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## Using Three Steps Interview Method To Improve Students' Writing Ability In Descriptive Text At The Tenth Grade Of Sma N I Sampaga

Ariawati Susiandari<sup>1</sup>

<sup>1</sup> Program Studi Kebidanan, Institut Kesehatan dan Bisnis St. Fatimah Mamuju

**Corresponding Author:** Ariawati Susiandari; [arya.ariawati@gmail.com](mailto:arya.ariawati@gmail.com)

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### ABSTRACT

*The purpose of this research is to know how well the Three Steps Interview Method to Improve Students' Writing Ability in Descriptive Text.*

*This research was use an experimental design and conducted for two months in which it was consisted of eighth meetings, the first meeting was given pre-test, the second until seventh was given treatment and the last meeting was given post-test. The study was taken by at the tenth grade students of SMA N I Sampaga and here the research took class X.*

*After doing the steps, the researcher got some data. The mean score of pre-test was 56,10 and post-test was 74,26. While the range of mean score from pre-test to post-test is 17,53. The standard deviation of pre-test is 8,95 and post-test is 10,54. The range of standard deviation from pre-test to post-test is 1,59. It could be conclude that after giving treatment to the students, the mean score in post-test (73,63) is higher than pre-test (56,10) and standard deviation in post-test (10,54) is higher than pre-test (8,95). The result of t-test was 12,02 while t- table value was 1.734. It shows that the t-test value is greater than the t-table value (12,02>1.734). It means that there was significant different between after giving treatment because t-test was greater than t-table.*

*Based on the data, the research can be conclude that the use of Three Steps Interview Method can improve students' writing ability in descriptive text at the tenth grade of SMA N 1 SAMPAGA.*

### INTRODUCTION

Language is an important part of communication and is a means of conveying ideas, thoughts, opinions and feelings. There are many languages



spoken in various countries, including English, and it is an important language to learn because it is an international language. English influences our daily lives, many sectors require English as a prerequisite. For example, English is widely used in mass media, education, and technology. In Indonesia, English has started to be taught from elementary school as an alternative subject to high school as a compulsory subject. This means that English has an important position so students need to learn English as well as possible. In English, students must master four important skills in English.

There are four important skills that students have to master in English. There are Speaking skill, Reading, Listening and Writing. Furthermore, one of language skill that need to get the attention of truly is writing skill, because in fact that the writing skill student is still low. Writing skill not come automatically, but must through training and practice regularly. More over, the use of conventional teaching techniques which only use the same way for each section of teaching English becomes the second reason of the problem in writing English.

In the life of modern, it is clear that the writing skill is very needed because it is a tool such as exchanging information. According to Morsey, writing use by human to record, convincing, reported, or tell and influence. Objectives as it can only be achieved by good people can develop his thoughts and expressed clearly. Clarity it depends of the mind, organizations, the use of the words, and sentence structure is the ability someone in describing images graphics understood by the author of the language itself as well as others have in common sense of symbols that language.

The writing skill can provide benefits to train and encourage student to express themselves freely in writing. Teaching write a skill productive demanding student's ability to express ideas, message, feeling, and imagination and using the right language. However, in fact of mastery english still low. It is caused by the mindset them wrong consider that english lesson is difficult lesson. Wishing achieved in the teaching of which student able to reveal the systematic, creative, experience, ideas, opinion, message, and feeling in arccodance with the context and situation. One of the teaching is students develop of Descriptive Text.

Based on the preliminary study in SMA N 1 SAMPAGA, students are able to tell the image, things ever encountered, or their experience. However, when the students were told to pour their idea in a write variety by writing it, they feel



difficult. They have not been able to organize their ideas in writing because the students' writing skill is still low. This poses the productivity of a series events, where as well as described of background. Because the method, strategy, and the teaching less right. So the solution is use the Learning Methods Three Steps Interview to write learning a Descriptive Text, as learning Three Steps Interview Method offers on the process and the results, so suitable used in write learning of Descriptive Text.

Barkley,dkk (2012: 183) Three Steps Interview is learning method which consists of three stage activities that interview-interview-report with conditioned learners to form a couple and turns interviewing partner then report the result of an interview to couples the other.

In learning English as a foreign language, writing is one of the most challenging skills for students to master. Writing involves not only the ability to arrange words into sentences but also to organize ideas coherently and cohesively. At the tenth grade of SMA Negeri 1 Sampaga, students often face difficulties in writing, especially in producing descriptive texts. This difficulty is reflected in their struggle to generate ideas, choose appropriate vocabulary, and construct grammatically correct sentences, which are essential in writing descriptive texts.

Descriptive text, as one of the text types taught in high school, requires students to describe objects, places, people, or events clearly and vividly. However, students often fail to express their ideas effectively due to limited vocabulary, lack of exposure to descriptive writing models, and inadequate practice. Moreover, traditional teaching methods, such as lectures or teacher-centered instruction, may not fully engage students in the writing process. This results in students' low motivation and confidence in developing their writing skills.

In response to these challenges, there is a need for an innovative teaching method that can actively involve students in the learning process and help improve their writing ability. One such method is the Three Steps Interview (TSI) technique. The TSI is a cooperative learning strategy that encourages students to collaborate and share information through structured interviews in three steps. This method allows students to generate ideas, develop their language skills, and receive immediate feedback from their peers, which can enhance their ability to write descriptive texts.



The application of the Three Steps Interview method in the classroom is expected to improve students' writing ability by providing an interactive and supportive learning environment. Students will have the opportunity to practice speaking, listening, and organizing their thoughts before putting them into written form. Moreover, peer collaboration through interviews can increase students' motivation and reduce the anxiety often associated with writing tasks. Thus, this research aims to investigate the effectiveness of the Three Steps Interview method in improving students' writing ability in descriptive texts at the tenth grade of SMA Negeri 1 Sampaga. The findings of this study are expected to contribute to the development of more engaging and effective teaching strategies that can address the challenges students face in learning to write in English.

Based on the explanation above, researcher is interested doing the research about dealing with using Three Steps Interview Method to Improve Student's Writing Ability in Descriptive Text at the Student Class X of SMA N 1 SAMPAGA.

## METODE

Researchers will conduct research in SMA N 1 SAMPAGA, researchers chose the location because in SMA N 1 SAMPAGA there are many skills of students who are still low in English, especially writing skills. Based on this matter so it is necessary to Improve Student Writing Ability and focus on Descriptive Text material. Researchers will conduct research for 2 months consisting of eight meetings as follows:

- a. First meeting is pre-test
- b. Second meeting until seventh meeting is give a treatment
- c. Eight meeting is post-test

In this discussion, the kinds and design of the research could be divided by two kinds, namely kinds of the research and design of the research. This research would use quantitative method by using pre- experimental and the result of this research, it would be presented by using descriptive text. *Sukardi (2003: 179) the method of experimental research is the most productive research method, because if the research is well done, can answered the hypothesis that primarily related to causality. Sukmadinata (2012: 194) experimental research is a fairly typical*



*approach in distinguishing variables one with other variables and test the cause and effect relationship.*

Meanwhile the design of this research was pre-experimental by using one group pre-test and post-test design. The research had taken one group as sample by conducting pre-test before treatment and post-test after treatment. Comparison between the pre-test and post-test scores they determine the success or failure of the treatment. The design was formulated as follows:

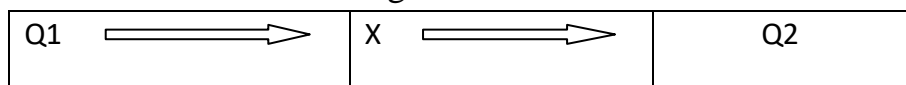


Figure 2 Design of the Research  
(Adapted from Suginoyo, 2013:111)

Where:

Q1: Pre-test

X: Treatment

Q2: Post-test

## RESULTS AND DISCUSSION

### a) RESULTS

In this chapter the researcher will present the findings and discussion when conducting research at SMA N 1 SAMPAGA. All data obtained during the research process are used to answer questions in the research problem whether using the Three Steps Interview method can improve students' writing ability in descriptive text the tenth grade of SMA N 1 SAMPAGA.

In this chapter the researcher presents about improving students before and after using the Three Steps Interview method in teaching. Based on the results of this study, the researchers present the results as follows:

#### 1. General Description of the Research Location

This research had been conducted in the SMA N 1 SAMPAGA. It located at axis Bunde-Mamuju Street of West Sulawesi province. The headmaster of this is school was Naharuddin, S.Pd.ST at academic year 2019/2020. Numbers of students of class X up to class XII are 214 people with the number of teachers of the school are 26 people which consist of 11 class rooms whit condition of the building is quite. The distance between the



researcher's house to the SMA N 1 SAMPAGA is 5,3 km or just needed 7 minutes by using motorcycle.

