CHAPTER I

INTRODUCTION

1.1 Background of the Study

People who have ability in speaking are better in sending and receiving information or messages. The speaker and listener should be able to understand each other. Speaking takes an important part in students' daily life. It gives opportunities for students to share messages, knowledge, information, ideas, and experiences orally in talking or having a conversation. When the expression is extended and other people do not understand, it means that the speaking is not perfect yet. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

Speaking is an ability to express ideas, feelings and emotions to another person. According to Nematovna (2016:3) states that "speaking is an active skill". Additionally, speaking belongs to productive skill because the speakers' idea, words, feeling etc. are expressed orally and speaking is produced from receptive skills such as; reading and listening skill. The interaction between students can be formed in groups by using cooperative learning. Cooperative learning requires students to work together on a common task, sharing information and supporting one another (Barkley, Cross, and Major: 2005). Cooperative Learning is a teaching strategy in which a small team, each with students of different levels of ability; uses a variety of learning activities to improve their understanding of a subject. By using cooperative learning, the students can work together and share

information. Brown (2004:167) states oral production is the first thing that comes from mind is an oral interview. Three step interview is one of the techniques in cooperative learning. By using this three step interview, students are more creative and communicative. Students are more active in the speaking class. Three Step Interview, one of techniques of cooperative learning that students make a group of four members and each members consist of interviewer and interviewee. It provides opportunities for students to practice their speaking ability by using three step interview.

According to Kagan and Kagan (2009:162), three-step interview is defined as cooperative learning technique which supports and motivates members of the group to acquire certain concepts deeply by student's role. The aim of this technique is to gather students in a conversation for analysis purposes and new information synthesis. Three-step interview is one of ways which are expected to facilitate conversation, build community, improve students' confidence, improve students' relation with their friends, make the students work collaboratively and also can make the students develop their ideas in the speaking class.

During the pandemic covid-19, teaching and learning processes are done at home by an online learning system. They had not been prepared through the simulation or practice online learning system before. Teachers and students are still confused and feel bored with the online learning system. This situation did not effective and made the teaching and learning process not conducive. It was a crucial problem for the teacher to find a new technique in the online learning system. However, the researcher did the observation and interviewed the teacher to know the situation in the online learning system.

Based on the researcher observation by online meeting with the teacher at the seventh grade student of SMPN 3 Petang. First, the researcher interviewed the teacher by using WhatsApp calls and asked his problem during teaching English by an online learning system. Second, the researcher did the observation by zoom. This meeting included his students. In order, to know the weakness during teaching and learning process by online learning system through WhatsApp as an online platform. Based on the interviews and observations, it was found that the students' speaking skills are not good enough and students have not mastered speaking yet. Students' inability to speak English fluently is caused by a number of factors. They do not have a lot of vocabulary and they have a low mastery of grammar and pronunciation. When communicating in English, they are still afraid of making mistakes, because they never practice speaking English formally or even informally with their friends. Therefore, it is important to learn English starting from junior high school, especially speaking skills. Moreover, the way the teacher teaches English in the class also can be a problem for the student in learning English.

Based on the interview by online meeting through zoom as an online platform with the English teacher, it was found that speaking is the biggest problem in learning English. Students still had some difficulties in speaking. The students feel embarrassed and sometimes feel confused in stringing up the words to make a good sentence or dialogue. Moreover, they do not feel confident; therefore self-confidence is an important way to improve our language skills. Self-confidence is related to something spoken or something told. It becomes the main factor in

affecting students' speaking skills and has a crucial contribution in speaking skills.

During this pandemic covid-19, students should learn from their home by using the application. The situation makes the teacher feel confused to find the technique for teaching speaking in the online class. The researcher concluded that the teacher often used monotonous techniques. Commonly, in teaching speaking, the teacher only shared material via WhatsApp. Then ask students to practice by themselves. This technique cannot make all of the students participate in the learning process. Students need to share their ideas and expression with their friends. That can make students feel confident while speaking. They did not get the opportunity to share their ideas with their friends or their partner and they would be bored during the speaking activities that can cause the classroom to become passive and dominated by the teacher. This technique can not improve students' speaking skills.

