

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a system for the expression of meaning. Its primary function is for interaction and communication. Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people.¹

Language skills are listening, speaking, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities.²

One of the important skills that should be learned by the students is speaking skill. Flutcher stated the ability to speak a foreign language is without doubt the most highly prized language skills and rightly so. In other words, he wants to say that speaking is the most credited ability that should be learnt by the learner. Whereas, students who are not accustomed themselves to speak in English will find many difficulties when they learn to speak in English.³

Speaking for academic purposes is an overall term used to describe spoken language in various academic settings. In addition, it

¹ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide*, (UK:Blackwell Publishing,2003, 2nd Ed), p.135

² Douglas, H. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 232

³ Flutcher,Glenn, *Testing First Language Speaking*, (Gear Britain: Pearson Education. 2003), p. 18

suggests that the language used is normally formal or neutral, and obeys the conventions associated with the genre of activity.⁴

In reality, although English has been taught since in elementary school, most of the students in vocational schools rarely use English when they communicate with their teacher or their partner in the classroom. This condition can be caused at least by two main factors. First, the students do not have enough English ability such as vocabulary or pronunciation mastery. The lack of students' mastery in vocabulary and also pronunciation make students do not feel confident when they want to share their idea in English orally. They are afraid of making mistakes and being mocked by their friends. Those conditions are not supported with enough motivation given by the teacher.

Many of teachers still apply the old paradigm of learning process by emphasizing rarely speaking to students, but they never got opportunity to talk in the class, it will make student fluent and confident gradually. Speaking as productive skill must be taught with a certain technique and then make students cooperate with and convey their idea directly.

Many problems faced by students especially in speaking class. For example, many students are afraid of making mistake because of their grammar, pronunciation and vocabulary are still weak and they are not confident in speaking. Students are also lack of motivation in learning English. So that, for all teachers should find the most effective way in improving students' speaking and find how to motivate them to do speaking.

⁴ R. R Jordan, *English For Academic Purposes*, (Cambridge : Cambridge University Press, 1997),p. 193

This problem occurs at the first grade of MTs Raudlatul Falah Pasir Muncang Kec. Jayanti Kab. Tangerang. Students' ability in communication is often not fluent yet, they feel difficult in practicing dialogue each other and they do not give good respond in learning activity. This condition makes their English speaking ability score under the minimum passed criteria. The students' mean score of class VIIA only 64 and only 13% of them got score 70> (minimum passed criteria).

To solve the problem between curriculum expectation and students' low speaking ability in communication, there are many ways that can be used to help students. One of them is technique. Technique in teaching used by teacher can help students to practice their English. Many strategies are used as the technique to involve students in teaching and learning process. One of them is cooperative learning. The appropriate teaching technique like cooperative learning strategies helps the teacher to solve problems in the class because the cooperative strategies employ student centered activities rather than teacher centered activities. It can guide and facilitate a better atmosphere of learning. The technique may also attract the students' attention toward achievement of speaking skill and increase their motivation by actively involving in learning. In addition, the use of appropriate technique in teaching speaking can solve the problems occurring in speaking class.

Related on the previous statements, the researcher intends to help the English teacher improves the students' speaking skill by introducing one of cooperative learning techniques. Brown states "in cooperative classroom the students and the teachers work together to pursue goals and objectives." It means in a cooperative classroom the

interaction between students and teachers in teaching and learning process will be created.⁵

The researcher will offer a cooperative learning technique named Three Steps Interview that may become the most appropriate alternative solution to solve the problem. Kagan stated that by using three steps interview technique, 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.⁶

In short, three-steps interview technique may be very useful to help teacher to improve students' speaking ability because students will have an interaction in pairs as an interviewer and an interviewee, so that they automatically learn what to say and how to speak it up in English.

Based on the background of the research, the researcher will conduct the research "Three-Step Interview as Technique in Developing Students' Speaking Ability" (Classroom Action Research at The First Grade VIIA of MTS Raudlatul Falah Pasirmuncang Tangerang).

B. The Identifications of Problems

The identification of problem calculated as follow:

1. The first students' ability in communication is often not fluent yet.
2. The first students feel difficult in practicing dialogue each other.

