CHAPTER I

INTRODUCTION

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

1.1 Background of the study

Based on Muller (www.birmingham.ac.uk), English is taught in the classroom on the assumption that classroom interaction can facilitate and result the correct and efficient language used for students in communication. So, they can practice their speaking English with their friends and their teacher in the classroom before they face the real life.

There are some reasons why students learn language. First, they learn language because their school curriculum forces them to learn language. Second, learning foreign language especially English can give them chance to live better. They will get a good job if they can communicate with two or more languages. Third, they live in target language where their surrounding communicates with that language. Fourth, they are interesting with the culture of the target language. They are curious with the people, the culture, and the place where the language use. Fifth, they learn it just for fun because all of their friends learn that language, (Harmer,1991:1-2). From those reasons students are motivated to learn other language especially speaking English.

According to Febriyanti (lmu-efgp.unlam.ac.id), speaking is very important skill that people must practice it to communicate orally. Speaking is a process in which information is produced, received, and processed. According to Nunan in Febriyanti (lmu-efgp.unlam.ac.id), Speaking obliges learners to understand time, reasons, and how they produce language, but as language learners they may have some problems when they are learning speaking English.

Febriyanti (lmu-efgp.unlam.ac.id) stated that there were some problems found in the speaking class. First, students were shy to speak English in front of the class. They were afraid to make a mistake in front of their friends. They would be ashamed by the other if they had difficulties to speak English. Second, they preferred to speak their own language than English to present their work in the class. They wanted to deliver their work to the other students, so they used their own language to make others understand and to avoid embarrassing moment when they have difficulties to speak English. This was also related to the student who was shy to speak English in front of the class. Third, teacher was difficult to handle students in the large classroom. If the classroom contained of 30 – 40 students, it would be difficult for teacher to handle them and to organize a creative teaching learning activity. It was also hard for students to get a chance practicing their English and got attention from the teacher individually. Fourth, students were not discipline in the classroom. They talked each other, made a noise, and did not pay attention to the teacher because they were bored with the activity that was given by the teacher. The last, the material did not fulfill the students' need. Teacher should teach language related to the situation outside the classroom.

Students would feel confuse and bored if the topic did not relate to their real life. Beside that teacher still used the traditional method that made atmosphere in the classroom was uninterested. Those problems were related to students' motivation to speak English.

It needed effort from the teacher to find a new method to motivate them to speak English, so the students were able to learn English speaking and improve their speaking skill easily because when they graduated from senior high school, they were charged to be able to speak English to find out job.

Commonly, teacher tended to use Presentation – Practice – Production ("Three P's") because it was popular, simple, and straightforwardness to lead language acquisition in Bocale (www.humnet.unipi.it). According Tomlison (1998 : xv) 'Three Ps' organized teaching language in three stages: Presentation of the item, Practice of the item, and Production of the item. Based on Mc Carthy in Bocale (www.humnet.unipi.it), 'Three Ps' was impossible to teach students replicated features and functions of communication. It was also a traditional method that made students felt bored in the classroom. Nowadays, there was an alternative method that was appropriate with students in learning speaking. Illustration – Interaction – Induction ("Three I's") was the appropriate method for them. Based on McCarthy and Carter in Timmis (2005), they proposed that Illustration – Interaction – Induction ('Three Is') should replace the "Three P's" method.

According to Howard (www.matsda.org), "Three I's" method was useful for passive, past perfect, past continuous, and verbs for reported speech. He also said

that the students did not only think about the grammatical structures but also the reason and how they used language in particular context.

Same with Howard (www.matsda.org), Bocale said that "Three P's" should be replaced with 'Three Is' method and he also said that 'Three Is' was working in an adults class and upper-intermediate learners who had linguistics competence to interact, and also it could motivate them to learn English and had a little doubt in their attention and effort than 'Three Ps' method.

While, In Semen Gresik Senior High School, "Three I's" method was never taught to the students because the teacher tended to use "Three P's" method. That was known after the researcher interviewed with the English teacher. She said that she tended to use Presentation – Practice – Production ("Three P's") as her teaching method and never used the Illustration – Interaction – Induction ("Three I's") to her students. So, "Three I's" was still new for her and her students. 'Three Is' method had not been implemented for the students who had low level in English speaking skill. Therefore, this study was aimed to know the effect of Illustration – Interaction – Induction ("Three I's") on the students' speaking skill in senior high school.

1.2 Statement of the problem

Based on the background above, the researcher formulated the following research question:

Is there any significant influence on the use of Illustration – Interaction – Induction ("Three I's") toward 11th science students' speaking skill at Semen Gresik Senior High School?

1.3 Purpose of the study

    Related to the problem statement above, the object of this research is to investigate the effect of Illustration – Interaction –Induction ("Three I's") on 11th science students' speaking skill at Semen Gresik Senior High School.

1.4 Hypothesis of the study

    Based on the problem stated above, the hypothesis can be formulated as follows: There is any significant influence on the use of Illustration – Interaction – Induction ("Three I's") toward 11th science students' speaking skill at Semen Gresik Senior High School.

1.5 Significance of the study

    In this study there are some advantages that can gain teacher, students, and researcher. For teacher, the teacher can know the new Illustration – Interaction – Induction ("Three I's") of teaching English and its influence to students' speaking skill. For students, they can learn speaking English in a variety way which it does not make them bored and they can increase their speaking skill. It can motivate them to speak English briefly to the other students without feel shy anymore. While for researcher, she can know the influence of Illustration – Interaction – Induction ("Three I's") on 11th science students' speaking skill at Semen Gresik Senior High School.

1.6 Scope and Limitation of the Study

    The subject of this study is 11th grade science students. The researcher chose 11th science students at Semen Gresik Senior High School because it can make

them understand what kind of English that they should learn and prepare them to face the real life after they graduated. If they have a good ability in speaking English, so they will get a lot of information about the situation of the world. In this study researcher focused on examining the effect of Illustration – Interaction – Induction ("Three I's") on 11th science students' speaking skill at Semen Gresik Senior High School. Here, the researcher limited the material. She used the expressions of making suggestion, expressions of asking suggestions, the responses of accepting or declining suggestion, expressions of offering something, and the responses of accepting or declining offering something.

1.7 Definition of key terms

To avoid misunderstanding and misinterpretation, some important terms in this study were defined as follow:

1. Illustration – Interaction – Induction ("Threes I's") is an alternative method that appropriate with students in learning speaking. Where, Illustration is giving the real feature of language which taken from authentic text or audio. Interaction is conducting discussion about the use of language and certain feature of context. While, Induction is making conclusion about the use of language and the feature of context.

2. Students' speaking skill is an ability of producing, receiving, and processing information orally which must be practiced in learning foreign language in order to update students' information about the situation of the world.