

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of four basic skill of English language that must be mastered by the learner and it is very necessary to teach it well in teaching and learning process. Speaking is productive skill that can be empirically and directly observed which involves some language components. Such as: spelling, pronunciation, vocabulary, and fluency. (Brown,2004:153). Speaking is the main skill that has a required role in learning language because the main purpose of learning foreign language is the ability to communicate the target language. According to Richards (2008:19), along with strengthening position of English for international communication, the teaching of speaking skill becomes increasingly important in the English as a second or foreign language (ESL/EFL) context. The teaching of speaking is also important due to the large number of students who want to learn English in order to be able to use English for communication purposes.

In learning speaking, practice is a must. In addition, Turk (2003:6) states to teach successfully, each individual must practice the skill. It means that in order to make the students understand and remember the material which is given in the speaking class well, the speaking practice must be as nearest as possible to reality. Thus, teaching speaking is the way of teaching English to the students to produce English speech sounds and sounds patterns. Besides, teaching speaking is about how to organize their thoughts in a meaningful and logical sequence. Therefore, teaching speaking should be focused on giving students the opportunity to speak

and practice their English rather than emphasizing based on theories, Turk (2003:6).

Although the teachers always lead the students to answer and present their opinion by using English; as a matter of fact, students rarely use English in their daily conversation and outside the school, so they become lazy to practice and have no Idea to express their ideas in speaking. Speaking skill also has some difficulties. According to pollard (2008:33), Speaking is one of the most of difficult aspects for the students to be mastered. This is hardly suprising when one considers everything that is involved when speaking; Ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. In addition, Citraningsih (2014) also stated that there are some difficulties in students' speaking skill such as, students often faltered when saying things in a foreign language in the classroom and also some student lack of motivation to practice English in daily conversation, and sometimes they have no idea to express themselves speaking. This is why the appropriate technique in delivering the lesson in the classroom should be considered in order to be able to cover all of the problems above.

Related to the problems above, the problems were also happended in the eighth grade students of SMP Negeri 7 denpasar in academic year 2022/2023. Moreover, based on the interview with the English teacher, the researcher found out that the students had difficulty mostly in fluency, comprehension and grammar. It was because the teacher mostly concerned on the theory rather than practice, and the teacher just used GTM technique. GTM that stands for Grammar Translation Method is a traditional teaching technique that was used to teach Latin

and Greek and was particularly in vogue during the 16th Century. They use repetition more than one. And also the teacher only focused on giving material in writing and reading, sometimes teacher only asked students to answer question on their textbook without give a chance to the students to practice their speaking. Smarter and the low ability students would be unable to develop themselves.

Furthermore, GTM was not an effective technique to teach speaking. The teacher only focused on the translation of text, grammar, and rote learning of Vocabulary. There was no emphasis on speaking skill because Latin and Greek were taught more as academic subjects rather than a means of oral communication. They seemed to be bored by the material because they did not have any opportunity to learn. It made the students could not express their ideas and this situation made them confused to start their speaking. This teaching method is still common in many countries and institutions around the world and still appeals to those interested in languages from an intellectual or linguistic perspective. However, it does little to improve students ability to use the language for oral communication.

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 of 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. This is one of the great techniques to

facilitate conversation and also to make students develop their ideas while speaking. Three Steps Interview is a technique to teach by setting up the students in pairs or group. Students was in pairs an interview each other to get information about the topic or material that was given. After that they will reverse roles, and if they have finished the interview they will pair up again With another pair and share the idea and information that they got from the interview. The purpose of implementing Three Steps Interview such as the students could identify, understand and share the learning material with their friends, Saifuddin (2013).

In teaching learning process through the implantation of Three Steps Interview with Picture, there are some strengths of this technique, (Bennet, Barrie, and Rolheiser, C.2006). first, it can be giving many opportunities for students to talk with the others. Second, the students can share and apply different questions strategies and the last the students can involve themselves in small social interaction. In addition, teaching speaking through Three Steps Interview makes the students to be more active during the class. It is an excellent technique to be implemented in the classroom because students are the one who give more contribution.

Regarding to the explanation above, there should be a technique which is effective to improve student's mastery of English language, especially speaking skill. Thus, the use of appropriate technique is very important in order to improve students achievement in speaking skill. One of the effective techniques that is appropriate to improve students' speaking skill is Three Steps Interview with picture. In the present study, the researcher was highly interested and motivated in conducting the present study to find out the improvement of speaking skill.

Therefore, the researcher was interested to carry out a research entitled “The Use of Three-Step Interview Technique Combined With Picture to Improve Speaking Skill of the Eighth-Grade Students of SMP Negeri 7 Denpasar in Academic Year 2022/2023”.

## **1.2 Research Problem**

Based on the background above, the main problem of this study had been explained that the eighth-grade students of SMP Negeri 7 Denpasar had low ability in speaking. Therefore, the solution to solve the problem by changing the strategy that the teacher used previously with the new strategy to improve the students ability in speaking. In addition, the strategy that could be used to improve the students’ ability in speaking is three steps interview with picture description. Therefore, the research problem could be formulated as follows: can speaking skill of the eighth grade students of SMP Negeri 7 Denpasar in the academic year 2022/2023 be improved through three steps interview with picture?