## 2. Description of Teaching and Learning Process

This research is a role playing research with the type of Pre- Experiment with the Three Steps Interview Method in which students' research is divided into several groups used for research. The population used in this study was the tenth grade of SMA N 1 SAMPAGA with a sample of class X consist of 19 students.

This research was conducted on November 4th 2019 until January 4th 2020 at SMA N 1 SAMPAGA in English lessons with descriptive text material, research data was obtained from the results of the Pre-Test and Post-Test.

The description of the data from the observation of student learning activities in English lessons is presented as follows:

### a. Pre-Test

In this study the pretest was given on the first meeting the students were given test to know the prior knowledge about students' writing ability in descriptive text before they got the treatment. where in the test consist of six pictures about person the students were free to choose one of the described people and it runs for 60 minutes.

### b. Treatment

1) The first and second meeting, the researcher and the students pray together before starting the lesson, arrange the seats, ask about the student's condition and attend the student's attendance. Researchers and students conduct questions and answers related to the material to be delivered. Researchers explain the descriptive text about people, animals and places.

First the researcher divided the students into several groups, each group consist of 4 students, then the researcher gave descriptive examples of texts about people to each group, the researcher gave instructions and gave students the opportunity to pay attention and analyze the pictures, through group discussions. The discussion results from the image analysis were recorded on the student worksheets provided by the teacher.



After all of them have finished working on each group presenting the results of their discussion, the teacher confirms the answers and gives students the opportunity to ask questions about material that has not been understood. Before ending learning, the teacher and students make conclusions from the material that has been studied, reflect by asking questions about students' feelings during learning whether it is fun and understanding the material presented.

- 2) The third and fourth meeting, learning is carried out by asking questions about the material studied at the previous meeting. Researchers explain the descriptive meaning of text about animals. First the researcher divided the students into several groups, each group consisting of 4 students, then the researcher gave descriptive examples of text about animals to each group, the researcher gave instructions and gave students the opportunity to pay attention and analyze the pictures, through group discussions. The discussion results from the image analysis were recorded on the student worksheets provided by the teacher.

After all of them have finished working on each group presenting the results of their discussion, the teacher confirms the answers and gives students the opportunity to ask questions about material that has not been understood. Before ending learning, the teacher and students make conclusions from the material that has been studied, reflect by asking questions about students' feelings during learning whether it is fun and understanding the material presented.

- 3) Fifth meeting and Sixth meeting, researcher was doing approach to students such as learning process good running, then researcher selected introduce to the principles, understanding, concepts and analogies that would be studied. After that selection material about were descriptive text and introduction about Three Steps interview method used in learning process. Researcher showed the picture to the students about animals, and researcher explains about the picture. After that students describe in writing about animal in the paper and submit their writing to the teacher. The last the researcher conclude the material and closed the learning.



c. Post test

After giving treatment the students were given test to know the knowledge about descriptive text. The students describe one of the picture of the descriptive text. This test that used was same test with pre-test and it runs for 60 minutes.

### 3. Students' Scoring Classification

The rate percentage level of student grades obtained through tests. Researchers determine the level of students' reading comprehension using the Three Step Interview Method to improve students' writing skills, percentage scores and score classification as follows:

a. The rate Percentage of Descriptive Text in Pre-test

**Table 1**  
**The Frequency and Percentage Of Pre-Tes**

No.	Category	Score	Pre-test	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly good	66-75	1	5%
5	Fairly	56-65	9	48%
6	Poor	36-55	8	42%
7	Very poor	0-35	1	5%
Total score			19	100%
Mean score		56,10		
Standard deviation		3,18		

The table above shows the level of students' ability to write descriptive text through the pre-test. based on the score categories obtained by students through the answers given, it turns out that none of the students are in the very good and good categories, while for the quite good category there are 1 (5%) students, the fair category is 9 (48%) students, the poor category is 8 (8%) (42%) students, the very poor



category was 1 (5%) student, while the pre-test score was 56.10 and the standard deviation was 3.18.

