CHAPTER I
INTRODUCTION

A. Background of Study

Speaking is the core means of communication which is used by the people to express thought and feeling orally. Tarigan (2008: 21) states that speaking is the capability to articulate the sound, expressing, and delivering thought, opinion, and wish. Speaking is also a productive skill, and it involves many components: fluency, comprehension, grammar, vocabulary, and pronunciation. It is not only an utterance but also a tool of communication. It occurs when two people interact with each other aiming at maintaining social relationship (Brown, 2000: 103). In short, speaking is a tool of communication to express feeling, deliver opinion, and idea in social life.

Furthermore, speaking is a very important skill as the most basic medium of communication by humans. Mulgrave (1954: 3-4) as cited in Tarigan (2008: 9) supports that speaking is a tool to express or communicate the ideas, which are formatted and also developed in accordance the requirement of the listener. Therefore, speaking can not be separated with the role of communication as speaking is a skill in learning language which use articulation, and word to convey a message.

In Indonesia, the status of English is as a foreign language. The usage of English in certain communities such as in academic level, bankers, government official, among teenagers such as in seminars for youth or among...
middle-level workers in the workplaces, and the use of English by radio announcers or television presenters can be easily found (Widiati, et al., 2006: 277).

Furthermore, English in education field is very important as a basic of communication purpose especially for senior high schools students. They are considered successful if they can communicative effectively in the language. Speaking is considered the most important skill as it is used for communication. The practice of speaking in senior high schools is including of the interaction activities in the form of dialogues or conversation, discussion to share ideas and opinion, and express of critical thinking.

In learning speaking, students learn about transactional speaking and short functional speaking in which students have to be able to take a part in conversation, and they have to explain and express their critical thinking for any topic. Therefore, teachers have to give opportunities for students to speak more and support them by using interesting technique in order that students could develop their speaking competence.

Based on the pre observation done on January 20th, 2013 in one of the senior high schools in Bumiayu, the students’ speaking competence was not quite good. The condition happened because the teacher did not support them by using interesting technique in teaching speaking. The teacher did not give opportunities for the students to explore their ability in speaking. Furthermore, the teacher lacked various speaking activities in which the activities in class were still a common learning process where the teacher
explains, and students listen to the teacher’s explanation. Actually, it lacked activities as medium to force the students to speak English well. Additionally, the students learned English lesson only to get score not to speak English well.

Due to those problems, the teacher should be smart to choose any techniques of teaching that are suitable with the condition and the needs of the students. As the result, the goal of teaching and learning can be achieved, and it can develop communicative efficiency of the students. One of techniques that can be used for teaching speaking is Three-Step Interview.

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 (Kagan, 1994: 13). The Three-Step Interview takes a place of the group discussion in which students interview each other in pairs, and then they switch their roles as interviewers and interviewees. The interviewers have to ask some questions orally to the interviewees about the information they learn, and the interviewees have to respond, or give the answer orally. In this chance, each person in the group must produce language and receive information. In addition, Kagan (1994: 13) also says that this technique can help students gain competence in language skill of speaking, listening and summarizing.

Furthermore, Three-Step Interview has several advantages, namely: (1) it helps students to share and apply different questioning strategies; (2) it helps student to encourage their ability in thinking, asking questions and
taking note; (3) it helps students to know their level of thinking; and (4) it creates simultaneous accountability for each group (Bennet, et al., 2001: 168).

Previous study was also reported by Millis (2002: 35) saying that Three-Step Interview could be effective for teaching listening and students’ critical thinking. It is proved that in the end of the research students are easier to rehearse the information and results by sharing their ideas and thoughts. Then, Nolinske, et al., (1997: 35) assessed from http://The American Journal of Occupational Therapy.com also say that Three-Step Interview helps students understand the topic at hand, and it could often clarify misunderstanding or filling in missing information.

Based on the description illustrated previously, Three-Step Interview is an interesting and effective technique for teaching speaking. Meanwhile, there are several contributions influencing curriculum and pedagogical aspects. In terms of curriculum, Three-Step Interview can be included as a technique for teaching speaking, so it can help teachers to be able to try different variations of teaching technique. In the terms of pedagogy, teachers have to learn this technique for teaching English and able to apply it in the classroom to boost students’ motivation and cooperation in learning English.

B. Reason for Choosing the Topic

There are several reasons in choosing the topic. First, in teaching and learning process, the teacher uses common speaking practice where students
make a dialogue with their partner, and then perform it. Second, the teachers
do not support them in learning English by interesting technique. Third, there
are no challenging activities to encourage the students to speak English.
Therefore, the solution for those problems is by implementing Three-Step
Interview as a technique for teaching speaking. It can facilitate them to be
active to speak in the classroom.

C. Statement of the Problem

In this research, the problem is formulated as “Is Three-Step Interview
effective for teaching speaking at the second grade students at one of the
senior high schools in Bumiayu?”

D. Aim of the Study

From the problem illustrated before, the aim of the research is to find
out the effectiveness of Three-Step Interview technique for teaching
speaking, for second grade students at one of the senior high schools in
Bumiayu.