

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the introduction of the research, which is divided into six sub chapters: background of the study, statement of problem, objective of the study, the limitation of the study, the significant of the study and the definition of key term.

#### **1.1 Background of Study**

In Indonesia, English is one of the compulsory subjects taught in Senior High School. The students have to learn English as one of the target languages. Language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. They need to learn both language skills and also language components. Language skills as stated by Brown (2001:232) are listening, reading, speaking, and writing. Language components contain of vocabulary, grammar, and pronunciation.

Moreover, Lyle (1993) in Bertram (2002:163) states that oral language is a very important link in the process of students' learning and thinking development. It means that the students should practice speaking English to increase their speaking ability because oral language provides a foundation for the development of other language skills.

Furthermore, students are expected to be able to apply those skills and components in their daily activities. Related to the information above, one of the

important skills that should be learned by the students is speaking skill. Lado in Flutcher (2003:18) wrote: "The ability to speak a foreign language is without doubt the most highly prized language skills and rightly so." In other words, he wants to say that speaking is the most credited ability that should be learned by the learner. Whereas, students who are not accustomed themselves to speak in English will find many difficulties when they learn to speak English.

In reality, although English has been taught since in elementary school, most of the students in senior high schools seems like rarely use English when they communicate with their teacher or their partner in the classroom. This condition can be caused at least by two main factors. First, the students do not have enough English ability such as vocabulary or pronunciation mastery. The lack of students' mastery in vocabulary and also pronunciation make students do not feel confident when they want to share their idea in English orally. They are afraid of making mistakes and being mocked by their friends. Those conditions are not supported with enough motivation given by the teacher. Second, the teacher does not create the appropriate conditions in class where the students can actively communicate with others in English. It can be caused by the situation that there is no adequate resources including teaching materials and also teaching media. The lack of resources also impacts the teacher's knowledge about teaching and learning method in which the students have more opportunities to explore themselves. The teacher still uses the traditional method where he or she becomes the center of the class. In relation to the statements

in the previous, the researcher intends to help the English teacher improves the students' speaking skill by introducing one of cooperative learning techniques. Brown (2001) states "in cooperative classroom the students and the teachers work together to pursue goals and objectives." It means in a cooperative classroom the interaction between students and teachers in teaching and learning process will be created. The researcher will offer a cooperative learning technique named Three Steps Interview that may become the most appropriate alternative solution to solve the problem. Kagan stated that by using *Three Steps Interview Technique*, each person much produces and receives language during the process of learning. The students have their own roles and turns to practice speaking in English (Jacob, et al :1997).

Based on the general background above, the researcher intends to give an alternative teaching technique that can be used in teaching speaking to the students and make speaking class enjoyable, interesting and communicative. The reasons why the researcher chooses the topic "Using Three Steps Interview to Improve Students' Speaking Ability of Eleventh Graders at SMAN 7 Kediri" are as follows:

*First*, speaking is one of the important skills that should be learned by the students. Students of senior high schools will meet some situations in their school when they need to communicate using English. Therefore, by having a good ability in speaking, they can communicate better. *Second*, the students have difficulties in speaking English because they are not accustomed themselves to speak in English.

Thus, the students should be given more opportunities to share their idea by using English orally. *Third*, many teachers still use a conventional method like classroom lecturing to teach English and it is boring. The teacher needs to be introduced to another method to teach English which is more interesting. Based on that reason, the researcher think that the cooperative learning technique can be the most appropriate solution to solve the problems.

Finally, the researcher chooses Three Steps Interview Technique, one of the cooperative learning techniques, that gives students more opportunities to speak up in class and along the way they can share their ideas and interact with their partners. Moreover, by using Three Steps Interview Technique there is an equal participation because each person. All students will participate to share the idea because they have their own turn. The technique will make them not only active in thinking but also in speaking. It also helps the teacher to teach the students speaking English easier and more interesting. Students will not be bored because they have to be active and give their participation.

In short, using *Three Steps Interview Technique* may be very useful to help teacher to improve students' speaking skill because students will have an interaction in pairs as an interviewer and an interviewee, so that they automatically learn what to say and how to speak it up in English.

## 1.2 Statement of Problem

The problems to be discussed in this research is “How can *Three Steps Interview Technique* improve students’ speaking skill of eleventh graders at SMAN 7 Kediri?”

## 1.3 Objective of the Study

Based on the statement of problem, the objective of the research as follows:

To know the improvement of students’ speaking skill after using *Three Steps Interview Technique*.

## 1.4 The Limitation of the Study

In this study, the writer would like to implement *Three Steps Interview Technique* in speaking skill of grade XI at SMAN 7 Kediri. In addition, the writer applies this study in a form of classroom action research.

## 1.5 The Significant of the Study

This result of the study is expected to give positive contribution to the teachers, students and reader.

### 1) To the teachers

Theoretically, the study will provide teachers with a new understanding about the use of *Three Steps Interview Technique* to improve students’ speaking skill at SMAN 7 Kediri. By conducting this research, the researcher hopes it can give

contribution to English teacher to improve speaking in choosing appropriate and variation learning strategy and the writer hopes that the teacher can use *Three Steps Interview Technique* as the alternative technique in teaching speaking and also it can help manage their students effectively in class by doing Three Steps Interview Technique. So, the students will get better achievement.

## 2) To the students

Practically, for the English learners, the use of *Three Steps Interview Technique* will help the English learners to increase their speaking skill. They will have a good ability in speaking and get a motivation to learn what to speak and how to speak in English through group work, so the learners can support each other. This technique will make speaking process, especially for delivering an idea easier. Furthermore, the researcher hopes that the English learners will be interested and more enthusiastic in learning speaking. So, it can improve achievement and students learning outcomes.

## 3) To the researchers

For other researchers, they can have an alternative source when they intend to do another research about the same technique or skill. They can develop other ideas based on this research.

#### 4) To the readers

This study is expected to develop their knowledge about improving students' speaking skill by using *Three Steps Interview Technique* at SMAN 7 Kediri. The result of this study will give the readers fundamental knowledge that can be implemented in the classroom for the benefit of the students' development in speaking English.

### 1.6 Definition of Key Term

In order to avoid misunderstanding, it is considered important to define some terms concerning this study, the terms are:

- 1) *Improve* is making or becoming better; making good use of something. Or it can be said that improving is doing any way in making something better.
- 2) *Three Steps Interview* is a cooperative structure that helps students personalize their learning.
- 3) *Speaking* is interactive and requires the ability to co-operation in the management and clear articulation in valves use of organs of speech to product sounds.