

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the research problems, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. The Background of the Study

Speaking is a language skill that is used for communication among people because by speaking, people can inform, entertain, and persuade another people.¹ Furthermore; in speaking, people will produce signs or symbols that called language. People also need language to know the culture and other people culture. There are many languages in this world, one of them is English.² We may say that the goal of language is communication and the goal of speaking in language is to convey meaning.

Almost everyone in this world is using English in their aspects of life. Furthermore, many countries are using English as their second language and their foreign language that is taught in the school in every level. For example, we often find that English is used in education, politic, technology, trade, etc. If we want to study abroad, of course, English is used as the main language to

¹ <http://tinaborneo.blogspot.com/2013/09/pengertian-tujuan-dan-tes-kemampuan.html>

² Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (Edinburgh gate Horlow: Pearson Education Longman, 2007), 13.

communicate both in classroom and outside of classroom. Thus, if we do not understand about English, we will be left behind.³

Apart from the usages of spoken English entire the world, in Indonesia itself, English is so important in education. Based on the law of education about the system of national education stated that "Foreign language can be used as a language of instruction in the educational unit specified to support foreign language learners"⁴ We can conclude that English cannot be separated from Indonesia' curriculum. Furthermore, English is a compulsory subject that taught in Junior and Senior High School as the law of education about system of national education that states "the study of language covers local, Indonesia, and foreign language"⁵.

English has four skills (speaking, listening, reading, and writing) in English Language Teaching (ELT). In this study, the writer interests to improve the speaking skill in order to increase students' self confidence in speaking English. Furthermore, speaking is the productive skill; it is generated by the learners, not directed at learners. By speaking, the partner will correct the speaker's mistakes directly and give them feedback.⁶

Teaching speaking is challenging because almost all of the students do not like English. That is a usual problem because speaking in English is not

³ Jeremy Harmer, *How to Teach English* (England: UK: Stenton Associates, Staffron Walden, Essex, 2007), 11.

⁴ Undang-Undang Sistem Pendidikan Nasional (SISDIKNAS) UU No. 20 Tahun 2003 Beserta Penjelasan, (Yogyakarta: MEDIA ABADI, 2005), 30.

⁵ *Standar Nasional Pendidikan (SNP)* (Jakarta: Asa Mandiri, 2007), 282.

⁶ Jeremy harmer, *How to Teach English New Edition* (England: Pearson Education Limited, 2007), 131.

easy. It needs to focus on grammatical rules, pronunciation, fluency, mastering vocabularies, and comprehension. Moreover, English is not our first language.⁷

Most of English teacher just focus on the theories instead of practice. That is caused by no speaking test on the final examination (UN). The teachers' role is not to dominate the classroom. But, they are generally one of facilitating, monitoring students, engaging with process, or clarifying information, rather than primarily providing information.⁸

The writer finds problems of speaking faced by the students of MA Hasanuddin Jombang Tertek Pare Kediri. These problems have gotten from observation in the classroom, interview with English teacher, interview with four students, and questionnaire. Those problems are *First*; the students are not confident to speak English; *second*; there is no specific method to teach speaking. The English teacher has taught the students based on the students worksheet that used in that school; *third*; teaching speaking in classroom are rarely given to the students; the teacher just teach speaking in topic Expressions only, asking for and giving help, for example. However, every topic (Genre and Short Functional Text) of English materials has 4 skills (Listening, Speaking, Reading, and listening); *fourth* the students are difficult to understand what other speakers are saying. *Fifth*; The students do not like

⁷ Mauriel Saville-Troike, *Introducing Second Language Acquisition* (United States of America: Cambridge University Press, 2006), 8.

⁸ Carolyn Kessler, *Cooperative Language Learning a Teacher's Resource Book* (United States of America: Prentice hall Regents, 1992), 15.

with English lesson because it is difficult and they do not have motivation in studying English.

Those data is supported by the questionnaire⁹ and the interview with four students of eighteen. Based on the questionnaire findings, 56% of the students stated that speaking skill is the most difficult of other skills; 17% stated that listening is the most difficult skill of other skills; and 11% stated that writing is the most difficult skill of other skills; and 5% stated that reading is the most difficult skill of other skills. Moreover; the reasons for the students are not confident for speaking English are they are poor in construct good sentence, mastering vocabularies, and pronounce word. 75% students also stated that they are difficult to understand what other speaker is saying. 80% of the students stated that they were poor in grammar, pronunciation, and grammar.

