

CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, there have been many papers explaining the importance of speaking English in various aspects of life. Therefore, the need for English speaking skills in communication is very high. This is because English is a foreign language that is often used as a communication tool by many individuals around the world. Speaking English plays an important role as a communication tool in various aspects of life in the world such as business, entertainment, and science. With communication humans can express meaning and get any information, this is an important need for humans. Without communication, no human can survive in this planet.¹ Someone who can speak well is usually considered to have good communication skills. Thus, they will be able to compete with people from countries that use English as their first or second language.

Based on the above reason, English speaking skill is often considered as the most demanding aspect of language proficiency compared to reading, writing and listening skills. Among the various language skills, English speaking skill is widely recognized as the most

¹ Shiva Durga and Vivek Mehrotra, "Communication and Its Vital Role in Human Life", *International Journal of Health Sciences*, Vol. 6 (June, 2022), 5947.

demanding because it requires immediate application of grammar, vocabulary, pronunciation and fluency in real-time communication. Students who are successful in language learning feel that their speaking skills are also improving.² This means that speaking is a priority for students where students need good speaking skills.

In line with the Indonesian government which has also included in the 2013 curriculum the importance of having good English skills for Indonesian students. There are English subjects that are compulsory from elementary school to university level.

One of the learning objectives of English in senior high school is speaking which is specifically included. At this level, as students who have studied English for approximately 9 years, it is expected that students have the ability to pronounce English words clearly including intonation, vowels, consonants and the correct tone in pronunciation. Students are expected to have a mastery of vocabulary in speaking English, where students need a minimum of 2000 to 3000 word families so that they are able to use English well, both in listening, speaking, reading and writing.³ In addition, the hope is that students have a correct understanding of grammar and students are expected to be able to speak continuously without too many stops or pauses that are too long.

² Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)*, (Singapore: Regional Language Center, 2008), 19.

³ I. S.P. Nation, "How Large a Vocabulary Is Needed for Reading and Listening?", *Canadian Modern Language Review*, (2006). 63.

In factual conditions, students who try to speak English with others have many problems that they face. Students feel something different from learning Indonesian. English has its own complexities to understand because of its existence as a foreign language in Indonesia. English at this school level is a subject that requires hard work for students to master. Speaking is one of the most difficult skills language learners have to face.⁴ Some of the barriers that students feel in speaking English such as fear of making mistakes, lack of motivation to express themselves, lack of participation, and using L1 in English classes.⁵

Based on the researcher's observation, there are several problems faced by tenth grade students of MAN 2 Kota Cilegon, among others: First, the lack of interest and motivation to practice speaking English in students because it is influenced by their surrounding environment, where many people around them such as teachers and their friends rarely use English so that it results in their low English speaking achievement.

Secondly, because the students rarely practice speaking English, the students have limited vocabulary. This is caused by the teacher who always gives the lecture method and does not organize students to practice speaking in the classroom. Third, the fear of making mistakes and getting criticized by the teacher and their friends makes students lack confidence and passive in class. The last one is the monotonous way of teaching

⁴ Neil McLaren, Daniel Mardid, and Antonio Bueno Gonzales, *TEFL in Secondary Education*, (Granada: Editorial Universidad de Granada, 2006), 321.

⁵ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No. 1 (2017). 36.

where the teacher uses the lecture method and does not provide opportunities for students to speak because the teacher's speaking portion dominates over the students so that students are more silent.

In relation to this problem, many studies offer some alternative media, techniques and materials to improve students' speaking skills in English language teaching. Research that offers techniques to improve speaking skills is interesting to investigate considering the lecture techniques that commonly used by many teachers. By using various learning techniques, teachers can provide students with a more interesting, fresh and dynamic learning environment. These techniques can also foster active participation, increase motivation, and create opportunities for students to practice and perfect their speaking skills in real contexts. One of the possible techniques to improve speaking skills in English language learning is the three-step interview technique. Based on preliminary research, the three-step interview technique is an effective speaking teaching technique for improving students' speaking skill of the seventh-grade students at junior high school.⁶

A study conducted by Sandiya Nurfitma Aidy (2018) entitled "*The Implementation of Three-Step Interview in Teaching Speaking at the Seventh Grade Smpn 1 Sambit*". Reveals that the implementation of the three-step interview is supported by three stages, namely preparation, implementation, and evaluation. There are many factors that influence the

⁶ Dede Aditya Saputra, "The Application of Three-Step Interview Technique to the 7-Th Graders' Speaking Ability of Junior High School", *English Education Department* (2019). 48.

