

## APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of *Tri Febrianti Valentina, The Effect of Illustration - Interaction – Induction (“Three I’s”) on 11<sup>st</sup> Science Grade Students’ Speaking Skill at Semen Gresik Senior High School* has been approved by the thesis advisors for further approval by the Board of Examiners.

Gresik, August 22<sup>nd</sup>, 2014  
Advisor I

**Dr. Khoirul Anwar, M.Pd**  
**NIP. 197301152005011001**

Advisor II

**Candra Hadi Asmara, M.Pd**  
**NIP. 197703192005011001**

## APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of *Tri Febrianti Valentina, The Effect of Illustration - Interaction – Induction (“Three I’s”) on 11<sup>st</sup> Science Grade Students’ Speaking Skill at Semen Gresik Senior High School* has been approved by the Board of Examiners.

Gresik, August 27<sup>th</sup>, 2014  
Board of Examiners

....., Chair  
**Ulfatul Ma’rifah, M.Pd.**  
**NIP. 04330709178**

....., Member  
**Dr. Khoirul Anwar, M.Pd**  
**NIP. 197301152005011001**

....., Member  
**Candra Hadi Asmara, M.Pd**  
**NIP. 197703192005011001**

Acknowledged by  
Head, English Language Education Department  
Faculty of Teacher Training and Education

Approved by  
Dean Faculty of Teacher  
Training and Education

**Ulfatul Ma’rifah, M.Pd.**  
NIP. 04330709178

**Drs. Irwani Zawawi, M.Kes.**  
NIP.196505021993031004

## **MOTTO AND DEDICATION**

### **Motto:**

“People who want to be happy should like tiredness caused by work”

(Plato)

## **DEDICATION**

### **Great thanks and love to:**

My beloved dad and mom

My beloved family, brothers and sisters

My beloved friends

My advisors

All of lectures of English Language Education Department

University of Muhammadiyah Gresik

## ACKNOWLEDGEMENT

As the accomplishment of this thesis to fulfill the graduation of strata one, the writer would like to express her graduation as below:

1. Allah SWT who has given the great blessings and chances for writer in finishing the thesis.
2. My beloved parents, Mr. Moch. Sjo'im and Mrs. Hartini, who has given the best education and spirit so I can finish this thesis well.
3. My beloved family, brothers and sisters who always support me.
4. My first and second advisors; Dr. Khoirul Anwar, M.Pd and Candra Hadi Asmara, M.Pd thank you for teaching, advising and giving suggestions in doing and finishing this thesis.
5. The headmaster of SMA Semen Gresik, Dr. Zakariya Al Anshori and the English teacher of the eleven science grade, Nirdawati, S.Pd. M.Pd thank you for giving the permission to take the data and do the research in the class.
6. All of my lectures who have taught for almost four years. Thanks a lot for your dedication, kindness and patience in teaching and giving the best lessons.
7. My best friends; Kiki, Yushi, Hefi, Icha, Evi, Novia, Mbak Ima, Mbak Izzah, Iin who have given big support, help, entertain me in finishing this thesis.
8. My beloved friends Mas Hayat, Yudi, Audi, and Mega who always supports the writer finishing this thesis. Unforgettable for my friends in IEC who has given support too.
9. All of my friends in English Language Education Department who have been part of the writer's life for almost four years in studying that there were many things happened for all this time.

Finally, the writer can finish this thesis and prays, may God replay all of their kindness.

**The writer**

## ABSTRACT

Valentina, Tri Febrianti. 2014. The Effect of Illustration – Interaction – Induction (“Three I’s”) on 11<sup>st</sup> Science Grade Students’ Speaking Skill at Semen Gresik Senior High School. English Language Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor I: Dr. Khoirul Anwar, M.Pd., advisor II: Candra Hadi Asmara, M.Pd

Key word: Illustration – Interaction – Induction (“Three I’s”), Speaking Ability.

