

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the background of the study, formulation of research, the purpose of the study, significance of the study, definition of key terms, and the organization of the study.

#### **A. 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 also important skill to be taught, Heaton (1974:12) states, one of skills that is important in daily life is speaking ability since the area of language are firstly presented orally before reading and writing are practiced. It means that speaking is an oral skill. In accessing speaking, teacher should assess some aspects of speaking, namely fluency, grammar, vocabulary, comprehension, and pronunciation. So, it can be concluded that, speaking is an important lesson to be improved. Still,

there have been a lot of problem in speaking. As found when the researcher conducted a preliminary study in SMK PGRI 1 Tulungagung. These problems are first, students are lacking vocabulary mastery. When they try to speak, they are just silent. It cause they do not know what they should say and they need more practice specifically in learning speaking. Second, many of them are comfortable to speak using their native language than English in the English class. Even, they answered the teacher questions using their native language. Third, English is reputed as a difficult language which hard to be learned for them. Moreover, students are unconfident to speak English in front of the class. It proved that the students need support from the teacher in teaching and learning speaking. The supports were used to motivate them to be more active in the class, and used to develop their skills. So, the students will not find difficulties in learning English, even they will enjoy it. To solve those problems, the suitable and efficient techniques are needed in the teaching and learning process. Teacher should be creative how the way he or she teaching English. The teacher' creativity will bring the students successfulness about the objective of the lesson.

Those problems and the class condition above, the researcher intends to help the English teacher by introducing one of Collaborative Teaching Learning model namely, Three-Step Interview to improve students speaking ability. Barkley, et al (2005:4) stated that, practice of Collaborative learning technique has come to mean students working pairs or small groups to achieve shared learning goals. It is learning through group work rather than learning by working alone. Supported by Kayi

(2006), agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. Based on the statement, the researcher chooses one of Collaborative learning technique namely Three-Step Interview. The researcher decides that Three-Step Interview is the suitable technique. This technique is chosen because it needs all students' participation each group. It helps students' network and improve communication skills. Based on Underhill (1987:54), the interview is the most common of all oral tests, for many people, it is the only kind of oral test. It is a direct, face-to-face exchange between learner and interviewer.

To prove that strategy is effective to be used, we can take a look the previous studies. The first is thesis written by Nasiroh (2012) conducted a research entitled *The implementation of three step interview strategy in teaching speaking to the tenth grade immersion class student of Hasyim Asy'ari Bangsri Jepara*. The research conducted in experimental research design by using one group pre-test post-test design. The findings of the research showed that the students get better score after using Three Step Interview Strategy than before taught by using three step interview technique.

The second is thesis written by Permanasari (2014) conducted a research entitled *Improving students' speaking skill through three step interview technique of tenth grade of Vocational School 9 Semarang*. The research conducted in Classroom Action Research with (CAR). There were three cycles applied in conducting this study. The result of this research their speaking test results which increased from test

every cycle. The students enjoyed the activity using Three-Step Interview technique in class by having discussion, sharing and cooperating well.

Based on the previous studies above, it can be concluded that Three-Step Interview is alternative technique to improve teaching speaking. Because of this condition, the researcher intends to Improve Students' Speaking Ability using Three-Step Interview of the Tenth grade Students' at SMK PGRI 1Tulungagung in the Academic Year 2015/2016.

## **B. Formulation of the Research Problems**

Based on the background of the study above the problem of this research is, How can Three-Step Interview be used to improve the students' speaking ability of the tenth grade students of SMK PGRI 1 Tulungagung in the academic year 2015/2016?.

## **C. The Purpose of the Study**

Based on the formulation of the research problem above, the objective of this research is, to find out how Three -Step Interview can improve the Speaking ability of the Tenth Grade Students at SMK PGRI 1 Tulungagung in the academic year 2015/2016.

#### **D. Significance of the Study**

The result of the research is expected to give some contributions for students and teachers.

1. For students, it helped students to increase speaking ability and their interest to be more active in teaching learning process.
2. For teacher, the result of the study can be used as an alternative teaching technique to improve students' speaking ability.
3. For further researcher, this study can be used to be reference for the other researcher who interest in this study.

#### **E. Definition of Key Terms**

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follow :

1. Collaborative Learning

Collaborative learning is students working pairs or small groups to achieve shared learning goals. Based on Barkley et al. (2005:63)

2. Three-Step Interview

Three-Step Interview students' pairs take turns interviewing each other, asking questions that require a student to assess the value of competing claims, and then make a judgment as to the best. This technique needs all students' participations. Johnson, Johnson, and Holubec (2010:4)

### 3. Speaking ability

Speaking ability is a skill which is chosen as an object to be improved in this research. Carter and Nunan (2001:14)

## **F. Organization of the Study**

This thesis is divided in to five chapters as follows :

1. Chapter I (Introduction): it presents background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and the organization of the study.
2. Chapter II (Review of literature): it provides of some explanation based on the tittle and some literatures based on the research. It includes the general concept of speaking, general concept of interview, general concept of Three-Step Interview, and Previous studies.
3. Chapter III (Research method): it covers research design, subjects and setting of the study, and procedures of the study include, preliminary observation, planning, implementing, observing, and reflecting.
4. Chapter IV (Findings and Discussion): the result that contains of data presentation and research findings.
5. Chapter V (Conclusion and Discussion): conclusion of the research and suggestion for further research.