Besides, the materials and the media are not interesting in learning english especially in speaking. This makes students feel bored during the teaching learning process. The students also have low motivation in studying in the class especially in online class. Moreover, the students would think that learning English was very difficult. The teacher also did not have interaction with all of the students during the teaching learning process but the teacher only did the interaction with the students who had a good ability and active students in the class. It would make the students unable to understand the material that the teacher had discussed.

Based on the statement above, the researcher tried to implement a more appropriate technique of teaching speaking which is more interesting to be done by the students. According to Harmer (2001:224), many receptive skill activities prove less successful than anticipated because the topic is not appropriate. If students are not interested in a topic, the teacher should be able to make interesting topics and apply suitable techniques. There were so many classroom techniques that could promote speaking skill which can be implied both verbally and non-verbally. One of techniques that was considered as the effective way to create an enjoyable class atmosphere was three-step interview.

Three step interview is expected for the students to be more creative and communicative. Students are more active in speaking class, students also have deeper understanding about the material that is taught by the teacher. Students can improve their speaking skills because it gives the student opportunity to work collaboratively and share their ideas, opinions, feelings and many others which give them more experience to be confident and to be encouraged to say something in English. As a result, their achievement in speaking ability could be better than those who are short of speaking practice. Three-step interview was defined as cooperative learning techniques which enable and motivate members of the group to acquire certain concepts deeply by students' role. The aim of these techniques is to gather students in conversation for analysis purposes and new information synthesis (Kagan and Kagan 2009:162).

Teaching speaking through a three-step interview is expected to make the situation in speaking activities more interesting for the students. The students should master several speaking components, such as: grammar, vocabulary,

comprehension, pronunciation and fluency in order to know the improvement of students' speaking skill. In other words, this technique can force the student to interview each other to get the information that they need.

Based on the explanation above, the researcher wants to conduct a research entitled The Use of Three Step Interview to Improve Students Speaking Skill at the Seventh Grade Students Of SMPN 3 Petang in Academic Year 2020/2021.

1.2 Research Problem

Based on the background of the study, the seventh grade students of SMPN 3 Petang in the academic year 2020/2021 had low achievement in English especially in speaking. Students still face problems in expressing their ideas and feel ashamed to speak by using English orally. Students still have low ability in speaking and need to be improved. The research problem can be formulated as follows: Can the speaking skill of the seventh grade students of SMPN 3 Petang be improved through Three Step Interview?

1.3 Objective of The Study

The objective of study should be in line with the background and the research problem. Since the speaking skills of the seventh grade students of SMPN 3 Petang needed to be improved. This study showed the students improvement and ability in speaking skills. In accordance with the research problem which has previously been formulated, the research is intended to find a solution or answer to the research problem. The present study is intended to know whether or not

speaking skills of the seven grade students of SMPN 3 Petang in the academic year 2020/2021 can be improved through three steps interview.

1.4 Limitation of The Study

The research is limited on the use of three step interview to improve students' speaking skill at the seventh grade students of SMPN 3 Petang in the academic year 2020/2021. In the present study, the researcher is focused on the fourth main competency in 2013 curriculum which is processing, reasoning and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learn in the school independently, and being able to apply the appropriate method in line with the scientific rules. Moreover, based on the basic competency (3.10) is interpreting the purpose, text structure, and linguistic elements of oral and written descriptive text about people, animals, and objects, very short and simple. In the present study the speaking skill is limited in the subject of language expression, in the form of conversation based on the described animal. The performance of the students is scored on the basis of their grammar, comprehension and fluency. Based on the identification of the problem above, the researcher focused on the use of three step interview to improve students' "speaking skill at the seventh grade students of SMPN 3 Petang in the academic year" 2020/2021.

1.5 Significance of The Study

This research focused on significance of study in the use of three step interviews to improve students speaking skill at the seventh grade students of

SMPN 3 Petang in the academic year 2020/2021. It was concerned with teaching speaking skill by applying three step interview to improve students' speaking skill. The significance is expected to give beneficial contribution to SMPN 3 Petang both theoretical and practical significance in relation with the teaching and learning process and help students to improve speaking skill. Hence, both theoretically and practically that is briefly elucidated as follow:

Theoretically, the findings of the research were expected to contribute to similar research findings with more empirical evidence and also to enrich the theory in investigating the effectiveness of three-step interview technique. It can be used as an input to enrich the school knowledge especially the English teacher in teaching English. The result of the study is expected to give an alternative source and references to other researchers in their attempts to study cooperative learning methods especially to improve speaking skill.

