

CHAPTER I

INTRODUCTION

This chapter present background of the research, formulation of the research question, objective of this research, significant of this research, scope and limitation of the research, hypothesis of the research, and definition of the key terms.

A. Background of the Study

One of important think in communication is language. Language is people's ability to communication with other people. Sapir (1921:7) state that, Language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. It's mean that language is something which can express people ideas, people feeling and people thinking by symbols that can interact with other people.

Speaking can help students to improve their knowledge, experience, and to get much information from the speakers say. Speaking is also a skill that can make students develop their ways to learn well about something. 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. Onthe other hand, Speaking is one of the language skills that will give a great value and contribution because by Speaking someone can know the information from their partner. In speaking ability, students have to pay attention to get meaning from what they hear, because speaking and listening are integrated each other. In this case, the students are expected to be able to speak or interact orally one another, to get or convey the

information and meaning. Hasibuan and Ansyari state that the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.

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Teaching speaking is not separate from transactional conversation, interpersonal conversation, and short functional text. It is proper that students' did not have difficulties in their speaking. In the process, of learning and teaching, the teacher is one of the factors that influence the success of students' learning. In the implementation of the learning process, the teacher are not only required to be capable of delivering course material and mastering the lesson materials, but teachers also should be able to activate the students in teaching and learning. Based on the the experience of the English teacher of SMAN 1 Tulungagung, the main problem is the students difficult to comprehend from what the speakers say. Otherwise, speaking activity itself related to understand the speaker says in English.

In teaching speaking, it is essential to provide students with the opportunity to practice to practice to produce language orally. In other words, it is important for the teacher to provide opportunities for students to produce their own speaking by interacting with others. In fact, the teaching English in Indonesia more likely focus in teaching grammar, drilling and memorizing the vocabulary but not to use them in a real practice. Students may be able to make grammatically sentences but still not be able to use them appropriately with other people in social interaction. In conclusion, the students' speaking ability is low.

To improve the students' speaking ability, it is necessary for language teacher to foster speaking skill on his/her students. It needs an appropriate technique or strategy to be used as a solution in teaching and learning process. There is actually a strategy that can help teacher to improve the students' speaking ability; it is called Three-Step Interview Strategy. As Spencer and Miguel (2009 : 14) this strategy is useful to group activity, especially to build the communication skills. It is also supported by Ellizabeth (2005 : 30) effective communication can help the speaker get meaning or information during the conversation. It means, a conversation is successful when the learner can get the point of the topic that they are talking about. By using this strategy, students are expected to be easy in increasing speaking ability.

So far, there are many studies about the strategy to teaching speaking ability have been conducted by some researchers. First study was conducted by Astriono (2015) in his research proves that using three step interview method is improve the students' speaking ability, second study was conducted by Arista

(2013) the result of the research is the use three step interview strategy , make the student can increase their speaking ability though still, there are grammatical errors,. Third study done by Leila Lestya (2016) the analysis was done in every aspect of speaking and showed that the result af all aspect in experiment group was higher that that in control group. So, it can be comducted that Three-step interview was effective for teaching speaking.

This study is different from the prevailing research, because it connects the two abilities in the process of applying the three steps of speaking with listening. In a previous study the method of learning is used as a technique of learning to speak in second grade high school. But here I will make a difference that is used as a strategy. This strategy is chosen because it provides an opportunity for students to think, answer, ask questions and praise each other. Besides, after I apply the strategy in the class at the next meeting I give them a questioner to know the students' response after using the three step interview strategy in learning speaking in the material news text. There will be more interesting and fun. Therefore, the authors are interested in implementing a study entitled "TheEffectivenessof Using Three Step Interview Strategy On The Tenth Grade Students SpeakingAbility in the First Year of SMAN 1 Tulungagung"

B. Research Question

1. Is there any significant different between students' speaking ability taught by using Three-Step Interview Strategy ?

2. How do Students' response when using Three-Step Interview Strategy ?

C. Objectives of the Research

1. To find out the data about significant difference of students' speaking ability taught by using Three- Step Interview Strategy.
2. To know the student respond after they taught by using Three-Step Interview.

D. Significance of the Research

The result of this research, partially, is expected to give contribution both for English teacher and for student.

a. Teacher

The result of this research are hopefully useful for teachers of English they may also find it easier to develop the materials through three steps interview strategy which are interesting to the students' so that teacher will be more creative in teaching and the students' English ability more increase again.

b. Students

Practicall, since this research is focused on three step interview strategy in teaching speaking; hopefully it is useful for students to be motivated in increasing speaking ability and they can improve their spekaing in English effectively

c. For the next researchers

This study concerns on the one types of teaching method and news item. Having know this result, I as the researcher hope can motivate another researcher to conduct another research about three step interview strategy and news item, it can combine with other teaching strategy or can use the same teaching strategy to know the effect of the different language skills. Thus, the result may become a source in design of a technique for the teaching learning process.

E. Scope and Limitation of the Research

Based on the discussion in the background of the research and the identification of the problems above, it is impossible to investigate all factors dealing with the students' speaking. This study only focused on strategy to give speaking ability on news item text. The problem that will be discussed in this paper is also limited only in the use of thee step interview strategy in teaching speking at tenth grade students at SMAN 1 Tulungagung.

F. Hypothesis

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

H_a : There is significant difference of treatment by using three step interview strategy and without three step interview strategy on students' speaking ability in SMAN 1 Tulungagung on academic year 2017/2018

H₀ : There is no significant effect of treatment by using three step interview strategy and without three step interview strategy on students' speaking ability in SMAN 1 Tulungagung on academic 2017/2018.

G. Definition of key Terms

1. Strategy

Strategy is the action taken by the learners to make learning easier and transferable to new situation. The strategy serves to help structure the students' effort and to remind the students what to do at each stage of the process. In this research the term of strategy refers to the way that is used by the students to increase speaking. The strategy that is used in this research is Three-Step Interview Strategy.

2. Three Steps Interview

The previous part has given the information about Cooperative Learning. The researcher chooses of the Cooperative Learning .Three-Step Interview has purpose to engage students in conversation, so that the students can analyze and synthesize new information from their partner.

This strategy is cooperative structure that helps students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interviewee. In this research, Three-step Interview is a strategy that used by the researcher to know the effect toward students' speaking ability.

3. Speaking Ability

Speaking is productive skill it involves putting a message together or communicating message interaction with other people. Meaning that, speaking is the ability of person to tell what in his mind to others. It means that speaking is an ability that consists of producing systematic verbal utterance to convey the meaning, and we have to share an idea directly.