

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents about Background of the Study, Research Problem, Objective of the Research, Scope and limitation of the Study, Significance of the Research, Hypothesis, Definition of Key Terms, and Organization of the Study.

A. Background of the Study

Speaking is one ways to communicate ideas or a message orally. According to Tarigan (2008: 15) speaking is the ability to utter the articulation sound or words to express, declare, and deliver thought, idea, and feeling. Because speaking is very important, it should become to be attention of all people. In modern world nowadays all people without exception should master speaking in English. Speaking English holds a vital role as a means of communication since become common foreign language used for communication by many people around the world. Therefore, speaking is crucial part of foreign language that has to be mastered by people in the world in order they can communicate well with others.

Speaking can help students to improve their knowledge, experience, and to get much information from the speaker says. By speaking, the students can spend their time in good way to get information, knowledge, as well as enrich their

vocabulary, and improve their ability in pronunciation. Speaking is one of the important skill that have to be mastered for students besides of listening, reading and writing skills. According to Richards (2007:19) state that the mastery of speaking skill in English is a priority for many second- language of foreign language learners. If students can speak English well, students can get good achievement in speaking. Burkart (2004:1) state that the goal of teaching speaking skill is communicative efficiency. So, the goal of teaching English is the students can be mastered in speaking English well in order that they can communicate with others.

In teaching speaking, it is essential to provide students with opportunity to practice orally. It is important for the teacher to help students to produce in their own language by interacting with others. In fact, English teacher in Indonesia more likely focus in teaching grammar, drilling and memorizing the vocabulary but less practice in speaking. So, students may be able to make grammatically sentences but they were not able to use it in social interaction with other people. Thus, the students speaking is low.

Speaking is an important skill for English language learners to communicate each other. It is very important for teachers to be creative to facilitate the students with fun and effective learning activities. Nunan (2003) stated that success is measured in terms of the ability to carry out a conversation in the target language. From this statement we can conclude that teaching speaking should be given good attention from English teacher. In fact, teaching

speaking English to Indonesian especially in Vocational High School is not easy task. Although English has been taught since elementary school, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary. In fact, there are many students nowadays who cannot speak well. This phenomenon happened in SMKN 1 Bandung Tulungagung where most of the students of the tenth grade cannot speak fluently. Through the preliminary study conducted before doing the research, the English teacher showed that the students' achievement in speaking is very low. It can be seen through their score which cannot reach the standard criterion that is 70. This problem is because they have no confidence to show off their ability and they felt afraid of making mistakes in their speaking. Thus, they tend to be passive in the class so that their mastery in speaking is not good as expected. Harmer (2001:345) state that problem of speaking occurs is the natural reluctance of some students to speak. Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. So, if the students lack in English speaking, automatically makes the students do not feel confident when they want to share their idea in orally with their partner.

Therefore, the teacher must know the best method and the best technique in facilitating students in speaking. McCarron (2011) state that teaching and learning activities have to be modified to facilitate both cognitive and social gains

in both high performing and low- performing students in an individualized or positive way. As the English teacher, it is important to get deep attention from the students in the class and students can follow their lesson actively. In the communicative classroom, as Breen & Candlin (1980) state that “The language teacher works as an organizer of resources, is a resources himself, and is a guide for classroom procedures and activities. In here, teachers as a facilitator for the students. Furthermore, by facilitating the students to have active in speaking activities with their partner, it can give them to have accustomed to speak English well. So, teachers should be creative in creating and interesting activities to help their students to increase their speaking achievement.

Regarding to those problem, the teacher can use technique to help students increase their speaking achievement. One of them is cooperative learning. Brown (2001:47) state that 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. So, cooperative learning technique can helps the teacher to solve problems in the class because the cooperative learning technique employ students centre activities rather than teacher centre activities.

The researcher will offer a cooperative learning technique named Three Step Interview that may become the most appropriate alternative solution to solve the student problem in speaking. Kagan (1997:2) state that by using three step 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.

There are three reasons, why the researcher choose three step interview for teaching speaking in vocational high school. At first, by speaking, students are engaged in active learning, not passive learning, because students of vocational high schools will learn in some situations in their vocations and they need to communicate by using English. Therefore, if the students have good ability to speak, they can communicate better. Second, the researcher want to introduce a method in teaching English more interesting and fun. Finally, three step interview gives students more opportunities to speak up more briefly and confidently, because they speak up with their partner as an interviewer and interviewee to share their idea. According Yuk Fai (1996) state that learn through discussions and interactions and it is proven that both ways are more effective than working individually.