Practically, the results of the present study were useful for the teachers, the students and also the other researchers. For the teachers, the results of this present study were expected to give the English teacher informative feedback which can be used as indicator showing their relatives' success failure in technique speaking especially using three-step interview technique. For the students to be more confident to share their ideas, opinions and many others through speaking. For the other researcher, this result of this present study is expected to be useful for the future study for completing their research.

1.6 Definition of Key Term

There are some terms which are defined operationally to avoid misunderstanding on the part of the readers. Some key terms would be explained operationally as follows:

1. Speaking Skills

In relation to this study speaking is the ability of the seventh grade students of SMPN 3 Petang in the academic year 2020/2021 in constructing and performing a short conversation about asking and giving opinion and also asking if someone can do something in the class which assessed the students' knowledge in speaking English.

2. Three Step Interview

Three-step interview is cooperative structures that help students personalize their speaking and appreciate the ideas and thinking of others; it involves two or three students in one group. The technique consisted of three steps. In the first step, the teacher provides the interview topics, states the duration of the interview, and provides think time. The second step is in pairs, in which student A interviews student B interviews student A. For the final step the group members perform in the class especially in online class and share what information that they get from the interviews section.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. This review assumed both knowledge and acceptance of the theories that depends on. The purpose is to provide the information on knowledge towards variables. Theoretical review consists of a theoretical framework which allows the researcher to present the researcher in light of summary of the literature. Then, three areas that are going to be described and discussed: 1) Speaking Skills, 2) Three Step Interview and 3) Assessing Speaking.

2.1.1 Speaking Skills

Speaking is one of the language skills that should be mastered by students. Speaking is an ability to express ideas, feelings and emotions to another person. According to Nematovna (2016:3) states that "speaking is an active skill". Additionally, speaking belongs to productive skill because the speakers' idea, words, feeling etc. are expressed orally and speaking is produced from receptive skills such as; reading and listening skill. As stated by Omidvar (2014:2) , speaking is considered as the main thing in learning English as a second language. In addition, students speaking becomes a crucial tool in communicating their expression, thought, or idea, especially in learning English as a second language. Therefore, the main goal in learning English is how we use English for communication.

Richards (2008:19), speaking tends to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to be easy to communicate and also explore their ideas. Speaking English well also helps the students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development.

Brown (2004:140), speaking skill is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly they will get tremendous satisfaction from it. In speaking, the speaker should be able to ignore their fear and try to share their ideas with each other.

According to Harmer (2001:123), speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. In learning a second language, the students have to practice more. In addition, students are able to convert their thoughts and their speaking skill through practicing by themselves and the teacher as the facilitator can accompany the students during the activity. However students can have high motivation in speaking.

Douglas (2004:1) states that speaking skill is one of major languages which are still most essential to give attention because people mostly communicate

orally performing their speaking ability. Moreover, Harmer (2001:87) states that speaking is the use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Some of the characteristics of this communicative view of language are a system for expressing meaning

Anik (2013:2) states that speaking is a spoken product that relates to our daily activities. Speaking relates to the three areas of knowledge; grammar, pronunciation, and vocabulary. Thus, speaking is seen as the capability in uttering the words, stating an expression or idea that is related with our daily activities which is organized as spoken language production by regarding knowledge, grammar, pronunciation and vocabulary. Speaking is a very vital thing in daily life. From those definitions, it can be concluded that speaking is a productive skill when speaking is produced from reading and listening. In other words, speaking is a way to communicate, to express feeling, thought, emotion, etc. to the addressee or listener orally. Moreover, speaking is one of the crucial skills among the four skills; reading, listening, and writing, because speaking is used for communication. Whereas, the first thing in learning speaking is being able to apply in daily activities.