b. The rate Percentage of Descriptive Text in Post-test

Table 2

The Frequency and Percentage of Post-test

No	Category	Score	Post-test	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	3	16%
3	Good	76-85	6	32%
4	Fairly good	66-75	5	26%
5	Fairly	56-65	3	16%
6	Poor	36-55	2	10%
7	Very poor	0-35	0	0%
Total score			19	100 %
Mean score		74,26		
Standard deviation		10,29		

The table above shows the level of students' ability to write descriptive text through the post-test. The score categories obtained by students are based on the answers given for the very good category as many as 3 (16%) students, the good category as many as 6 (32%) students, the quite good category as many as 5 (26%) students, the good category as many as 6 (32%) students, the category is quite good as many as 5 (26%) students. There were 3 (16%) students in the moderate category, 2 (10%) students in the poor category and there were no students in the very poor category, the mean while the post-test mean score was 74.26 and the standard deviation was 10.29.

c. T-test Value of the Students

The t-test is used to determine significant differences between the pre-test and post-test. The t-test of students taught using the Three Steps Interview method in learning writing is shown in the following table:



Table 3  
T-test and T-table Value

Variable	T-test Value	T-table Value
X	2,9	1.734

Based on the table above, it is explained that the t test result is 2.9, while the t table value is 1.734. This shows that the calculated t value is greater than the t table value ( $2.9 > 1.734$ ). This means that the Alternative Hypothesis (H1) is accepted and the Null Hypothesis (H0) is rejected. In other words, the direct method can improve students' descriptive text writing skills. In other words, the Three Steps Interview method can improve students' writing skills in descriptive text.

## b) Discussion

This research is focused on improving students' writing skills in descriptive texts using the three-step interview method and this research was conducted at SMA N 1 SAMPAGA. Descriptive Text is the main focus in this research because students' understanding of Descriptive Text in class X at SMA N 1 SAMPAGA still needs to be improved.

In this research, the design used by researchers is one group pre-test and post-test design. while the sampling technique used was purposive sampling. A pre-test is given to students to analyze descriptive text. In this study, six meetings were held and the last was a post-test. In its implementation, this test will be given to determine the student's progress after being given treatment and the test used is the same test. The description of this research data was collected through tests and this research applied the Three Step Interview Method to Improve Students' Writing Ability in Descriptive Texts in Class Ten of West Tapalang 1 Vocational School. Finally, the research found that the Three Step Interview Method Improved Students' Writing Ability in Descriptive Text in Class Ten of SM Negeri 1 Taplang Barat.

The result of the rate frequency, percentage, mean score and standard deviation of the student's pre-test and post-test with following table:

1. Comparison of Frequency and Percentage in Pre-Test and Post- Test

**Table 4**



## The Rate Frequency and Percentage of the Students' Pre-Test and Post-Test

No	Category	Score	Pre-test		Post-test	
			Frequenc y	Percentag e	Frequenc y	Percentag e
1.	Excellent	96-100	0	0%	0	0%
2.	Veri Good	86-95	0	0%	3	16%
3.	Good	76-85	0	0%	6	32%
4.	Fairly Good	66-75	1	5%	5	26%
5.	Fairly	56-65	9	48%	3	16%
6.	Poor	36-55	8	42%	2	10%
7.	Very Poor	0-35	1	5%	0	0%
Total Score			19	100%	19	100%

Based on the table above, it is known that there are significant differences in students after being given treatment using the Three Step Interview Method. Based on the research results, for the very bad category, there was 1 (5%) student in the pre-test, while there were 0 (0%) students who got the very bad category in the post-test. This means that students' writing abilities in descriptive text have increased because only a few students got the very bad category on the pre-test but there were no students who got the very bad category on the post- test.

Furthermore, for the poor category in the pre-test results there were 8 (42%) students, while in the post-test there were 2 (10%) students. This means that students' writing skills in descriptive text have increased because many students got the bad category in the pre-test, while in the post-test only a few students got the bad category.

For fairly category there were 9 (48%) students in the pre-test while in the post-test there were only 3 (16%) students. This means that students' writing skills in descriptive text have increased because many students got the sufficient category in the pre-test, while in the post-test only a few students got the sufficient category.



For fairly good category, there was 1 (5%) student in the pre-test while 5 (26%) students in the post-test. This means that students' writing skills in descriptive text have increased because only a few students got the quite good category in the pre-test, while in the post-test many students got the quite good category.

