

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses about background of the study, statement of the research problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the Study**

Language is a device of communication in daily activities. As a device of communication, language is an effective mean of expressing ideas and feeling both of spoken and written form. There are many languages in the world. English is one of the languages which is used in the world broadly and has been unifier the various languages for communication in the world. It is known as the language of science, thought, and communications. Most fields of technology and science were written in English. It is not only used in written communication but also in oral communication. So, English has been growing together with the technologies and sciences in the world all the time.

In Indonesia, English becomes one of compulsory lessons which must be taught to the students in every level. It begins in the elementary, secondary, and senior high schools. Moreover, our government has regulated in the standard of national education. It means that English is very important lesson. At SMA/SMK/MA, as mentioned in the explanation of the education law No. 20 years 2003 about the system of national education in chapter 5,

paragraph 37, and verse 1 that the study of language covers local, Indonesia, and foreign language. In this case, especially English as foreign language is very important used as international language to global association.<sup>1</sup>

Therefore, teaching of English in Indonesia has some goals. Those goals are to develop four skills of language: speaking, listening, reading and writing. Those developments are expected that students are able to use the language well either in speaking or writing. In addition, the skills are used to access the knowledge through their language competence.

As mentioned above, speaking is one of the language skills. Speaking has important role in communication. Most of people judge someone's skill in language from their speaking. Tarigan said that someone who has proficiency in speaking sometimes is viewed as someone who has good mindset.<sup>2</sup> It seems that Tarigan said so because someone who wants to deliver their messages has to arrange and choose appropriate words in their mind previously before they utter their messages to listeners. So the listener can receive the messages complete and well without ambiguity.

Teaching speaking are as difficult as teaching other skills. As we know that English is not mother tongue in Indonesia but foreign language. It causes some problems, the problems appear to students which are not usual using English during English class. More specifically, they often undergo difficulties in conversation and they assume speaking skill is not important for them. Their assumption is strengthened by a few things, such as the

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<sup>1</sup> *Standar Nasional Pendidikan (SNP)* (Jakarta: Asa Mandiri, 2007), 282.

<sup>2</sup> Henry Guntur Tarigan, *Berbicara: Sebagai Suatu Ketrampilan Berbahasa* (Bandung: Aksara), 15.

teachers are more concerned about teaching grammatical and contextual book in class. Moreover, speaking is not requirement of the final examination. So that the students felt, it is not a must to expand their speaking ability.

As mentioned in the regulation of government No. 19 years 2005 about the standard of graduate competence in chapter 5, paragraph 26, and verse 2 that “the goals of the graduate competence for senior high school are to increase aptitude, knowledge, personality, good value, proficiency, and to continue the higher education.”<sup>3</sup>

Actually, those goals are as same as the goal of teaching speaking which is to increase communicative competence of the students. Therefore, teaching speaking has demands which the students should be able to achieve them by using their own proficiency. In speaking skill, they should try to do correct one in pronunciation, grammar, or vocabulary, and to comprehend the social and cultural rules that are suitable for the contextual communication.

Although those goals of teaching English in Indonesia is clear but both of the students and teachers is still face the problems. The Problems are as well as at *MA Al-Fatah Badas Kediri* especially in speaking. More specific, the researcher observed the problems at *MA Al-Fatah Badas Kediri*. *The First*, the students have poor quality of English vocabulary. It makes that confuse to begin a conversation. Furthermore, it caused them whom

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<sup>3</sup> *Standar Nasional Pendidikan (SNP)* (Jakarta: Asa Mandiri, 2007), 15.

undergo difficulties to produce a sound. *The second*, they are not confidence to use English in leaning process. Therefore, they tend to be passive in the class. *The third*, the students have low motivation to improve speaking which they have assumed; speaking may not become the main purpose. *The fourth*, speaking is still dominated by teacher in the class; consequently, the students do not have any opportunities to speak up. *The fifth*, the teacher does not yet have certain strategies or techniques which should be implemented in the speaking class. Carolyn Kessler stated that the mastering of language whose teacher also influences the students' achievement in mastering language in class.<sup>4</sup>