⁵ Douglas, H. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, *Op.Cit.*, p. 41

⁶ Jacobs, George M. Gan Siowk Lee, dan Jessica Ball, *Learning Cooperative Learning Via Cooperative Learning*, (Singapore: Kagan Cooperative Learning, 1997), p. 2

3. The first grade students do not give good respond in learning activity.
4. The English teacher of the first grade never uses three-step interview as a technique.
5. The English teacher of the first grade is expected to apply new learning technique in teaching speaking.

C. The Limitation of Problems

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

1. The writer will conduct the research three-step interview as a technique in developing students' speaking ability.
2. The object of research is the first grade students VIIA of MTs Raudlatul Falah Tangerang.
3. The researcher will use classroom action research as the method of research.

D. The Research Questions

The research question as follow:

1. How is students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Tangerang ?
2. How is the three-step interview in developing students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Tangerang?
3. How is the development of students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Tangerang ?

E. The Objective of Research

Based on the research question, the objective of research as follow:

1. To know students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Tangerang ?
2. To know the three-step interview in developing students' speaking ability at the first grade of MTs Raudlatul Falah Tangerang ?
3. To know the development of students' speaking ability at the first grade VIIA of MTs Raudlatul Falah Tangerang ?

F. Previous of Studies

1. **Riesty Wulandari. NIM. 07202241017. Academic year. 2011/2012.** The Use Of Pictures To Improve The Students' Speaking Ability Of Xi IS 2 Of SMA N 1 Kasihan. Thesis. English Education Department. Faculty of Languages and Arts. Yogyakarta State University. The research followed the principles of the action research procedures. It tried to find the actual problems in the field and tried to solve them collaboratively. The data were collected through observing the English teaching-learning process and interviewing the. The data in the form of scores were also collected by conducting the pre-test and post-test activities. Those actions gave positive results. Firstly, the students were more motivated and more interested in involving the English lesson. Secondly, the students' fluency, pronunciation, accuracy and vocabulary were increasing. Thirdly, it was easier for the students to perform

speaking by using pictures. The students' average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability.

2. **Siti Nurkasih. 2010. NIM S890208114. Improving students' speaking skill through communicative group technique.** A Skripsi. English Education Department. Graduate School Sebelas Maret University Surakarta. This research uses Classroom Action Research. In collecting the data, this research uses pre-test, post-test, and observation. Communicative group technique can improve students' speaking skill. The improvement of students' speaking skill can be showed from the improvement of speaking achievement, students' ability in answering questions. There is also a rising students' participation. The students are eager to explore their potential skill in speaking freely. The class becomes more relaxed and fun. Students seemed to enjoy various activities.
3. **Improving Speaking Ability Through The Use of Simulation Method Technique, By Nuryana Hardianty.** Her research is experimental research design using simulation method technique in improving the students' speaking ability. It was pre-experimental research design. Based on the data analysis, simulation method technique gave much contribution in improving speaking ability. The result of data analysis shows that the hypothesis was accepted by regarding to the analysis that t-counted 5.4 is higher than the t-table 1.761. The degree of

freedom (df) of the table is $15 - 1 = 14$. The level of significance counted is set up at 0.05. It means that the use of simulation method technique significantly improves the students' speaking ability of SMA Alkhairaat Kalukubula.

There the previous studies have some differences with my study, the differences as follow:

The first study has difference that the writer used of the picture improving Speaking ability. The research used classroom action research and pre-test and post-test activities for collecting data. *The second* study is using communicative group technique in improving students' Speaking skill. This study uses classroom action research. This study used pre-test, post-test, and observation for collecting data. *The third* study is improving speaking ability through the use of simulation method. This study uses experimental research.

My study is three steps interview as technique in developing students' speaking ability. This is classroom action research. I use test and observation for collecting the data.

G. The Organization of Writing

The organization of writing of this thesis consists of five chapters as follow:

CHAPTER I : Introduction consists of background of the research, the identification of problem, the limitation of problems, the research questions, the objectives of research, previous studies and the organization of writing.

- CHAPTER II : Theoretical Foundation consists of three-step interview, speaking ability and review of related study.
- CHAPTER III : Research Methodology consists of the object of research, the place and time, the method of research, the technique of collecting data, the technique of data analysis and success indicator.
- CHAPTER IV : Research Finding and Discussion.
- CHAPTER V : Conclusion and Suggestion consists of Conclusion and Suggestion.