Based on those problems, the writer will implement the strategy to improve the students' speaking skill by using *six-step interview*. *Six-step interview* has chosen because it will give an opportunity for every student to speak up. They will in turn to express their ideas; moreover, they can get feedback from their partner if they have done mistakes as long as they speak. The students also can tolerate because they are willing to listen and giving the opportunity for their partner to speak up.¹⁰

⁹ Nur isnayati, *Improving Student's speaking skill through community language learning at class XI-IPS 2 of SMAN 1 PRAMBON NGANJUK*, (Kediri: STAIN KEDIRI, 2012)

¹⁰ Anita Lie. *Cooperative Learning* (Jakarta: PT Grasindo, 2008), 48.

It is so recommended because *Six-Step Interview* allows students to speak up in pair. That is so suitable for beginners who feel shy to speak English. Sometimes, they will be shy if they have to speak in front of public. The students can have self confidence to speak English if they have accustomed for it. Later, they will have self confidence to speak in front of many people. It has also chosen because it is one of strategies in cooperative learning methods. Based on the problems faced by the students of MA Hasanuddin Jombang Pare Kediri, the writer uses the method of *Six-step Interview* and uses collaborative Classroom Action Research (CAR) to improve the students' speaking skill.

B. Research Problems

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

1. How is the implementation of *Six-Step Interview* to teach speaking of the students of MA Hasanuddin Jombang Tertek Pare Kediri?
2. How can *Six-Step Interview* improve the speaking skill of the students of MA Hasanuddin Jombang Tertek Pare Kediri?

C. Purposes of the Study

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

1. To describe the mplementation of *Six-Step Interview* to teach speaking of the students of MA Hasanuddin Jombang Tertek Pare Kediri

2. To know how the implementation of *Six-Step Interview* can improve the speaking skill of the students of MA HASANUDDIN Jombang Tertek Pare Kediri

D. The Significance of the Study

The research should have significance; at least, it has significance to the writer itself. The writer hopes that this study will be useful for:

1. English Teacher

English teachers are one of facilitators that can change their students to be better in speaking. *Six-Step Interview* can be used to be the alternative in teaching speaking. Thus, the students can be better in speaking.

2. Students

In this case, the students are expected to have better skill in speaking than before.

3. The Writer

The writer, the candidate of English teacher, hopefully can teach speaking well by using this strategy. Moreover, the writer knows more about this strategy and can implement it well.

4. The School

This research can help the school for having better quality on its education, its teachers, and its students.

E. The Scope and Limitation of the Study

This study attempts to use *Six-Step Interview* to improve the speaking skill of the students of MA Hasanuddin Jombang Pare Kediri in academic year 2013/2014. The writer limits in teaching with the materials which will be used are Describing People and Expression: invitation. The writer just limits at the process of English language teaching on the first grade of the students of MA Hasanuddin Jombang Pare Kediri in academic year 2013/2014. The writer just focus on using *Six-Step Interview* strategy in teaching speaking

F. Definition of Key Terms

To make clear in this study, the writer decides the definitions of the key terms are:

1. Improve

Improve is a change to be better or make something better than before. It means the students can speak English by using good grammatical rules, pronunciation, fluency, vocabulary; and having good comprehension better than before.

2. Speaking

Speaking generally involves two-way communication with interactive role switching between the speaker, who convey a message, and the listener, who interprets and respond to it.¹¹

3. Six-Step Interview

¹¹ Margo Gottlieb, *Assessing English Language Learners Bridges From Language Proficiency to Academic Achievement* (United States: Corwin Press, Inc., 2006), 45.

Six-Step Interview is a variation on Three-Step Interview in which there are six steps. They are Interview, Interview, Gossip, Gossip, Interview, and Interview. In this strategy each student has to interview another, switch the role, turn a new partner and each shares what they have gotten, switch the role, on the new partner interview another, and switch role.¹²

¹² Spencer Kagan, *Cooperative Learning* (San Juan Capistrano: Kagan Cooperative Learning, 1993), 12:2.