

I. INTRODUCTION

This chapter discusses several points that deal with the reasons for conducting the research ; introduction deals with background of the problem, identification of the problems, limitation of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

English, as an international language, is very important to be learned by which the students can help themselves to face their future. It is also a top requirement of those seeking for job because applicants who master either active or passive English are more favourable than those who do not. Hence, from the facts, it is obvious for the students to pay more attention in learning English.

In learning English, there are four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students. One of the skills that the students have to master is speaking because it is seen as the most crucial means of communication. For most people, the success in learning a language can be seen from how far the students can speak and communicate in the language learning. But in fact, speaking is often neglected in the class room. It means that students seldom to practice English in learning process.

Moreover speaking is the most difficult ability required by the students when learning a language. Many English teachers try to gain speaking as the main goal of learning English. The students are expected to speak the target language well. And it is not easy thing for the students, especially to make the students able to communicate or share their ideas in English orally (delivering speech) . Therefore, It is important to make the students enjoy studying English by making an interesting condition in the class.

Speaking is one of the most important skills for students in learning a language. It should be acquired by students of Senior High School in many aspects of modern life. Based on the researcher's interview with the English teacher and the researcher's experience in the Field Practice Program (PPL) at SMA N 1 Marga Tiga from July to September 2012, it can be concluded that the students have low ability in speaking. Most of them were not actively involved in the learning process and they had low self-confidence in producing their sentence so they can not speak English fluently. Furthermore, their average score in speaking is only 55.

Some problems in speaking are still experienced by the students in SMA N 1 Raman Utara. It can be seen from researcher's interview with the English teacher that students often got difficulties to interact with others. They also looked reluctant to learn in the class. They felt uncomfortable in using English because they lack vocabulary and confidence. Most of them also felt nervous and reluctant to express their ideas with their partner. They did not want to practice and communicate in English to their partner because they were afraid of making mistakes. The students lacked confidence to speak English. Students also lacked

the mastery of vocabulary and grammar. They also could not comprehend the sentences in English. They still made mistakes to arrange words by words into the sentences in English.

Considering the problem stated above, it seems necessary to take an action by using appropriate technique which gives opportunity to the students to practice their English in the classroom. An interesting technique can give the challenges and opportunities for students to practice English in the classroom. By giving the appropriate technique, the students are expected to have the opportunity to use English among themselves in the classroom during teaching-learning process. Three – Step Interview is one technique that can be applied in teaching speaking.

By using Three - Step Interview technique, students may enjoy speaking, because they can express their opinion by asking their partner, and they can improve their speaking ability. Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee. And it 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 to gather students in a conversation for analysis purpose and new information synthesis (Kagan, 1994). It means that Three – Step Interview purposes to engage students in conversation for the purpose of analyzing and synthesizing new information.

The researcher tries to use Three-Step Interview technique to teach English at second year student of SMA N 1 Raman Utara because it has not been implemented in SMA N 1 Raman Utara. By using Three – Step Interview , each students will try to speak English by asking questions for their partner in class. The English teacher of the school also mentions that most of students of SMA N 1 Raman Utara have low speaking ability.

Therefore by using Three-Step Interview, the researcher hopes that she can conduct the speaking class effectively. Moreover, the researcher also can find out whether three step - interview can be used to increase the students' speaking achievement significantly, to know which aspect is the most increase in students' speaking achievement , and find out which topic is the most effective topic for utterance production in implementing in Three – Step Interview technique in teaching speaking.

1.2 Identification of the Problems

- a. Students have low speaking ability .
- b. Students lack practice in speaking.
- c. The frequency in learning speaking is not enough.
- d. Students have low self-confidence.
- e. Teacher technique in teaching speaking is not appropriate.

1.3 Limitation of the Problems

Based on the identification of the problems above, the writer limits her research as follows :

The implementation of Three – Step Interview technique in teaching speaking to increase the students' speaking achievement.

1.4 Formulation of the Problems

Based on the background discussed above, the writer would like to take the main problem as follow :

1. Is there any significant difference of students' performance after applying Three – Step Interview technique in 3 different topics at second year of SMA N 1 Raman Utara?
2. Is there any effect of students' speaking achievement in every aspects of speaking ?

1.5 Objectives of the Research

Concerning the research problems, the objectives of this research are:

1. To find out whether there is a significant difference of students' performance after applying Three – Step Interview technique in 3 different topics.
2. To find out the effect of students' speaking achievement in every aspects of speaking.

1.6 Uses of the Research

The uses of this research are :

1. Theoretically , the result of this research is expected to be used to support the theory which will be explained in the next chapter. Moreover, this research also to be used as a reference for the next researcher who will concentrate on the similar scope of research.
2. Practically, this research hopefully can be the consideration in teaching speaking and can inform the teacher about the process and benefit of Three-Step Interview technique.

1.7 Scope of the Research

This research focused on the implementation of teaching learning speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) through Three-Step Interview technique. This research will be conducted at second grade of SMA N 1 Raman Utara and the subject is class XI science 2 which consists of 30 students. In this research, the reserarcher takes material from School-Based Curriculum (KTSP). There are three topics: (1) School Uniform ; (2) Home Schooling ; (3) Mobile phone in school. The score of the test is based on five aspects to be tested that are pronunciation, grammar, vocabulary, fluency, and comprehension. The test is conducted orally and the students' voice will be recorded.

1.8 Definition of Terms

In order to make the same perceptions dealing with the research, the researcher lists the terms which are important to know:

Speaking

Speaking is oral communication that happens between at least two people, speaker and listener who deliver or express their idea, message, information or opinion.

Three – Step Interview

Three – Step Interview is a technique where the students work in pair and they interview each other and introduces teammates to each other in some depth and classmates to each other superficially. It gives students the opportunity to feel welcome in the group and it helps overcome initial resistances some students when participating in groups.

Hortatory Exposition

Hortatory Exposition is a kind of texts which purpose to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.