

## CHAPTER I

### INTRODUCTION

#### **A. Research Background**

In language learning, including English, there are four important skills, they are speaking, listening, writing and reading. In syllabus, students are expected to master the four important skills. Especially, in Indonesia schools, students learn English language as foreign language that must be able to be mastered. According to Grauberg (1997:201) said “for many pupils the prime goals of learning a foreign language is to be able to speak it”. In other words, if the students who learn language especially English in the school, the students have to be able to speak by using the language. The poor of speaking skill is also one of the indicators of failure in a foreign language learning or English.

In speaking skill, there are some aspects that must be mastered by speaker. According to Harris (1974:85) there are five aspects of speaking skill to be tested namely pronunciation, grammar, vocabulary, fluency and comprehension. The aspects above can be indicators in measuring speaking skill. Especially in speaking English, if a student already good in some aspects that mentioned above, it means that the student can be a good English speaker. In otherwise, if a student has poor mastering in aspects of speaking, the students cannot called as a good English speaker and it means also that the students fail in learning English well.

Based on pre-observation, the researcher found that the students of VIIIA class in SMP Putra Khatulistiwa Pontianak had problems in speaking English. It was found by the researcher from doing some discussions with the English teacher at the school and the researcher also observing the teaching learning process in that class. First, the students did so many mistakes in pronouncing English words. Second, the students were also lack of vocabulary, it was proved when they had a chance to speak English the students did not speak a lot. Third, the students' speaking was not fluent in English where the students often did many pauses like 'eee' or 'emm' or even silent for long time, it showed that students did not have fluency in speaking English. Fourth, the students often spoke without paying attention to their grammar for example 'she is beautiful' but the students sometimes said 'she beautiful'. Fifth, the students also did not have a good comprehension in communicating by using English, when the teacher asked some questions, the students did not response well, mostly their answers did not answer the questions. Those problems indicated that the students' speaking skill were still poor.

The other problems, the researcher also found that students look passive in speaking English activity in the class. The students may felt shy or afraid to do some mistake when the speak English. The condition of the class did not able to create a chance for students to be communicative or interactive.

After the researcher looked at the condition above, the researcher thought that the students needed an communicative or interactive technique to solve the students' problems in speaking. The researcher would apply a technique to improve the students' speaking skill that named " Three Step Interview". Three-Step Interview technique is an effective way to encourage students to share their thinking, ask questions, and take notes (Bennett and Carol 2001 : 167). Three Step Interview technique is used to improve students' participation, listening, teambuilding, thinking, communication, information sharing (Kagan,1998:12). It meant students would do a communication or speaking directly with their partner in a group and also students would be active and motivated in speaking English.

In Three Step Interview technique, the most students will do oral work for improving their speaking skill. Patel & Jain (2008 : 105) identified that "oral work enables the students to speak very effectively and to master on communicative skill, develops good speech, good pronunciation, speak correct sentence and effective vocabulary, helps the students to improve their spelling mistake, enables the students to understand how to speak and how to use stress,intonation, and articulation in speech".

Furthermore, by the Three Step Interview technique made the students would do oral work or speaking activity with the interesting ways. According to Olsen and Kagan in Richards (2001:198) list and describe that "Three-step interview is a technique where students are in pairs; one is

interviewer and the other is interviewee". It meant students would play role as interview and interviewee for asking some questions. Three-Step Interview technique creates simultaneous accountability. Students could share and apply different questioning strategies. Over time, hopefully students could be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

The other reason for choosing Three Step Interview technique to improve students' speaking skill because the previous researchers also used this technique to improve students' speaking skill, such as Utami (2010) found out that the use of Three Step Interview technique can improve the speaking skill of the first grade students of SMA 1 Ngawi in the academic year 2010/2011 and she found that there are so many advantages of Three Step Interview technique.

Based on the explanation above, the researcher believed that Three Steps Interview technique could be very useful to help students in improving students' speaking skill. In this activity, the students would get chance to do an interaction in pairs as an interviewer and an interviewee, so that they automatically learnt what to say and how to speak it up in English.

## **B. Research Question**

Based on the research background above, the problem of this research can be formulated by the researcher in the question below:



“How can Three-Step Interview technique improve students’ speaking skill at VIIIA class of SMP Putra Khatulistiwa Pontianak?”

### **C. Research Purpose**

The purpose of this research based on the research question above is as states below:

“To find out how Three-Step Interview technique can improve the students’ speaking skill at VIIIA class of SMP Putra Khatulistiwa Pontianak.”

### **D. Benefits of Research**

#### 1. For the Teachers

Theoretically, this research will provide teachers a new understanding about the use of Three Steps Interview Technique to improve students’ speaking skill, they will have an alternative technique to help them improve their students’ speaking skill. They can manage their students effectively in class by doing Three Steps Interview Technique.

#### 2. For the Students

Practically, for the English students, the use Three Steps Interview Technique will help the English students to practice speaking in English. They will get a motivation to learn what to speak and how to speak in English through group work, so the students can support each other. This technique will make speaking process, especially for delivering an idea easier.

### 3. For the Researchers

For other researchers, they can have an alternative source when they intend to do another research about the same technique or skill. They can develop other ideas based on this research.

## **E. Terminology**

In order to explain the technical terms and to avoid miscomprehension, the researcher will provide the following explanations such as:

- a. Three-step interview is a technique to improve students' speaking skill which students in pair to do an interview, then the pairs pair to be a new group that consist of 4 members to share what they learned from the interview.
- b. Speaking skill is an ability which students can speech or speak correctly in a language based on aspects of speaking such as pronunciation, vocabulary, fluency, grammar and comprehension.

In this content the language means English.

## **F. Action Hypothesis**

A hypothesis is a statement about the predicted relationships among events or variables. Based on the problem the researcher formulates the following hypothesis:

“the use of three-step interview technique can improve students' speaking skill at VIIIA class of SMP Putra Khatulistiwa Pontianak.”