

CHAPTER I

INTRODUCTION

A. Background of the Research

An ideal condition of English speaking class involves the students' participation actively in speaking class. However, to improve the participation of the students, teachers need to renew the technique of teaching speaking. (Nunan, 1991) as cited in Naouel (2015:2) stated that having successfully learning speaking is measured in terms of the ability to carry out a conversation in the (target) language. As a matter of fact, In recent Junior High schools' curriculum, learning speaking has several purposes such as (1) Developing communicative in spoken and written to reach the functional literacy; (2) Considering the English speaking importance to improve the international competitiveness; (3) Developing students' understanding to the language and culture.

In relation to those problems, the teachers are hoped to be more creative in choosing and applying the teaching technique. Not only be the innovative technique but also be an effective way in teaching junior high school students' speaking ability. Cooperative learning can be one of the alternatives to cope with it. In cooperative learning, the students are encouraged to be active in the class; they should not be passive learners because they are the centre of

teaching learning process. One of the cooperative learning technique that used in this research was Three-Step Interview.

Three-Step Interview technique allows all the students to participate actively in the activities in the classroom. This is extremely different from the teaching and learning through Dialogue Memorization. The technique requires students to memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other (Larsen, 2000:47) which is commonly used in Indonesia. When the students are the centre of the learning activity, the students will be more creative and they will not easily get bored because they are involved the process.

In this research, the researcher would like to apply three step interview to see whether this technique effective or not for Junior High school students' speaking ability that involve the student in each process. Firstly, each member of a team chosen other members to be a partner. During the first step individuals interviewed their partners by asking the given video. During the second step, partners switched the roles. For the final step, members shared their partner's response with the team. The researcher rather to conduct the research of junior high school students whom are new to English. From the researcher's preliminary observation, not only do they are categorized in imitative types they can but also include in intensive and responsive types with very short conversation, small talk, request and comments with multiple students to participate. In addition, only some of them are included in extensive skill whom the students can do the oral presentation with deliberative and

formal for extensive task. In their speaking ability, some of them have an intermediate competence in fluency and grammar. But then, in the pronunciation and vocabulary skill, only few of them have a good pronunciation and have many vocabularies in their minds. In the other hand, the skills above are included in terms of Three Step Interview Technique which this technique based on the previous studies has an impact in the High school Students and higher rank. Thanks heaven when this technique applied to the Junior High school students the researcher saw the effectiveness of this technique to their speaking ability.

B. Reason for Choosing the topic

In Junior high school, speaking is one of the materials that should be mastered by students. The purpose of teaching English language in junior high school is to introduce students use the target language. Somehow to improve the participation of the students, teachers need to renew the technique of teaching speaking. By using Three-Step Interview technique innovative and creative is provided. The technique has purpose to generate opportunities for the students to become more active in learning, in the class activities, or in their environment

C. Research Problem

Based on the topic chosen above, the general background stated above, the research problem are:

- 1) Is the application of three step interview technique effective to junior high school students' speaking ability?

D. Research Purposes

In line with research questions, the aims of this research are:

- 1). To find out whether or not three-step interview is effective in junior high school students' speaking ability.

E. Significant of Research

This study has a theoretical and practice significant.

1. Theoretical significant

This research finding is expected to renew study and support the existing theories of the knowledge and principles of English language teaching, principally to the achievement of the students whom new in learning speaking especially by using Three-Step Interview technique.

2. Practical significance

This study examines "Three-Step Interview" to the Junior High school Students as it is considered effective to improve the teaching and learning process in higher speaking class. Thus, the information in this study will provide perception for the students about the implementation of Three-Step Interview and influence on Junior High school students' enhancement in speaking English.

F. Clarification of the Key Terms

1. Application

According to Oxford Dictionary definition Application is the action of applying something to a surface. Submitted to an authority, institution, or organisation.

2. Speaking ability

Speaking ability is a speaker's skill and speech habits have an impact on the success of any exchange Van Duzer (1997) as cited in (Erick Diggest, 1999:03)

3. Three-step interview

According to Stone in University of Kansas's handbook (2005:1) Three - Step Interview is one of the cooperative learning strategies that was developed by Spencer Kagan which provides the chance for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher.