CHAPTER I
INTRODUCTION

In this chapter, the researcher discuss some points that include background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, hypotheses of the study, and definition of the key terms.

1.1 Background of the Study

English is one of international language which has an important role in the world. And English has been taught as a foreign language lesson since at elementary school levels until university. English language learning consists of four skill, they are listening, reading, speaking and writing. Speaking is one of four language skills. Jones (1996:12) in Richards (2008:20) said that, in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. It means that through speaking, students could explore, develop their ideas, and get the objective of speaking.

Speaking is one of the four skills that must be mastered as well as the other skills such as listening, reading and writing. In the context of language, speaking seems like the most dominant ability to see. People would consider someone's mastery in English through the way how he speaks, at first. Moreover, any other components such as grammar, vocabulary, and pronunciation are also necessary to learn to support the speaking ability. On the other hand, speaking is one of language skills that must be mastered by English learners. In academic settings, speaking is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation. Speaking is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. So, Speaking is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other word, to achieve the success in language teaching learning process especially English, Speaking is one of important factors in all language teaching.

Speaking has both transactional and interactional purposes (Gebhard, 2006:169).When the purpose of communication is transactional, the focus is on the meaning of the message because it is important for the listeners to comprehend the content of the speakers' message. Then when the purpose of communication is interactional, the focus is on maintaining social relation because the speakers should create harmonious interaction among individuals.

In fact, it is difficult for the learners to speak well. According to Brown (2001), students are often under pressure their friends so they are afraid to express their opinions if they are different from their friends. As a result, they are unwilling to share their ideas in the classroom and they feel shy if they make mistake. Interesting activity for student can be got from teaching speaking. Sometimes it can be bored if the teacher does not use interesting strategy when she/he explains the material. Bailey (2005:54-55) said that the teacher should know the principle of speaking if they teach foreign language. There are some principles of teaching speaking: Differentiate between foreign language and second language. In foreign language, it does not use target language in daily life. Making kind of speaking tasks can involve students'understanding. Give the student's opportunity to practice English fluency and give motivate that making mistake in speaking is natural. Provide occasion for the students to talk and making teacher's talk limit.

There is an appropriate method that can be an alternatively used for teaching the students speaking that is cooperative learning method. The cooperative learning method is a successful strategy which can be applied to enhance the students' speaking mastery. Slavin in Isjoni, (2011:15) mentioned that in cooperative learning method, students work together in four member team and master material initially present by teacher. Cooperative learning is claimed to be a very effective teaching method in foreign/ second language classroom.Moreover, cooperative learning method has many techniques and each technique has its own benefits and effectiveness to foster the students' language learning. They are Three Steps Interview (TSI), Jigsaw, Think-Pair Square, Round Robin, Numbered-Head Together (NHT), and so on. It gives many alternatives for

teacher to choose one or more technique to be applied in the language classroom. Since cooperative learning method has many techniques, this study is limited in one of the techniques namely Three Steps Interview (TSI). Kagan (2009) stated that by using Three Steps Interview (TSI), each person much produce and receive language during the process of learning. The students have their own roles and turns to practice speaking in English (Jacob, et al: 2006).

Three Steps Interview (TSI) is one of cooperative learning method that helps students personalize their learning. It is also teach them to listen something and appreciate others; thinking and idea. There is an identical role in Three Steps Interview Technique (TSI) because each person participates to share the idea for 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. Three Steps Interview (TSI) is very helpful to improve the student's speaking ability since each student will have an interaction in pair, where one student is as an interviewer and another one is an interviewee. It gives idea to every student to think and learn what they say and how to speak it up in English.

There are some studies have investigate related with the implementation of Three Steps Interview (TSI) on students' speaking skill. The first study is conducted by Rika Irawati (2011) entitle "The Effectiveness of Three-Step Interview Technique to Teach Speaking Viewed from the Students' Language Anxiety". The method of the research is experimental study. The objective of the research is to examine whether Three-Step Interview Technique is more effective than Dialogue Memorization to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012. The result showed that Three-Step Interview technique is an effective technique in teaching speaking. The effectiveness of the technique is influenced by the students' language anxiety.

The second previous study is by Nadhifatuzzahro (2017) entitle "The Effectiveness of Three Steps Interview (TSI) Technique Towards the Students' Speaking Ability at the Tenth Grade of MA Al Maarif Tulungagung". The design

is using quantitative approach with pre-experimental design. The population was the entire students of the tenth grade of MA Al Ma'arif Tulungagung that consists of three classes. The sample of this study is a single group that is VII-A consisting of 25 students that is chosen by purposive sampling. The instrument used in pre-test and post-test is speaking test. In analyzing the data, the researcher uses SPSS calculation. The aim is to find out the advantages and disadvantages of guessing game on student's speaking skill in order to improve teaching and learning process. The result shows that TSI is effective to improve students' speaking ability.