To prove that strategy is effective to be used, we can take a look for the previous studies. The first research conducted by Nurfitri (2015), the result of her study showed that three step interview enhanced students' speaking of descriptive text of Senior High School. The method used was Classroom Action Research (CAR). The participants of this research were the tenth grade English teacher and 36 students in class X-D. The writer used observation, speaking performance, and interview to collect the data. In other research conducted by Mallombasi (2011) the result of the study showed that three step interview method can improve the

students speaking ability of Senior High School. This research was conducted by using Classroom Action Research (CAR). The participants of this research were students in class XI-2 involved 40 students that consist of 30 woman and 10 men. The researcher took real data from the class to know the students speaking ability. The instrument of this research were speaking test and observation sheet in cycle I and in cycle II.

In a previous study, there are some researcher was conducting research by using three step interview to increase speaking, and they said that by using three step interview in Senior High School can increase of students in speaking. But in this study, the researcher makes different from previous one. First, if the previous used Senior High School as subject, this research used the students of Vocational High School as the subject or the research. Second, the previous are used Classroom Action Research (CAR) as method while this research used Experimental research and the design used quasi- experimental. According to Kayi (2006) state that working in groups could create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. Thus, this technique is chosen because it can be influence for the students to learn English speaking more actively as interviewer and interviewee. Therefore, the students will be enjoy and have fun because they speak up with their friends. Based on the statement above, the researcher want to know whether the use Three Step Interview technique is effective or not in teaching speaking. So, the researcher want to know the effectiveness of this

strategy entitled “The Effectiveness Of Three Step Interview Technique On The Tenth Grade Students Achievement in Speaking At SMKN 1 Bandung Tulungagung”.

B. Research Problem

Based on the background of the study above and related to some researcher before, the researcher found some research problem:

1. Is there any significant effect of using Three Step Interview technique for student’s achievement at speaking?

C. Objective of the Research

The general objective of this study is to find out if it is effective to use Three Step Interview technique in teaching speaking

D. Scope and Limitation of the Study

The scope of this study is about the use of Three Step Interview technique to improve student’s achievement in speaking. This study is limited to analyse the effectiveness of using Three Step Interview technique on the tenth grade students’ achievement in speaking of SMKN 1 Bandung Tulungagung.

E. Significance of the Research

This research is expected to give some contributions to English language teaching and learning, these are:

1. The teacher

The result of this study is expected to be useful input for English teachers to get the alternative solution in teaching speaking.

2. Further researcher

They can get references and other information from this research. So, they can do their research deeper and better than this research.

F. Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the null hypothesis (H_0) and the alternative hypothesis (H_a) as follow:

1. Null Hypothesis (H_0) :

There is no significant effect of treatment by using Three Step Interview and without Three Step Interview technique.

2. Alternative Hypothesis (H_a) :

There is significant effect of treatment by using Three Step Interview and without Three Step Interview technique.

G. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in this research, the researcher will discuss some definitions of key terms, they are as follows:

1. Cooperative learning

Cooperative learning is one of learning method where the students working in a small group. In a small group, they can active interaction with their partner. So, they can learn so easy and enjoy.

2. Three Step Interview

Three Step Interview is one of cooperative learning techniques where the students have active in speaking activity. In the class, the teacher divided the students into several groups, and each group consists of 4 students. This technique consists of student A interviews student B, student C interviews student D. Then, Pairs switch roles: students B interviews student A, student D interviews student C. When interview are completed, members each take turns telling the members of their foursome about they interviewed, i.e., person A tells person C and D about B, etc.

3. Speaking

Speaking is the ability to present the ideas or feeling orally. Speaking can be defined the ability to present the idea orally to conduct a good communication. It is how the students can conduct the good communication in the target of language inside and outside the class.

H. Organization of the Study

To make the reader easier to understand the content of this research, the researcher divide into five chapters, they are follows:

1. Chapter I Introduction : This chapter present the background of the study, research problem, objectives of the research, scope and limitation of the study, significance of the research, hypothesis, Definition of key terms, and organization of the study.
2. Chapter II Review of related literature : This chapter included review of related theories, and review of related studies.
3. Chapter III Research method : This chapter presents the method of research design, population and sample, research instrument, validity and reliability testing, and data collecting method, and data analysis.
4. Chapter IV Findings and Discussion : This chapter presents the finding of the research that is loaded of result that contains of data presentation and research finding. This chapter is also become a main of this study because the researcher will analyse the data resource. All the data will be processed in this chapter.
5. Chapter V Conclusion and Suggestion : This chapter presents the conclusion and suggestion. This chapter is the last chapter of this research.