

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, the researcher discusses seven sub topics. They are background of the study, research problem, research objectives, research hypothesis, and significance of the research, scope and limitation, definition of key terms.

#### **A. Background of The Study**

As what we have been known so far, speaking is one of the four skills that must be mastered as well as the other skills. In the context of language, speaking seems like the most dominant ability to see. People would consider someone's mastery in English through the way how he speaks, at first. Moreover, any other components such as grammar, vocabulary, and pronunciation are also necessary to learn to support the speaking ability.

Speaking has both transactional and interactional purposes (Gebhard, 2006:169). When the purpose of communication is transactional, the focus is on the meaning of the message because it is important for the listeners to comprehend the content of the speakers' message. Then when the purpose of communication is interactional, the focus is on maintaining social relation because the speakers should create harmonious interaction among individuals.

In fact, it is difficult for the learners to speak well. Through the preliminary study conducted before doing the research, the students'

achievement in speaking is very low. It can be seen through their score which cannot reach the standard criterion score that is 70. This problem is because they have no confidence to show off their ability and are afraid to make a mistake. Thus, they tend to be passive in the class so that their mastery in speaking is not good as expected. Turk (2003: 2) states that most people think a decent standard of competence in speaking to group is a part of the basic professionalism of any job; but too many professional are nervous about speaking and afraid they do not speak well. From the statement concluded that there may some problem found in speaking.

This problem may be caused of the wrong selection of teaching method. A conventional method seems not effective to solve this problem. Hence, teacher must find another creative and fun method to teach the students speaking so that they will not get bored in learning and their ability in speaking improves. In another case, this problem may caused by the lack of vocabulary and the teaching method that is less relevant and attractive to the material. This phenomenon happened in MA Al Ma'arif Tulungagung where the students consider that English is one of difficult subject at the school, especially in speaking activity.

It is such a high demand for the teacher to create a success in teaching and learning process. Teacher should find the suitable strategy or method so that the teaching and learning process will be more attractive and results on good achievement as well as expected.

The students now days lack of opportunity to learn English, especially speaking. They are not accustomed to speak English since it is considered as foreign language and thus it's not used as their daily communication. Even in teaching and learning process in Indonesia, most of schools now just have one meeting of English subject in one week and therefore the students are lack of chance to be familiar with this language. In addition, the number of students who take another opportunity to learn English outside, such as course, is very little. Hence, it is not something weird to see that the English mastery of most students is still low.

That's why improving the students' speaking ability is very necessary and it is crucial to attempt their ability. Rani (2014) on her study claimed that this matter arise for several reasons. First, speaking is one of aspects in English lesson that must be learnt in order to pass the requirement of English subject in their school. They will meet the situation where they have to speak using English well. Therefore, by having a good ability in communication, they can fulfil the requirement of English subject that can support on giving good achievement.

Second, the students have difficulties in speaking since they are not used to speak using English. It is not their native so that they perhaps think that it is not crucial to learn English, especially speaking. Thus, they have to be given more opportunities to share their idea in English orally.

Third, many teachers still tend to use conventional method such as classroom lecturing so that it is very boring for the students. Therefore, it is

essential for the teacher to get closer to the other fun method which is more interesting to apply and will advance the students' motivation in learning English, especially speaking.

Finally, to minimize the problem, there is an appropriate method that can be an alternatively used for teaching the students speaking that is cooperative learning method. The cooperative learning method is a successful strategy which can be applied to enhance the students' speaking mastery. Slavin in Isjoni, (2011:15) mentioned that in cooperative learning method, students work together in four member team and master material initially present by teacher.

Cooperative learning can create the harmonious atmosphere in the classroom between teacher and the students. It is because the students have a direct interaction each other. Brown (2001:47) states "in cooperative classroom the students and the teachers work together to pursue goals and objectives." This statement is also supported by Siegel (2005) who claims that cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task. It means in a cooperative classroom the interaction between students and teachers in teaching and learning process will be created. When they are working together, the assigned task will also be finished easily and effectively.

Cooperative learning is claimed to be a very effective teaching method in foreign/ second language classroom. McGoarty in Liang (2002:22)

found evidence that the students gained both in comprehension and production of the second/ foreign language through cooperative learning. Even when all the students in a group lacked fluency in English, the other members would correct each other and attempt to fill in the gaps of their understanding by repairing and rephrasing what their partners say in order to come to an agreement.

Moreover, cooperative learning method has many techniques and each technique has its own benefits and effectiveness to foster the students' language learning. They are Three Steps Interview (TSI), Jigsaw, Think-Pair-Square, Round Robin, Numbered-Head Together (NHT), and so on. It gives many alternatives for teacher to choose one or more technique to be applied in the language classroom. Since cooperative learning method has many techniques, this study is limited in one of the techniques, i.e: Three Steps Interview (TSI). Kagan (2009) stated that by using Three Steps Interview (TSI), 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 (Jacob, et al:2006).

Moreover, by using Three Steps Interview Technique (TSI) there is an identical role because each person participates to share the idea for they have their own turn. The technique will make them not only active in thinking but also in speaking. It also helps the teacher to teach the students speaking English easier and more interesting.

In short, Three Steps Interview (TSI) is very helpful to improve the student's speaking ability since each student will have an interaction in pair, where one student is as an interviewer and another one is an interviewee. It gives idea to every student to think and learn what they say and how to speak it up in English.

Three Steps Interview (TSI) technique can be the key to help the students improve their speaking ability. There are many findings showed that Three Steps Interview (TSI) is very effective to help the students enhance the students' speaking ability. Some previous researchers have proven that this technique is very attractive and fun so that the students enjoy it very much. Furthermore, the implementation of this technique is not difficult, too. Thus, the students could follow the teaching and learning process easily and it finally improved their speaking ability.

The study about Three Steps Interview (TSI) in the level of senior high school is closely related to the study conducted by Rani (2014). Through some cycles of research, it's proven that Three Steps Interview (TSI) could improve the students' speaking ability. The other previous studies which have proven the effectiveness of Three Steps Interview (TSI) are Darsini (2013) and Citraningsih (2014). The both researcher have proven that Three Steps Interview (TSI) is interesting for the students and effective to improve their speaking ability.

Thus, to conduct the further research about Three Steps Interview (TSI), and also to support the findings of the previous studies, the researcher

wants to know the effectiveness of this strategy towards language teaching in a study entitled “The Effectiveness of Three-Steps Interview towards the Students’ Speaking Ability at the Tenth Grade of MA Al Ma’arif Tulungagung”.

## **B. Research Problem**

In this study, the researcher formulates the problems:

1. How is the students’ speaking ability before being taught by using Three Steps Interview (TSI) ?
2. How is the students’ speaking ability after being taught by using Three Steps Interview (TSI)?
3. Is there any significant difference before and after being taught by using Three Steps Interview (TSI) towards the students’ speaking ability?

## **C. Research Objective**

In line with the statement of research problem, the purposes of this study are:

1. To know the students’ speaking ability before being taught by using Three Steps Interview (TSI).
2. To know the students’ speaking ability after being taught by using Three Steps Interview (TSI).
3. To know the significant difference before and after being taught by using Three Steps Interview (TSI) towards students’ speaking ability.

## **D. Research Hypothesis**

The researcher uses two kinds of hypothesis formulated to be tested; they are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ).

### **1. Alternative Hypothesis ( $H_a$ )**

There is effectiveness of using Three Steps Interview (TSI) to improve the students' speaking ability.

### **2. Null Hypothesis ( $H_o$ )**

There is no effectiveness of using Three Steps Interview (TSI) to improve the students' speaking ability.

## **E. Significance of Study**

This study is expected to be useful for the researcher, the students, the teachers, and the future researchers.

1. For the researcher, the study is very important to know whether there is an effectiveness of using Three Steps Interview (TSI) to improve the students' speaking ability. Besides, researcher can get such a great experience in conducting the research.
2. For the students, this study can improve their speaking ability and motivation in learning English especially in speaking.
3. For the teacher, it can give input for new teaching speaking strategy. The result of the study is expected to give more reference for teaching speaking in more attractive and interesting way.
4. For the next researcher, hopefully this study can be reference or guidance for the next researcher to conduct the next research.



## **F. Scope and Limitation**

The scope of the study is limited to the use of cooperative learning method towards the students' speaking ability at the tenth grade of MA Al Ma'arif Tulungagung.

As what have been mentioned before, cooperative learning method has many techniques. Nonetheless, the researcher limited the method in one technique; it is Three Steps Interview (TSI) technique for teaching speaking. Furthermore, the material that will be taught to the students is recount text.

## **G. Definition of Key Terms**

It is necessary to give the definition of key terms to avoid any misunderstanding. In this study, the researcher will discuss the definition of cooperative learning, Three Steps Interview (TSI) and speaking.

1. Cooperative learning is one of learning method where the students learn together within a group, and have an active interaction either with each student or teacher.
2. Three-Steps Interview (TSI) is one of cooperative learning techniques where the students have a speaking activity within a group where one student is as an interviewer, another student is an interviewee. Then, they share what they learn from interview with teammates.
3. Speaking is a process of delivering message to other people orally.