

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is a language skill that demands someone to be able to communicate orally in the real life. Speaking skill means the ability to express about the feeling to make a good communication orally to others in the communities. Nowadays, speaking is very important in the world where everyone use it to communicate each other, moreover, speaking is a process between speaker and listener in which they should be able to understand each other or get the meaning through the utterance of the language. Learning foreign language especially for speaking means learning how to communicate through the target language, whether it is spoken or written, and it should be facilitated by target language elements such as structure, vocabulary, pronunciation and spelling.

Besides, at Junior High School level, speaking is one of the four basic skills which are taught to the students based on “Curriculum of 13 (K13)”. In this curriculum, the students should be more active in any aspects. Because curriculum 13 use *scientific approach*, where the students will through on organization of learning adventure such as *observing, questioning, exploring, associating and communicating*. It means that at the end of teaching and learning process, the students are able to communicate either in spoken or in written form.

Speaking is needed in globalization era. The ability to communicate in a foreign language fluently contributes to the success of learners in school and later in their life. Today most of the companies need employees who can speak English well. Thus, ones who have a good ability in English tend to be easier to find a job. It is higher probability to get opportunities to develop their career.

In the speaking class, the students should be taught how to speak. However, teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. According to Brown (2001) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Many students who learn English think that there are some problems faced when they give it a try to speak in English. The first is that they find difficulty to express their ideas. The second is that their pronunciation and grammar are weak. Then, the other problem deals with the vocabulary items. Those kinds of conditions also happened among the grade VIII of Junior High School 2 Nan Sabaris.

According to the result of a class observation that was conducted in Junior High School 2 Nan Sabaris, many students have some problems in speaking, they had many obstacles in learning English. When they tried to speak they were afraid to make errors in grammar, they were lack in

pronunciation and they seem not very confident to speak in the classroom as well as in their community, they preferred to talk unimportant things more than to hear what their teacher said, their wish to English especially in speaking is low, where as we knew that the wish is significant in learning English. Not only that but also they were so naughty at the class.

Because of that reason, it makes them be lazy to talk. Not only that but also they environment use Minang Language. So, their tongue is hard to say English. We know that our tongue will be easy to say something, if we use in daily activity. They can solve their problem by trying to speak English every day.

From the observation, it was seen that the teacher used less various techniques. She simply asked her students to read aloud. She only pointed some of the students. Thus, the students did not have the same opportunities to speak. It made the students bored and unmotivated in the teaching and learning process. They chatted with their friends who were in front of the class. Consequently, they were not encouraged to practice speaking during the teaching and learning process.

According to preliminary observation, the speaking score of the students were:

**Table 1.1**  
**Students Speaking Score of**  
**Junior High School 2 Nan Sabaris Grade Eight Year 2017/2018**

Grade	Total Students	Mean
VIII 1	29	52.20
VIII 2	28	49.89

*Source: English Teacher of Class VIII of State Junior High School 2 Nan Sabaris*

The facts above motivate the experiment research at the grade Eight of Junior High School 2 Nan Sabaris in the academic year of 2017/2018. To be able to overcome the problems, there must be a suitable technique to be used to increase the students' speaking skill. To improve their speaking skill is not a simple thing. They need a lot of practice to be able to master the speaking skill. Their motivation to speak in the speaking class is low. Meanwhile, the most important element in the speaking class is to give them opportunities to speak English. So, the technique must be interesting them to speak more in the speaking class. One of them is by using the cooperative learning strategy. According to Macpherson, cooperative learning gives the students opportunities to interact with each other and work together to maximize their and each others' learning.

Many techniques can be applied, one of them is Three Step Interview. Three Step Interview is a cooperative structure in which members of a team interview one another on a particular topic. Brown (2004:167) states oral production the first thing that come from mind is an oral interview. A test administrator and a test taker sit down in a direct

face to face to exchange and to process through protocol of questions and directives.

The purpose of teaching Three Step Interview is to generate opportunities for the students to become more active in learning in the class activities or in their environment and to gather students in a conversation for analysis purpose and new information. In this case the study of group discussion and whole class discussion activities, therefore the students would have much deeper understanding in their speaking activities. Group of discussion and whole class discussion is an extremely attractive technique in number of reason : the students talking time is increased, it gives the students opportunities to use the language to communicate with each other, students will have experience both teaching and learning in the group. It can also reduce the boredom during the process since it allows the students to actively practice their language in the classroom activities.

Based on the explanation above, this research specifies in teaching speaking by using Three Step Interview. Using this technique, it is believed that the teacher will be able to motivate the learners. Thus, the researcher is interested in doing a research about the effect of Three Step Interview Technique towards students' speaking skill at grade eight of junior high school 2 nan sabaris.

## **B. Identification of the Problem**

Based on the researcher's observation and results of speaking test the last semester with the student at year eight of Junior High School 2 Nan Sabaris, the researcher had indentified the problems of the research as follow:

1. The students' speaking skill is low in English, it can caused by the English teacher does not apply an appropriate teaching technique that can attract the students' attention to speak up and omit their boring during speaking activity.
2. The students of Junior High School 2 Nan Sabaris have lack of English vocabularies for speaking purpose. So it makes them hard to express their ideas in English.
3. The students making mistake and less self confidence to speak English inside and outside the classrooms.

## **C. Limitation of the problem**

In relation to the identification of the problems above, this research is limited The Effect of Three Step Interview Toward Students' Speaking Skill at Junior High School 2 Nan Sabaris.

## **D. Formulation of the problem**

The formulation of the problem is put into this question: Does Three Step Interview Technique give significant effect toward students speaking skill at Junior High School 2 Nan Sabaris?

### **E. Purpose of the Research**

The purpose of research activity is expected to find out the effect of Three Step Interview Technique at the Grade Eight Junior High School 2 Nan Sabaris.

### **F. The Significance of the Research**

The significances of carrying out this research activity are as in the following:

1. This research is expected to give some valuable information to the English teacher of junior high school on the positive effects of the application of Three Step Interview Technique on improving the students English speaking skill after series of teaching process.
2. It is also expected to give some valuable information to the students of Junior High School on the important roles played by Three Step Interview Technique to improve their speaking skill, eliminate their afraid of making mistakes during speaking performance in daily interaction in English, especially during their being at school environment.

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

1. Speaking: an interactive process of constructing meaning that involves producing and receiving and processing information.
2. Three Step Interview Technique: is an effective way to encourage students to share their thinking, ask questions, and take notes. Three Step Interview the comprises of Q&A sessions and

interviews, enhancing students interest and engagement, and turn making learning more fun and enjoyable in the classroom.



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