2.1.2 Three Step Interview

According to Kagan (2012:17) three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concepts deeply by student's role. It is an adaptable process in the classroom. Interviews are useful in promoting academic

achievement. This is due to the fact that the interview could increase the student's enthusiasm in learning language.

This technique is remarkably quick for the students to improve their speaking skill because it makes the students more active when they want to share their ideas, opinions and their imaginations when they do the interview process. Three-step Interview can be used as an introductory activity or as a strategy to explore concepts in depth through student roles. It consists of three steps and works best in groups of four, but can be adapted for large or smaller groups. In step 1, students are in pairs; one is an interviewer, the other the interviewee. In step 2, the student reversed the role. In step 3, students do a round robin, each one in turn sharing with the team what they learned in the interview. Three-Step Interview is categorized as an information-sharing structure. It can be used to process material in numerous ways. One example could be that the students interview each other about which of the two tales they have read.

In addition, Harmer (2004) states that a three-step interview is an appropriate strategy to stimulate students' interaction with the other class members. Three-step interviews can be used to get the concept deeply or can be used as an ice breaker for team members to know each other. The step is started where each member of a team chooses one of another member to be a partner. During the first step, students interview their partners by asking clarifying questions. During the second step, partners reverse the role and the step is continued with the other member. For the final step, members share their partners' response with the team.

Cohen et al. (2005:267) state that the interview is best understood in terms of a theory of motivation which recognizes a range of non-rational factors governing human behavior, like emotions, unconscious needs and interpersonal influence. Interview enable participants be the interviewers or interviewees to discuss their interpretation of the world in which they live, and to express how they regard the situation from their own point of view. Three-step interview is an appropriate technique to stimulate students' interactions with other class members (isjoni, 2011:78).

Kagan and Kagan (2009:6) states that teaching speaking through three-step interview divide in three steps:

1. In this process, firstly the teacher provides the interview topics, states the duration of interview, and provides think time.

2. In pairs, student A interviews student B then pairs switch roles: student B interviews student A.

3. Pairs pair up to form groups of four each student, in turn, shares with the team what he/she learned in the interview.

Based on the statement from Kagan and Kagan (2009:6), it can be concluded that three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concepts deeply by student's role. It is an adaptable process in the classroom. Interviews are useful in promoting academic achievement. This is due to the fact that the interview could increase the student's enthusiasm in learning language. This technique is remarkably quick for the students to improve their speaking skill because it makes the students more active when they want to share their ideas, opinions and their

imaginations when they do the interview process. Three step Interview can be used as an introductory activity or as a strategy to explore concepts in depth through student roles.

2.1.3 Assessing Speaking Skills

According to Brown (2004:4), whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student performance. The existence of assessment is to let the teacher know the improvement of the learners as well as to let the learners now the progress of themselves. Assessing speaking is challenging because there are so many factors that influence our impression on how well someone can speak a language. When teachers assess speaking it means that the teachers' listening skill determines the reliability and validity of an oral production test.

Assessment is a process of collecting and analyzing the data to measure the result of the students' achievement. The assessment activities are applied to achieve, analyze, and interpret data about the result of students' progress in the teaching learning process systematically and continuously. Cener and Nunan (2001:137) state that the term assessment refers to a variety of ways of collecting information on a learner's language ability. Although testing and assessment are often used interchangeably, the letter is a basic term encompassing measurement instruments administered on basis such as tests.

Furthermore, Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a

question, offers a comment, or tries out a new subconsciously makes an assessment of the student's performance. (2004:1) states that speaking skills are a more important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

Assessing speaking is challenging; however, there are so many factors that influence how well students can speak a language. It means that teachers should take care when assessing their students' speaking skill because the curriculum has certain criteria that should be assessed by the teacher during the students' speaking performance. Speaking also has several important functions that are stated by Richards (2008:22).

Brown (2004:157) explains that if the teacher would like to assess the students' speaking skill, there are some components that must be considered such as grammar, vocabulary, comprehension, fluency and pronunciation, all of the speaking components will be explained as follows:

1. Grammar

Grammar is also a very important aspect in speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably by paying attention to grammar.

2. Vocabulary

Vocabulary means the appropriate diction of the most important thing in a language especially speaking which should be measured and assessed in language to know how far the subjects have mastered English.