success of the three-step interview implementation, including learning materials, students, teachers, and learning conditions.⁷ A study by Qorina Ikhwati (2017) entitled “*Three-Step Interview as a Technique in Developing Students' speaking Ability (Classroom Action Research at the First Grade VII A of Mts Raudlatul Falah)*”. Reveals that the three-step interview method can develop students' speaking skills by motivating students to study hard and evidenced by increased student participation in the classroom teaching learning process.⁸ The study was done by Ismi Aristy, Rega Hadiansyah and Yanuarti Apsari (2019) entitled “*Using Three Step-Interview to Improve Students' Speaking Ability*”. The results of this study revealed that the three step interview technique can increase students' interest and can improve speaking learning in the classroom for the better conditions.⁹

Although there has been a lot of research on three step interview technique in speaking. There is a gap in research in that not all schools use this method to overcome student problems in the teaching and learning process. Researcher found problems at the high school level where students were afraid to speak English because they were afraid of making mistakes and being criticized by their friends. As senior high school

⁷ Sandiya Nurfitma Aidy, “The Implementation of Three-Step Interview in Teaching Speaking at the Seventh Grade Smpn 1 Sambit”, (2018), 69.

⁸ Qorina Ichwati, “Three-Step Interview as a Technique in Developing Students' Speaking Ability (Classroom Action Research at the First Grade VIIA of MTs Raudlatul Falah)”, (2017), 53.

⁹ Ismi Aristy, Rega Hadiansyah, and Yanuarti Apsari, "Using Three Step-Interview To Improve Student'S Speaking Ability", *PROJECT (Professional Journal of English Education)*, Vol.2, No.2, (2019), 78.

students, they should have good English speaking skills by having sufficient vocabulary and fluency in speaking English because they get more knowledge input compared to students in junior high schools.

Three-step interview technique is an effective way to encourage students to share their thinking, ask questions, and take notes.¹⁰ The three-step interview technique is one that allows students to interact with each other in a team because it gives students the opportunity to ask, answer, and listen well and to build communication between students. This implies that students are capable of being responsible for group contributions and not only for their own benefit, nor can students understand the core of the topic they are talking about through a three-step interview technique. Therefore, using this technique is expected that the students can easily improve their speaking skill. In connection with the explanation above, the researcher intends to conduct a research entitled "The Influence of using Three-step Interview Technique on Students' Speaking Skill of the Tenth Grade Students at MAN 2 Kota Cilegon"

B. Identification of Problem

Based on this research background above, the identification of the research are:

1. Students lack of motivation in speaking
2. Students lack of vocabulary
3. Students are not confident

¹⁰ Barrie Brent Bennett and Carol Rolheiser, *Beyond Monet: The Artful Science of Instructional Integration*, (Toronto: Bookation, 2001). 19.

4. Lack of speaking practice time.

C. Scope and Limitation of Problem

Based on the background of the study, the researcher scopes the problem as follows:

1. The writer was conducted the research about the influence of using three-step interview as a technique on students' speaking skill.
2. The object of this research is the tenth-grade students at MAN 2 Kota Cilegon.
3. The researcher was used quasi-experimental as a research design.

The issues to be addressed in this study are limited to more focus on investigating the influence of using three-step interview technique on students' speaking skill of the tenth-grade student at MAN 2 Kota Cilegon.

D. Formulation of Problem

Based on this study's background, the researcher focuses on the question: "Is there any significant influence of using three-step interview technique on students' speaking skill of the tenth-grade student at MAN 2 Kota Cilegon?"

E. Objective of Study

The objective of study is expected to find out whether there is any significantly influence of students' speaking skill after being taught by using three-step interview technique of the tenth-grade student at MAN 2 Kota Cilegon.

F. Significant of Study

The result of this study are expected to give some benefit not only theoretically but also practically.

1. Theoretically

The findings of this research are expected to enhance the theory of teaching technique in English, and experiment different technique concerning teaching speaking.

2. Practically

The result of this research will be expected to give precious contributions especially to students, teacher, and next researcher.

a. For students

They can enhance their speaking skill in classroom with three-step interview technique.

b. For the lecturers

This research might become a meaningful contribution in teaching English, because this study is used as a references and alternative technique in teaching to improve students' speaking skill.

c. For next Researcher.

This study also expected to be used as a reference for other researcher to conduct research about speaking skill.

G. Organization of Writing

This study uses a writing technique based on a scientific paper writing guidebook (FTK UIN SMH Banten). Systemically, it will illuminate five chapter of this paper and each chapter has several points to explain each chapter. The systematic discussion is as follows:

Chapter I Introduction, which consist of background of study, identification of problem, scope and limitation of problem, formulation of problem, objectives of study, significant of study and organization of writing.

Chapter II Theoretical Framework, which consist of definition of speaking, type of speaking, component of speaking, speaking assessment, definition of three-step interview, procedure of three-step interview, and advantages of three-step interview.

Chapter III Method of the Research, it is including of research methodology, time and place of the research, population and sample, operational definition, instrument of research, data collection, and data analysis.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestions