CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is very important of human beings to communicate with other people because they can express their ideas, emotions, want and feelings. Language is also used as a tool or medium to interact with other people. Besides as a communication tool, language has an important role in the intellectual development because the human can see progress of science and technology through language.

One of the important languages to be learned is English because English is an international language that is used widely in this world. Indonesian government gives more attention to it especially in the educational system. English language was taught at every school in Indonesia and become one subject matter has to be mastered by students from elementary school until university students to improve the human resource quality.

In learning English, there are four skills must mastered by the students, such as listening and reading as receptive skill, speaking and writing as productive skill. These skills are very important in learning English and each of them is related to each other and cannot be separated skill.

Among the four skills, speaking is one of the important language skills that should mastered by the students because one of the keys in English communication is speaking. Moreover, according to Richard (2008: 19) the mastery of speaking skill in English is priority formally in second language or foreign language. It is important for the people or students to be able to master

speaking because speaking is more applied in real life and real communication. In addition, speaking can be used by the people to convey the opinions, ideas, and thoughts with others.

In learning of speaking English, there are some components that must mastered by students such as pronunciation, grammar, vocabulary, fluency, and comprehension. Actually in the field, many the students did not mastery the components of speaking skill.

According to the result of a class observation that was conducted by the researcher at eighth grade of Junior High School 1 Sungai Beremas, researcher found that there were some problems that students face in speaking. First, the students could not speak English and convey the idea with their friends because the students had lack of vocabulary. So that students thought that English is very difficult.

Second, students had lack of pronunciation. In pronunciation, students often mispronounced when their spoken English. They did not know how to pronounce English well. In practice speaking English, many students said the word based on that written. Actually, vocabulary that written differently with the pronunciation, example in dictionaries written "One" in Indonesian language pronounced "One" but in English language pronounced "wan". That is why the students felt pronouns of English so difficult.

Third, students had lack of grammar. Grammar is one of components difficult to English speaking for students because grammar is the study of how to combine words into a sentence and the forms of a word. In the classroom, many students could not arrange the sentence become a good sentence.

Fourth, students had lack of comprehension. When researcher did observation and asked them about asking and personal information, many students did not understand about the question. For example, the researcher asked them "When were you born?" some students answered "I am thirteen years old". So, the students still lack comprehension of what people said.

Fifth, the students were shy to speak English in front of the class and they were afraid to made mistakes when their spoken English. The students were afraid and shy because if they made mistakes, then the other students would laugh. It made students low self-confidence to English speaking in front of the class. The last, the students did not get the opportunity for English speaking. Actually, when the students discussed or the teacher gives speaking test, the teacher only gives attention to the students that have high ability so the students that have middle and lower ability seldom get opportunity to speak. So that, many students are more passive during teaching and learning process.

The problem faced above did not only cause by the inability of students to speak, but also due to the techniques, strategies, method, and media that are not suitable used by teachers in the learning process. Researcher realized that if teachers had prepared the materials, techniques, learning strategies that could an interest students before the learning begin, but did not on speaking skill. It can be seen of interview result that was conducted by the writer with the English teacher, researcher got information that the teacher used some methods to teaching speaking such as phonetic method, conversation method, and sometimes role-play. The teacher said not all of the

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students interested to speaking, only some students are interested to speak English.

These problem above supported by the data that researcher got in preliminary observation. The table below is evidence that English speaking is difficult for students at eighth grade of Junior High School 1 Sungai Beremas.

Table 1.1 The Mean Speaking Score of Class VIII$_2$ (Preliminary Observation)
(Brown's Theory)

No	Class	Total	KKM	Mean Score of Component of Speaking					Mean Score
				P	G	V	F	C	
1	VIII$_2$	37	78	2,42	2,72	2,53	2,25	2,33	49

Source: Preliminary Research at Class VIII$_2$ of SMPN 1 Sungai Beremas

P : Pronunciation
G : Grammar
V : Vocabulary
F : Fluency
C : Comprehension

The table above shows the data about student's speaking score in preliminary observation. From table above, it can be concluded that students' speaking skill class eight two of Junior High School is low and did not achieve Minimum Criteria Completeness (KKM). Their speaking achievements on the test were unsatisfied.

Based on case above, so the teacher should choose and apply the appropriate technique, method, strategy, or media that could an interest of students in English speaking and make students become active and creative in communication. Appropriate teaching technique can influence students in English especially in speaking.

There are some methods, technique, or strategy which can be used by the teacher in teaching speaking. The technique should be interesting for the students in teaching learning process such as debate, snowball drilling, role play, simulation, etc. One of the teaching techniques that can be used to make the students be more active and communicative in the classroom is Three Steps Interview technique. Three-step interview are to make three members of each group that consists of interviewer, interview, and reporter. Three steps interview is defined as a cooperative learning technique which supports and motivates members of the group to acquire certain concept deeply by students' role. The purpose of this technique is to generate opportunities for the students to become more active in learning in the class activities and to gather students in a conversation for analysis purpose and new information. This technique can make the students to convey their ideas, interact with their partner, more active to speak up in the classroom, and the all of the students get opportunity to speak English.

Based on explanation above, the reseracher interested to research about Three Steps Interview as technique in teaching speaking at Junior High School 1 Sungai Beremas. So, the title of this research is The Effect of Three Steps Interview Technique towards Students' Speaking Skill at Eighth Grade of Junior High School 1 Sungai Beremas.

B. Identification of the Problem

There are several problems that the students and teachers faced in the speaking class. The problems faced by the students at class VIII of SMPN 1 Sungai Beremas were the students seldom use English to communicate with

their friends because the students had limited vocabulary, had lack of pronunciation, grammar, and comprehension. After that the problems faced by the students were the students shy and afraid to made mistakes because the other students will laugh if their friend made mistake, so it makes students low self-confidence to speak English. Then about the opportunity in speaking, the students did not get same opportunity in speaking class because the teacher only give attention to students that have high ability.

Another problem comes from the teacher. The teacher seldom uses technique, strategy, method, and media that make interesting of the students. The teacher often gave the students dialogue and asked them to memorize. Sometimes, the technique that given to students is not suitable in the learning process. It made the students feel bored if the teacher did not use variation of learning technique.

C. Limitation of the Problem

Based on the identification of the problems above, it is possible for the writer to solve the problems related to the students' speaking skill. This research will focus on the effect of three-step interview technique towards students' speaking skill at eighth grade of SMPN 1 Sungai Beremas

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of the research is formulated as follows: is there significant difference of students' achievement in speaking skill between those who are taught by using Three

Steps Interview technique and those who are taught by using conventional technique at class VIII of Junior High School 1 Sungai Beremas?

E. Purpose of the Research

The purpose of this research is to find out significant differences of students' achievement in speaking skill between those who are taught by using three steps interview technique and those who are taught by using conventional technique.

F. Significance of the Research

The result of this study is expected to be useful for English teacher of SMPN 1 Sungai Beremas in teaching speaking and also the teacher can use three steps interview technique in teaching speaking because three steps interview technique can interest the students to speaking English. While for the students are expected this technique can make them to be more active in teaching learning process, not afraid or shy to make mistake in speaking class. Finally, for the researcher as the next English teacher for the future it is expected can solve the problem that faced by the students in speaking and using three steps interview as one of technique in teaching speaking.

G. Definition of Key Terms

To avoid misunderstanding about the research, it is necessary to give definition of some important terms involved in this study. These important terms are:

1. Three-Step Interview is a cooperative structure in which members of a team interview one another on a particular topic. (Kagan, 1994)

2. Technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities. (Richard and Schmidt, 2002: 590)

3. Speaking is an ability to say sound, articulation, word to express, convey, or deliver thoughts, ideas, and feeling (Tarigan, 2008: 16)