This study was to know the significant influence of Illustration – Interaction – Induction (“Three I’s”) on students’ speaking ability or not between Control Group Experiment Group. This study was conducted in SMA Semen Gresik. The design of this study was quasi experimental design. The data was collected from pre-test and post-test as the instrument. After got the data, the researcher analyzed the data by using SPSS 15 .0 program.

The research finding showed that there was significant difference between students who were taught by using “Three I’s” and students who were not taught by using “Three I’s”. The researcher found that the probability value of both groups was 0,000. It was less than the level of significance 0,05 (  $0,000 < 0,05$  ). It indicated that “Three I’s” could significantly influence students’ speaking ability. It was proved that the method could be effective and influence students’ speaking ability.

The last, the researcher suggests to the English teacher that this study can support her in senior high school to consider “three I’s” method as an alternative method in teaching speaking English and create an enjoy learning English situation so, students will not feel bored and easy to understand the material well.

## TABLE OF CONTENT

TITLE PAGE .....	i
APPROVAL SHEET .....	ii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vi
TABLE OF CONTENT .....	viii
STATEMENT OF ORIGINALITY .....	ix
CHAPTER I : INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Purpose of the Study .....	5
1.4 Hypothesis of the Study .....	5
1.5 Significant of the study .....	5
1.6 Scope and Limitation of the Study .....	5
1.7 Definition of Key Terms .....	6
CHAPTER II : REVIEW OF RELATED LITERATURE .....	7
2.1 Speaking .....	7
2.1.1 The Definition of Speaking .....	7
2.1.2 The Importance of Speaking .....	9
2.1.3 Speaking Competence .....	9
2.2 Teaching Speaking English .....	11
2.3 Model of Illustration – Interaction – Induction (“Three I’s”) .....	15
2.3.1 Teaching Speaking by Using Illustration – Interaction – Induction (“Three I’s”) Method .....	17
2.4 Review of Previous Study .....	18
CHAPTER III : METHODOLOGY .....	21
3.1 Research Design .....	21
3.2 Population and Sample .....	22
3.3 Data Collection .....	23
3.3.1 Research Instrument .....	24
3.3.1.1 Test .....	25
3.3.1.2 Validity .....	27
3.3.2 Procedure of Collecting Data .....	30
3.4 Technique of Analyzing Data .....	30
3.4.1 Homogeneity Test of Variance .....	31
3.4.2 Hypothesis Testing using an Independent Sample t-Test .....	32
CHAPTER IV : RESEARCH FINDING AND DISCUSSION .....	35
4.1 Pre - Experiment .....	35
4.1.1 The Homogeneity Testing .....	36

4.2 Experiment .....	38
4.2.1 The First Meeting of “Three I’s” Treatment.....	38
4.2.2 The Second Meeting of “Three I’s” Treatment .....	40
4.2.3 The Third Meeting of “Three I’s” Treatment .....	42
4.3 Post - Experiment .....	43
4.3.1 The Scoring of Post – Test.....	44
4.3.2 Hypothesis Testing .....	45
4.4 Discussion .....	47
 CHAPTER V : CONCLUSION AND SUGGESTION .....	 49
5.1 Conclusion .....	49
5.2 Suggestions .....	50
5.2.1 Suggestions for English Teacher .....	51
5.2.2 Suggestions for Students.....	51
5.2.3 Suggestions for the Next Researcher .....	51
REFERENCES.....	52
APPENDICES.....	

## STATEMENT OF ORIGINALITY

The undersigned:

Name : Tri Febrianti Valentina

Student number : 10.431.041

Program of Study : English Language Education Department

Faculty : Faculty of Teacher Training and Education

Declare that the content of thesis I wrote is the result of my own work. This contains no other people's writing or thought that I confess as my own. If later this writing is proved or provable as a result of plagiarism, then I am willing to accept sanctions for such action.

Gresik, September 09<sup>th</sup> 2014  
Signed

Tri Febrianti Valentina