For the good category there were 0 (0%) students in the pre-test and 6 (32%) students in the post-test. This means that there is an increase in students' writing skills in descriptive text because there are no students who got a good category on the pre-test while many students got a good category on the post-test.

For the very good category there were 0 (0%) students in the pre-test while 3 (16%) students in the post-test. This means that students' writing skills in descriptive text have increased because there were no students who got the very good category in the pre-test, while there were students who got the very good category in the post-test.

Based on the results of comparing the frequency levels and percentages of students' pre-test and post-test, we can prove that students' writing skills in descriptive texts have increased. Even though there was not a single student who obtained a very good category in the post-test, the dominant category was the good category with a score of 6 (32%), the quite good category with a score of 5 (26%), while in the pre-test the dominant category was the fair category with score 9 (48%). ), bad category as many as 8 (42%).

## 2. Comparison of Mean Score and Standard Deviation

**Table 5**

**The Comparison of Mean Score and Standard Deviation of Pre- Test and Post-Test**

Test	Mean Score	Range	Standard Deviation	Range
Pre-test	56,10	18,16	3,18	7,11
Post-test	74,26		10,29	

Based on the table above, the average pre-test score is 56.10, while the post-test is 74.26, so the average score range from pre-test to post-test is 18.16. The pre-test standard deviation is 3.18 and the post-test is 10.29, so the standard deviation range from pre-test to post-test is 7.11. It can be concluded that the average score for the pre-test is lower than the post-test because before the treatment the students were not given the method but



after the treatment they were given the method. So the standard deviation in the pre-test is higher than the post-test.

### 3. Analysis Hypothesis Testing

Based on the finding that the t-count value is greater than the t- table ( $12.02 > 1.734$ ). This means that the Alternative Hypothesis (H1) can be accepted while the Null Hypothesis (H0) is rejected. In other words, applying the three-step interview method can improve students' writing skills in descriptive text because the t-test scores are better than the t-table scores, so that students' achievements increase significantly after being given treatment.

The learning process begins with a pre-test, then treatment with six meetings and the last is a post-test. Pre-test and post-test results starting from frequency, percentage, mean score, standard deviation and hypothesis testing. This shows that the use of the three-step interview method is appropriate to improve students' ability to write descriptive texts. In connection with the statement above, the researcher assumes that this method is good to use to improve students' ability to write descriptive text, because this learning method can make students more active and help students easily remember word by word.

Not only the researcher that had proved this method but also there were some previous studies did, they were Yuni (2016), Aniswatin (2012), and Nurhaq (2016). The three previous studies, their studies has succeeded and make the students could improve their vocabulary by using three steps interview method. So the researcher had concluded that there were correlation between present study and some previous studies, while present study had succeed to application three steps interview method.

## CONCLUSION

- a. Based on the data analysis, the researcher found problems in writing descriptive text for class X students at SMA N 1 SAMPAGA. Researchers provide a solution by using a three-step interview method to improve students' writing skills in descriptive text in tenth grade for two months. The research process carried out will be explained in the next paragraph.



- b. This research process was carried out in 8 meetings. At the first meeting, the researcher gave students a pre-test regarding descriptive text without explaining the material to determine students' knowledge. The next meeting until the seventh meeting, the researcher provided material and to tests.
- c. Students regarding descriptive texts to improve students' writing skills in descriptive texts. At the last meeting the researcher gave a post-test to students where this test was the same as the first meeting.
- d. Data analysis shows the results of the frequency and percentage of students' pre-test and post-test. The first superior category in the pre-test was the fair category with a score of 9 (48%) students, then the poor category with a score of 8 (42%) students, while the first dominant category in the post-test was the good category with a score of 6 (32%) students, then the second dominant is the quite good category with a score of 5 (26%) students. This shows that there is a significant difference between the pre-test and post-test. This means that students' writing skills in descriptive text have increased.
- e. Based on the results of the analysis above, it can be concluded that researchers can provide solutions to the problems experienced by students in writing descriptive texts by using the three-step interview method to improve students' writing skills in descriptive texts. In this study, the pre-test results show that the dominant ones are in the fair and bad categories, while the post- test results show that the dominant categories are in the good and quite good categories. The average result on the post-test is higher than the pre-test. The hypothesis results show that the t-count is greater than the t-table. So the Alternative Hypothesis (H1) can be accepted. This means that this method can improve students' writing skills in descriptive text in the tenth grade of SMA N 1 SAMPAGA.

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