN	35	45	10	100
ARL	45	45	0	0
AGN	55	60	5	25
AAO	50	60	10	100
APA	65	70	5	25
KRT	55	55	0	0
MHI	50	60	10	100
MWN	45	45	0	0
SBI	35	55	20	400
UR	45	55	10	100
ZA	35	40	5	100
Total	515	590	75	950

APPENDIX.8

Table.12

The Score Pre-test and Post-Test of Experimental Class

Number of students	Post-test	Post-test	Y_1	Y_1^2
AA	65	90	25	625
DI	55	90	35	1225
MI	75	90	15	225
NAA	45	75	30	900
RKP	75	75	0	0
RWI	50	75	25	625
SKT	60	90	30	900
SPA	60	90	30	900
SI	45	90	45	2025
UWH	75	90	15	225
YNA	45	90	45	2025
Total	650	945	295	9675





CURRICULUM VITAE

A. Identity

Name : Siti Suleha
Reg. No : 16 203 00055
Place and Birthday : Tanjung Medan, 03 mei 1997
Sex : Female
Religion : Islamic
Adress : Muarasipongi

B. Parents

1. Father's name : Syafaruddin
2. Mother's name : Rosmi Wati

C. Education Background

1. Elementary school = SD Negeri from 2004-2010
2. junior High School = SMP N 1 Muarasipongi from 2010-201
3. Senior High School = SMA N 1 Muarasipongi from 2015-2016
4. University = UIN SYAHADA Padangsidempuan 2016-2023