

CHAPTER I

INTRODUCTION

A. Background of study

Students are required to master 4 components in learning English of consist: Speaking, Reading, Listening, and Writing. learning English begins with listening first (listening), then followed by speaking (speaking), then reading (reading), and finally, writing (writing). One of the components that students' must capable of is Speaking because while we learning language, we never be isolated with "Speaking". Speaking is the ability to express, to communicate thoughts or feelings orally. Brown (2000) pointed out that speaking is one of the important skills that must learn in learning English. Regardless of in the importance of speaking for students, students are faced with various difficulties in speaking. If a person has good speaking skills, then he will get social and professional benefits. Social benefits are related to the activities of social interaction between individuals. Professional advantages are obtained when using language to ask questions, convey facts and knowledge, explain and describe.

Speaking is very influential in our daily lives, because to interact with humans we are required to establish a good communication relationship. Communication allows humans to know an event. Communication humans can develop their knowledge, namely learning from their experiences, as well as through the information they receive from the surrounding environment. Good communication also has an impact on the goodness and smoothness of the business that we try because to make the good business we

have to communicate well and smoothly so that there are no misunderstandings. In that case, very necessary to complete and mastered the speaking skill.

Speaking for most individuals is considered the foremost troublesome because it includes many aspects of English language skills, including grammar, vocabulary, pronunciation and listening. Speaking is one of the skills that must be mastered and capable to practice in the field with other people as the interlocutor. Many factors that cause speaking difficulties, these are: inhibition, muteness, low or unequal, and mother tongue. Students are often hesitant when speaking a foreign language especially English in class, some students also have lack motivation when their practise English in the dialogue and they do not know to show their words or feelings in speaking.¹

Speaking is one of the subject that should be mastered by students in senior high school curriculum. The purpose of teaching English language in senior high school curriculum is to make students use the target language. On the contrary, there are senior high school students especially in Jakarta faced some difficulties to speak English well. This case happened toward students of MAN 21 Jakarta. Basically, most of students in MAN 21 Jakarta get good score in English subject but those students are unable to practice their English with their classmates, they afraid to make mistake, still low in pronunciation, feel bored because the teacher do not use interesting media and technique in teaching English, and do not have rich

¹ Penny Ur, "A Course in Language Teaching Trainee Book," *A Course in Language Teaching Trainee Book*, 1999, <https://doi.org/10.1017/cbo9780511732928>.

vocabularies. If this problem is always negated, students will never practice their speaking in their daily activity.

The Three-Step Interview may be one of the ways to increase students speaking skills. This technique designed to form benefits for students to more active in within their studies also in the classroom.² The Three-step Interview could be a one of the ways to teaching. The concept of this method is that students add team, interview the opposite in pairs and give the data from the interview. In the Three-Step Interview method, students take turns interviewing in pairs and then have them report what they have learned to the other pair of students.

There are related studies to this technique, Okta Herfiani (2013) in her thesis “The Use Of Three Step Interview Strategy To Increase The Descriptive Writing Skills Among The Second Grades Of SMPN 5 Metro”, she found that three step interview can increase the students’ skill in writing descriptive and this strategy can apply in the classroom order to the more attractive in learning process. She only focus on increasing the students’ writing skill and solved the problem about difficulties to write an English text or paragraph.

Another research related to this study is the research entitled “The Effect of Using Three Step Interview on Students Writing Achievement”, she found that Three Step Interview improved students writing ability. It can be seen through the score of experimental group is better than control group in the result of post-test.

² Spencer Kagan, “The Structural Approach to Cooperative Learning,” in *Cooperative Learning Resources for Teacher*, 1990, http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198912_kagan.pdf.

In short, the writer wants to apply the Three-Step Interview in this research because the researcher believed Three-Step Interview technique can motivate and measure the students' ability in speaking skill.

B. Identification of Problem

Concerning the background above, problems can be identified that are: The students have still low in pronunciation, the students are afraid of saying something wrong while speaking English, the students have still low self-confident in speaking English, the students unable to speak English with their classmate, the techniques that is used by the teacher is monotonous.

C. Scopes and limitation of the research

This research focused on investigating the influence of Three-Step Interview technique on student speaking skill. The researcher aims to examine the effect after implementing of Three-Step Interview technique of students' speaking skills.

D. Statement of the problem

Some problem that mentioned before, the researcher will formulate in the specific question as follow:

1. Is there significant influence of Three-Step Interview on students speaking skill?
2. What are students' responses when using the Three-Step Interview technique while studying?

E. Objectives of the study

Based on statement research of problem above, the researcher have objectives of the research as following:

1. To know the influence of using the Three-Step Interview on students speaking skill.
2. To know the students' responses of using Three-Step Interview in studying English.

F. Significance of The Research

This study is expected to support the principles of English language teaching. Especially through the use of the Three-Step Interview technique and explores this technique as it is considered an effective way to enhance the teaching the language and studying English in the classroom. Therefore, the information from this research gives teachers with knowledge about the applied of the Three-Step Interview techniques and the improvement of the students in speaking English.

G. Previous study

1. "The effect of using Three Step Interview on students writing achievement" by Kiki Aprilia Ananda Putri. This study is A quasi-experimental research and this study conducts in MTs Baitul Hikmah by selecting two groups in same grade (seventh grade) as experimental and control group. The data was collected from pre-test and post-test focusing on writing descriptive text. The data is normal, the SPSS version 23 showed that the significant values is 0,003. The value is lower than significance

level. Which means that H₀ (Null Hypothesis) is rejected and it can be concluded H_a is accepted and there is a significant effect of using Three Step Interview on students writing achievement at Mts Baitul Hikmah.

2. “The Use of Peer Interviewing to Improve the Students Speaking Ability at the eighth grade Students’ of Mts Aisyiyah Sugguminasa. The author of this research Nur Fitratullailah. She conducted a study in which assessed speaking students in terms of accuracy and fluency using peer interviewing. This study using pre-experimental research, she collect the data through speaking test which is pre and post test. And the result showed that there was as significant difference of score in pre and post test. That’s mean the use of peer interviewing was success to improve students’ speaking ability.
3. The Effect of Using Three-Step Interview Strategy toward Students; Speaking Ability” by Vera Rahmadani, the student of English Education Department of UIN SUSKA Riau. This research used experimental research and the aim of this research is to find out the effectiveness Three-Step Interview Strategy to improve students’ speaking ability. Tis research took place at SMP Muhammadiyah Pekanbaru. And the result showed Three-Step Interview was an effective way to in improving students’ speaking ability it can be seen that the score of experimental class was better than controlled class.

The novelty of my research from the previous study s most of the studies using interview technique to the research. The differences between this research and other research there are in

general lack: the studies focus only on junior high school especially focusing on Islamic Junior High School students. One of the previous study focusing students writing ability and other previous study focusing speaking. Meanwhile in this research the author focusing students speaking ability and students' responses in Three-Step Interview technique.

H. Organization of writing

This paper divided into five chapters. Each chapter explains different matters in line with the topic that is discussed:

Chapter I is introduction; background of study, identification of problem, scopes and limitation of the research, statement of the problem, significance of the research, precious study and organization of the study.

Chapter II is theoretical framework consists of the definition of Three-Step Interview, The Procedures of Three- Step Interview, Definition of speaking, Types of speaking, Components of speaking.

Chapter III is a methodology of research; research design, research steps, place and time of the study, population and sample, data collecting technique.

Chapter IV describes the results, hypothetical findings, hypothesis test results, and discussion of the research results.

Chapter V is about conclusions and suggestions.