Therefore, the researcher attempts to present new technique or strategy that can be implemented in the English speaking class, that is *Three-Step Interview*. The researcher has reasons in choosing *Three-Step Interview* as one of the ways to make students producing sounds. In this case, researcher wants to solve in the speaking problems there. The first reason, it is the simple and easy strategy done by researcher without any difficulties in implementation. The second reason, *Three-Step Interview* gives students most opportunities to communicate actively. Another reason, the researcher feels this strategy enable to encourage students' motivation to produce a sound with simple interview. In addition, according to Spencer Kagan, team interviews is useful for teaching and learning program at various places in the cooperative learning lesson, such as establishing an

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<sup>4</sup> Carolyn Kessler, *Cooperative Language Learning* (New Jersey: Prentice Hall, Inc, 1992), 37.

anticipatory set, checking for understanding, processing content and felling following a lesson.<sup>5</sup>

Based on the problems that faced by the students of *MA al-Fatah Badas*. The researcher uses *Three-Step Interview* strategy and uses classroom action research approach. So, researcher formulates the title: "*The Implementation of Three Step-Interview Strategy to Improve the English Speaking Skill of Students of MA Al-Fatah Badas Kediri*"

## **B. Statement of Research Problems**

Based on the background of the study above, so research problems are as follows:

1. How is implementation of *Three-Step Interview* strategy to improve the English speaking skill of students of MA Al-Fatah Badas Kediri?
2. Can implementation of *Three-Step Interview* strategy to improve the English speaking skill of students of MA Al-Fatah Badas Kediri?

## **C. Purpose of the Study**

Based on the Research problems of the study, this study aims to:

1. know the implementation of *Three-Step Interview* strategy to improve the English speaking skill of students of MA Al-Fatah Badas Kediri.
2. know whether the implementation of *Three-Step Interview* strategy can improve the students' speaking skill of MA AL-Fatah Badas Kediri.

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<sup>5</sup> Spencer Kagan, *Cooperative Learning* (San Juan Capistrano: Kagan Cooperative Learning, 1993), 8: 2.

#### **D. The Significance of the Study**

The researcher hopes that the results of the study will be useful for researcher, teachers, readers, and next researchers.

This research hopefully will be useful for researcher, to enrich the knowledge and know deeply about the uses of *Three-Step Interview* to improve speaking skill of students.

The teacher may consider providing same strategy, revise the traditional teaching which may not appropriate for teaching speaking, solve the students' problems about speaking, and give new information about this study.

This study is also supposed for the readers. This study may be one of contributions of thought for the readers about teaching and learning speaking and add new knowledge about education world.

This study is so far from perfection, it hopefully for next researcher may provide data concerning with teaching speaking by implementing *Three-Step Interview*.

#### **E. The Scope and Limitation of the Study**

This study discusses about the implementation of *Three-Step Interview* strategy to improve the English speaking skill of students of MA Al-Fatah Badas Kediri. Therefore, the researcher defined the scope of the study focus on *Three-Step Interview* strategy to improve students' speaking. This school divided three level; the first, second and third years by the total numbers of 108 students but the limitation of this study in the second years

which divided the social and science class and this research focus on social class only by total number of 26 students.

## **F. Definition of Key Terms**

Researcher gives briefly explanation about the definition of key terms to avoid misunderstanding of the readers. They are as follows:

### **1. Implementation**

According to oxford, implementation is a process to carry out a plan, an idea etc.<sup>6</sup> Implementation is certain method to give the special treatments in teaching and learning process in order to know the students' achievement in teaching and learning results.

### **2. Three-Step Interviews**

*Three-Step Interview* is an interview activity to get information each others through three steps and work each others in small group or more than that. In the small group sometime consists of four members.<sup>7</sup>

### **3. Speaking skill**

Speaking skill is the ability to pronounce articulation sounds or the words to express human thinking, ideas and feelings.<sup>8</sup>

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<sup>6</sup> *Oxford Learner Pocket Dictionary 4<sup>th</sup> Edition* (New York: Oxford University Press, 2008), 221.

<sup>7</sup> Spencer Kagan, 12: 2-2Ibid., 12:2.

<sup>8</sup> Henry Guntur Tarigan, *Berbicara: Sebagai Suatu Ketrampilan Berbahasa* (Bandung: Aksara), 15.