3. Comprehension

It refers to the students' wellness expression and understanding of the conversation and the content is clear. The scope is very limited language experience; speakers can understand simple questions and statements if they are delivered slowly. In addition, the students comprehend the whole conversation without any repetition.

4. Fluency

It refers to the speakers' ability to speak the conversation without too much hesitation and there is no mistake. Moreover the fluency shouldn't be disturbed by language problems that the students have. It is also not expected if the students speak incomprehensive language and often stops speaking while doing the conversation because of limited language.

5. Pronunciation

It refers to the way students pronounce the word in English. The students are expected to pronounce every word correctly without any hesitation and much mistake.

The function of assessment is as a guide to reinforcing teacher's priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly an invitation to the teacher work these things out for themselves at the first sight. One of the assessments is a short conversation which requires students to engage in a process of negotiation of meaning. A short conversation is a conversation between two or more people and it can be interpreted as a deep communication that has a high level and quality that includes the ability to listen and also share views with each other. In the present classroom action researcher,

the researcher asks the students to make a short conversation. Furthermore, the researcher then asks them to perform the short conversation in front of the class with their pair maximum in two minutes.

2.2 EMPIRICAL REVIEW

The empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. In addition, empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. One of the purposes of empirical review is to show that the problem being studied has been done or not before in the way proposed by the author. There are two studies that relevant to this study and the researcher decides to review those studies as empirical review as follows:

The first research was done by Widiantara (2015). His study is "Improving Speaking Skill through Three Step Interview Technique of The Seventh Grade Students of SMP N 1 Bangli in Academic Year 2014/2015". The result can be seen in 22 comparing the average score of pre-test, cycle I and cycle II. The differences between the grand mean of cycle I and cycle II was 5.28 it positively improved the ability in speaking skill of the students. The result of the study showed that a three-step interview was the proper strategy to improve students' speaking skill and also an attractive strategy to make the class active. The previous research used a good strategy, because the result was effective in improving the subjects' speaking ability. However, the previous research was not

clear in mentioning the steps of the three-step interview. Therefore, the students' understanding did not increase.

The previous research used a good strategy, because the result was effective in improving the subjects' speaking ability. However, the previous research was not clear in mentioning the steps of the three-step interview. Therefore, the students' understanding did not increase. In the present study, the researcher will clearly mention the steps of the three-step interview according to Kagan and Kagan (2009:6) to make the student easy to understand about the theory. Hence, the assessment would be effectively carried out.

The second research which done by Soviari (2016). Her study is "Improving Speaking Skill through Three Step Interview of the Tenth Grade Student of SMKN 5 Denpasar in Academic Year 2015/2016". The result is the application of three-step interview could improve students' speaking ability, because the students who was taught by using Three-Step Interview strategy get better score than before taught by using Three-Step Interview strategy. This research finding of her research shows the result of the oral test of cycle I (56.64) cycle II (68.10) and cycle III (81.55). According to that data, can be assumed that speaking skill of the students can be improved through Three-step Interview strategy.

In previous research, the assessment was done by asking the students to make a dialogue with the topic given. The students were asked to make a short dialogue with their partner and perform it in front of the class. Previous research used a rubric to assess the students' ability. However, from the previous study the lesson plan did not make sense with the theory that described her theory research, in

addition; in the theory, the previous research mentioned that the student work in pairs; moreover, in lesson plan, previous researchers ask the students work in groups that consist of four students.

The researcher above got the same results where the findings showed that after doing two cycles there was a constant improvement after the researcher applied the three step interview technique, students had a positive response. Furthermore, there are not only strengths but also weaknesses. The two researchers were not clear in mentioning the steps of the three-step interview and the lesson plan did not make sense with the theory that was described on her theory research. As a result, students are confused when applying these techniques. In the present study, the researcher mentioned clearly the steps of three-step interview according to Kagan and Kagan (2009:6) to make the student easy to understand about the theory. Hence, the assessment would be effectively carried out. The researcher made the lesson plan based on the theory from Kagan and Kagan (2009:6). Furthermore, the students easily understand the roles of the theory. Hence, the assessment would be effectively carried out.