The next researcher was conducted by Pindha Kaptiningrum (2015) entitle "Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal". The design is using classroom action research (CAR). The researcher has used test to measure the students' speaking ability. The result of analyses has shown that in general students' speaking ability in terms of the overall impression of their speaking, their fluency, their pronunciation, their grammar and vocabulary, and content/message in the two cycles have improved, particularly in cycles I and II. The aim is to improve students' speaking ability by using three step interviews. Finally, the result of the study showed that three step interview was helpful and effective to teach speaking materials. The success of three step interviews was supported by the result of the questionnaire, observation sheet, and test. It was proven that the students have been motivated to speak English fluently.

The researcher does this study according to the previous study by Vera Rahmadi (2013) entitle "The Effect of Using Three-Step Interview Strategy Toward Students' Speaking Ability of the First Year Students at SMA Muhammadiyah 1 Pekanbaru". The design is using quantitative design. The aim was to find out the improvement of students' speaking ability through Three-Step Interview Strategy and to find out the effectiveness of Three-Step Interview Strategy in improving students' speaking ability. In the previous research, the highest score increase is in comprehension and vocabulary aspect. But for the other aspect, such as accent, grammar, and fluency still get under 65 score. In the

previous research, the teacher provide descriptive text to the students and ask the group to read it then the other group as interviewer ask that group about descriptive text that they have been read. So that is why the students get high score increased is in comprehension aspect. Because they can comprehend the text well. The teacher more emphasize in comprehension aspect without checking the grammatical error. So that, the students can comprehend it well and can deliver it but they do not know whether they speak up with correct grammatical or not. In the previous research, the teacher does not explain what tenses that should be used in new item text.It make the students do not know what tenses that should use when they deliver descriptive text. The students just can speak for deliver descriptive text with appropriate content without correct grammatical. Here the researcher want to use simple present tense in descriptive text as the material to teach seven grade students in the second semester, because the researcher should matching the material that used in the school. The researcher also wants to drill the students in order that they can use appropriate grammar.

Based on the statements above, the researcher assumes that applying three steps interview technique is effective toward the students' speaking skill because it gives students more chance to practice and gives more opportunities to the students to make turn in speaking during the times allocated. The students can practice and express their idea freely because they do activities with their friends. The researcher wants to know whether the use of three steps interview technique is effective or not in teaching speaking. So, the researcher is interested to conduct research to see the effectiveness of using three steps interview technique toward the seventh grade students' speaking skill at SMPN 1 Kebomas.

1.2 Statement of the Problem

Based on the background of the study, the problem statement of this research can be formulated in form of the question as follow: "Is there any significant effect on students' speaking ability taught by using Three Steps Interview (TSI) technique?"

1.3 Purpose of the Study

According to the problem of the research, the purpose of the study is to know the significant effect on students' speaking ability taught by using Three Steps Interview (TSI) technique.

1.4 Significance of the Study

The result of this study hopefully to be beneficial from both theoretical and practical aspects. In this case, for those involve in teaching English.

1.4.1 Theoretical Significance

1. It is expected that the result of this research will generate idea on teaching speaking in Senior High School.
2. It is expected that the result of this research will give contribution to the theory of the strategy in teaching speaking.
3. It is expected that the result of this study will give contribution to theory of Three Steps Interview (TSI) technique.
4. It is expected that the result of this study will provide information about implementation of Three Steps Interview (TSI) as technique in teaching speaking class at Senior High School.

1.4.2 Practical Significance

This study is expected to be useful for the researcher, the students, the teachers, and the future researchers.

1. For the researcher

    This study is very important to know whether there is an effectiveness of using Three Steps Interview (TSI) to improve the students' speaking ability. Besides, researcher can get such a great experience in conducting the research.

2. For the students

    This study can improve their speaking ability and motivation in learning English especially in speaking.

3. For the teacher

   It can give input for new teaching speaking strategy. The result of the study is expected to give more reference for teaching speaking in more attractive and interesting way.

4. For the next researcher

   Hopefully this study can be reference or guidance for the next researcher to conduct the next research.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determines the scope and limitation which focus on seventh grade of Junior High School in SMPN 1 Kebomas. The researcher just focuses on identifying the significant effect of three step interview implemented by seventh grade students in grammar of speaking ability.

Because the purpose of this study to identify the significant effect of three steps interview implemented by seventh grade students in speaking ability in Junior High School. Here, the researcher will limit the material about procedure text and descriptive text for seventh grade that focus on grammar in speaking ability. For analyzing the result of the test, the researcher used SPSS to analyze the data.

1.6 Hypotheses

In order to answer the research question, the following hypotheses is proposed: the null hypotheses (H_O) and the alternative one (H_1). If the null hypotheses is rejected so, the alternative one will be accepted.

H_O: There is no significant effect on students' speaking skill taught by using Three Steps Interview technique at the seventhgrade students of SMPN 1 Kebomas.

H_1: There is significant effect on students' speaking skill taught by using Three Steps Interview technique at the seventh grade students of SMPN 1 Kebomas.