

CHAPTER I

INTRODUCTION

This chapter discuss some issues related to the topics of the research. They are background of the research, problem of the research, objective of the research, operational definition of the term, significance of the research and scope of the research.

1.1 Background of the Research

Learning Speaking in foreign language is difficult for many people. Even-though speaking is somehow difficult, students have to mastering speaking in learning foreign language. According Ur (1996:120) speaking seems to be the most important skill of all the four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speaker of that language. Based on the statement above, can be concluded that from the forth skill of English that should be mastered by students, speaking skill is very important in the context of English learning. According to Harmer (2007:123)

there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities and activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Considering the importance of the speaking mastery, most learners faced some obstacles in mastering speaking.

For the English learners, mastering speaking is a challenging since it needs a huge powerful effort. Many English learners feel obstacles and unsatisfied with their achievement in speaking. According to Fauzan (2014) the students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away. That is why, the researcher do believe that the effort to improve the students' speaking ability is very needed.

Based on the interview done with the English teacher of XI Agama 1 students of MA Miftahul Ulum Suren, it was found that students of XI Agama 1 were having more difficulties in speaking than other classes. Most the students were hard in finding an appropriate vocabulary that should be used in their sentences. The students' grammatical is also not ordered well, while there is a question from the teacher, the students just answer in short with their limited vocabulary. Also there are a lot of borrowing word in their answer. There were some factors causing failure faced by the students. The students did not have adequate background knowledge of English which has different system of structure and vocabulary to the mother tongue. The students were also lack of motivation in speaking English.

To solve the students' problem in speaking, teacher had done any kinds of effort. He had used various material in teaching speaking taken from the book and any sources in the internet. However, that effort were not enough to improve the

students speaking ability because their speaking achievement was still unsatisfying. As the teacher, we do not only use the various material but also an appropriate strategy was also require. Overcoming the problems above, Ur (1996: 121-122) suggests the following strategy to overcome the speaking problems: use group work, base the activity on easy language, the language should be easily recalled and produced by the participants, make a careful choice of topic and task to stimulate interest because the clearer the purpose of the discussion the more motivated participants will be, give some instruction or training in discussion skill, and keep students speaking the target language.

Considering to the facts above, there would be a need to implement a new appropriate strategy to improve the student's speaking ability. The cooperative learning is the example to solve the speaking problem. Cooperative learning uses student-centred learning which focuses on the learners as the producer in producing oral communication. Cooperative learning has many techniques that could be applied in the classroom. One of those techniques is 'Three-Step Interview'.

Three Steps Interview technique is one of Cooperative Learning in which students works in a group consisting of four persons. As its name, three step interview is done in three step, in the first step students are divided into pair or group then they have interview their partner, second step partners have to switched the roles, the last step all members have to share about their interview result. The goal is academic but by virtue of the interaction sequence, students develop their communication skills because students have to listen to their partner well and represent their partner's ideas to the team. Three-Step Interview also

develops personal and social skills, including listening, understanding, and responsibility (Kagan, 2009, p. 6.9). Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview technique will also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally. Therefore, Three Steps Interview Technique is very useful to be used by the teacher to improve students' speaking ability. Therefore, a classroom action research entitled "Improving the eleventh grade students' speaking ability through Three Steps Interview at MA Miftahul Ulum Suren Ledokombo in the academic year 2016/2017" was conducted.

1.2 Research Problem

Based on the background above, the problem that should be answered in this research is as follows. "How can Three Step Interview improve eleventh grade students' speaking ability at MA Miftahul Ulum Suren Ledokombo in the academic year 2016/2017?"

1.3 Research Objective

Based on the research problem, the research objective is to know how can Three Step Interview improve the students' speaking ability at MA Miftahul Ulum Suren Ledokombo in the academic year 2016/2017."

1.4 Operational Definition of the Term

It is very important to give the operational definition of the terms used in this research to avoid misunderstanding between the writer and the reader.

Operational definition is the key to guide the reader in understanding the research. From explanation above, it is important for the researcher to define some terms used in this thesis, in order to both the researcher and the reader will have same understanding, those terms are :

1.Three Steps Interview

A three step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is together students in a conversation for analysis purpose and new information synthesis.

2.Students' Speaking Ability

Speaking refer to the students ability in speak. Speaking competence mainly covers speaking accuracy and fluency. Speaking accuracy indicates the extent to which the language produced conforms to target language norms, which involves the correct use of pronunciation, vocabulary and grammar. Speaking fluency refers to the ability to produce the spoken language without undue pausing or hesitation.

Speaking ability refers to the students' scores from the result of their speaking test. The test will be given after the students have been taught speaking by using Three Steps Interview as the action.

1.5 The Significances of the Research

The results of this research are expected to give contributions to English teacher, students and the future researcher.

a. For the English teacher

The result of this research are expected to be useful for the English teacher as information to recognize students speaking ability through Three Step Interview. The information can be used as consideration to improve the teaching quality, mainly in teaching speaking through three step interview.

b. For the students

The method is expected to be useful in making learning process enjoyable and meaningful so that students will be able to improve their speaking ability.

c. For the future researcher

The result of this research are expected to be used as a reference and the source of information to conduct future research in the similar field of study by using different research method.

1.6 Scope of the Research

The scope of the research is concern in using “Three Step Interview” to improve students speaking ability. This research will be implemented to the eleventh grade students’ of MA Miftahul Ulum Suren Ledokombo in the 2016/2017 academic year.