

CHAPTER I

INTRODUCTION

This chapter presents some points related with this research. Those are background of the study, problems of the study, objectives of the study, the hypothesis of the study, significance of the study, scope and limitation of the study, and definitions of the key terms.

A. Background of the Study

Study a language need some process. Language plays an important rules in human life because language is the way to communicate or in other way it is a tool for communication. It is used to express an idea, feeling, or an information from speaker to listener. It means that language can be a media to express everyone else idea. The function of language is important for human's life. That is why many people are interest to study or do research about language.

English is one of an important language to learn in this modern era. There are some methods to study English especially to improve speaking. It needs some process to improve students' speaking skill. Teaching and learning process in the classroom using a method to teach speaking can make the students have space to improve their speaking skill. It means that teacher and stuents should have some interactions in teaching and learning process in the classroom.

While a teacher have teaching and learning process in the classroom, teacher have to use appropriate technique or learning strategy to make the

students can interest for study speaking and also to achieve the goal on process of study speaking. Students have to know the way to express their ideas and also express their self using speaking in English without afraid of doing some mistakes while they speak English. Based on those explanation, English plays an important rules for students. To make the studenys enjoy study speaking skill, teacher have to use learning strategy.

Cooperative learning provides an arena for students to interact with each other about meaningful content, to work cooperatively on projects and to take an active role in their own learning (Stone, 1990, p. : 1:1). Some learning strategies in cooperative learning will make both teacher and students easier while do the teaching and learning process in the classroom.

Speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Bailey, 2005). Mostly, in teaching and learning process in the classroom, teacher always speak more to the students and it will not give space for the students to communicate using English.

Some difficulties of English that faced by eleventh grade students of SMAN 1 Plosoklaten, the first is english as a foreign language and many of them don't understand how to pronounce and arrange the words correctly when they have to speak English. Because English as a foreign language, many of them does not interest or enjoy to study English and they always worry of making mistakes when they have to speak English. Second problem is teacher

does not create appropriate condition for the students to do an interaction or having communication with their friend in teaching and learning process. On the other side, English is an important skill to learn in this modern era. Many aspects of life are using english or like in business, tourism, traveling, education and many other aspects of human life. In this case English is also called as a lingua franca (Latha and Rames, 2012 in Sartika and Amin, 2014).

In classroom interaction, students can learn together in small group to make the teaching learning more effective and it is known as cooperative learning. (World Education-Cambodia, 2009, p. 2). Classroom is a social place when the students have a large space to communicate well with their friend for teaching and learning classroom interaction, so using cooperative learning will help the students to improve their speaking skill.

The reasons why the researcher decided to use cooperative learning to teach English and improving the students' speaking skill are more students actively learning , students learn to help one another, child-to-child learning support and also improving motivation for the students (World Education, 2009, p. 2). For the first reason, more children actively learning. It means that students will actively engaged their speaking and also team work. Students became more active participants in their own learning process. The second reason is students learn to help one another, it means students will help their groups rather than became their rival and also they can share their knowledge with another students.

The third reason is child-to-child learning support means that cooperative will make the students who have better or higher skill they will help their friends who has lower skill. The last reason is improving motivation for the students. Cooperative learning helps the students to increase their motivation by having an experience of winning some parts of cooperative learning (for example play game).

According to some problem that mentioned above, having communication in the classroom is an important process of teaching and learning. Using cooperative learning will help the students to work together with their group. The researcher will offer a cooperative learning technique named three steps interview. Kagan stated by using three step interview technique, each person must produce and receive language during the learning process, and also the students have their own rules to practice speaking in English (Jacob, et all : 1997, cited in Thesis of Rani, 2014, p. 3). Based on the statement above the researcher interded to conduct a research **“The Effectiveness of Using Three Steps Interview to Improve Speaking Skill for Eleventh Grade Students of SMAN 1 Plosoklaten”**.

B. Research Problem

Based on the statement from background of the study above, the problems of the study are formulated as follows; Is the implementation of three steps interview effective to improve students' speaking skill for eleventh grade students of SMAN 1 Plosoklaten ?

C. The Objectives of the Study

Based on the research problem above, the object of study is to know whether teaching speaking using three step interview is effective or not to improve students' speaking skill in SMAN 1 Plosoklaten.

D. The Hypothesis

Considering the problem of the study, the researcher builds the hypothesis to make the purpose of this study clear. There are two types of hypothesis, the first is Null Hypothesis (H_0) : There is no significant difference between experimental group using three step interview and control group using group discussion to improve students' speaking skill for Senior High School students. The second hypothesis is The Alternative Hypothesis (H_1) : There is significant difference between experimental group using three step interview and control group using group discussion to improve students' speaking skill for Senior High School students.

E. Significance of the Study

This study provides the students to learn English using three step interview as a learning strategy. The purpose of this study is to make the student more communicative and can express their idea when they do an interaction in teaching learning process in the classroom.

For the teachers, the finding of this study is expected to give good effect in finding new technique to teach English for the students, especially in speaking skill. The result of this study is expected to give new technique to teach an English and also give an alternative way in teaching learning process in the classroom.

F. The Scope and Limiation

This research focuses on investigating the three step interview to improve the student's speaking skill. According to Barkley, Cross, and Major (2005: 121 in Candraloka, 2016, p. 40) using three steps interview as a technique in teaching and learning can make students have opportunity to improve specific communication skill.

G. Definition of Key Terms

1. Effectiveness

Effectiveness is generally to measure the changes in outcome that reflect the objective of the study. In this study, the context of an effectiveness is used to measure how effective or how much effect from a method that can improve an English skills.

2. Speaking

According to the theory from Underhill, 1987 state that speaking generally involves two-way communication with interactive roles switching between speaker, who conveys message, and the listener who interprets and responds to it (Hamayan, 2006). Based on the theory from

Florez, 1999 stated that speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Kathleen, 2005).

3. Teaching Speaking

The definition of teaching speaking is an ability to express sound, expressing ideas, opinions or feelings to others based on the situation. Many times ago, teaching English has been undervalued and an English teachers teach speaking just in form of repetition of drills or memorization some conversation in dialogues. It should be now extended that the goal of teaching are to mastery the students’ communicative skill and students can express themselves to follow the appropriate social culture rules in communicative circumstance (Noor, 2010).

4. Cooperative Learning

Cooperative learning is teaching pratice that give apportunities to the students to learn together in small group and also can help the students improve their communication skills using English in teaching and learning process in the classroom.

5. Three Steps Interview

Three steps interview is an effective way to encourage the students’ working team and also students have their own rules to speaking English. In Three Step Interview technique, student pairs take turn interviewing each other and then report what they learn to their partner (Candraloka, 2016, p. 39).