## **1.3 Objective of the Study**

To make the present study well directed, it is needed to declare an objective to be achieved. In accordance with the research problem that has been stated above, every research has the goal of why it should be done. Generally, finding a solution of the research problem is the main objective of the study. In the process of learning to speak a foreign language, it is really possible for students to face the problems of speaking. Furthermore, the teaching process must be modified with a good technique and apply the media, such as using three steps interview with picture in teaching speaking. Based on the background which has been described previously in the research problem, the objective of this Study is to



know whether or not the speaking skill of the eighth grade students of SMP Negeri 7 Denpasar in academic year 2022/2023 can be improved through Three Step Interview with Picture.

#### **1.4 Limitation of the Study**

This discussion of speaking skill is considered very broad and complex in the coverage of the study and the researcher has limited time to do study. Therefore, in order to focus on a specific area of speaking skill and to avoid misunderstanding and misleading in doing the classroom action research, the research should be limited. In the present study, it was limited on improving speaking skill of the eighth grade students of SMP Negeri 7 Denpasar in academic year 2022/2023 through three steps interview with picture. As the school understudy used 2013 curriculum, the present research is mainly focused on the fourth main competency and basic competency.

The fourth main competency is processing reasoning and presenting the material which are in the form of a concrete abstract domain concerned with the development of the material which have been learned at school and other learning sources from theoretical point of view. The basic competency that is applied text structure and linguistic elements to carry out the social function of descriptive text by expressing and asking about the description of people and animals in short in accordance with the context of it use. The students speaking skill is limited on constructing and performing a short steps interview in group based on the picture was given. Furthermore, it should fulfil the criteria of the scoring rubric which is mainly focused on three aspects: fluency, comprehension and grammar.

### 1.5 Significance of The Study

This research focused on significance of study in the use of three-step interview technique combined with picture to improve speaking skill of the eighth-grade students of SMP Negeri 7 Denpasar in academic year 2022/2023. It was concerned with teaching speaking skill by applying three step interview combined with picture to improve students speaking skill. The significance is expected to give beneficial contribution to SMP Negeri 7 Denpasar both theoretical and practical significance in relation to 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 are useful for the teachers, the students, and also the other researchers. For the teachers, the results of this present study are 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.

## 1.6 Definition of Key Term

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

### 1.6.1 Speaking Skills

Speaking skill is operationally defined as the ability of the eighth grade students of SMP Negeri 7 Denpasar in constructing and performing a short dialogue about describing person and animal which is assessed based on fluency, comprehension and grammar.

### 1.6.2 Three Step Interview combined with picture

Three steps interview is one of the technique in teaching speaking to create the student's opportunity in improving communication skill. In this research, Three Step Interview combined with picture is expected to make students understand clearly about the learning process and they can give their responsibility for the learning process. The teacher begins pairing the students and labelled the students as the students A and B. Teacher will give a picture description as a topic discussion. Student A interview student B. after that, the students switch roles and then student A and B will pair up with other pairs to form group of four. They will share they ideas and information that they have got during the two interviews.



## **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 information on knowledge towards variables. Theoretical review consists of a theoretical framework that 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 2) Three Step Interview with picture and 3) Assessing Speaking.

##### **2.1.1 Speaking**

Speaking is one of the language skills that should be mastered by students. Speaking is the ability to express ideas, feelings and emotions to another person. 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. 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 speaking skill used for skills; reading, listening, and writing, because communication. Whereas, the first thing in learning speaking is being able to apply in daily activities.

### 2.1.2 Three Step Interview Combined with picture

Olsen and Kagan in Richards and Rodgers (2001) stated Three Steps Interview technique is one of Cooperative Learning in which students works in a group consisting of 4 persons. Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview technique also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally So, Three Steps Interview is very useful to be used by the teacher to improve students' in speaking skill. In line with explanation above, (Isjoni, 2011:78) explains that three steps interview is an appropriate technique to stimulate students' interaction with other Class member. Since that this research aims to improve the activeness and encourage of the subject in learning process, the researcher combined the explanation from the expert above. The researcher use three steps interview technique to improve the speaking skill and in the same time the subject were not realized that they also improve their interaction to each other. There are procedures of three steps interview technique that have to be known by the teacher, such as; Students work in group. One is the interviewer, the other is the interview. The interviewer listens actively to the comments and thoughts of the interview, paraphrasing key points and significant details. The interview speak what that they thought with their own language. Student pairs revers roles, repeating the interview process. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand, this actually make the students more active in speaking English, (Isjoni, 2011:78).

There are several steps of three steps interview technique that will be applied by the researcher in the classroom. The first step involves these individuals interviewing their partners and asking clarifying questions. For the second step, partners reverse roles and the interviewer becomes the interview. The final step is comprised of each group member sharing their partner's responses with the entire group. By participating in the active listening process and then conveying their partner's conclusions, this activity facilitates use of each of the key elements identified as beneficial to students practicing cooperative learning. The activity of interview also give students more creativity in speak English.

Teaching speaking through three steps interview with picture that students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others idea and thinking. Three Steps Interview technique combined with picture will also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally. There are some steps that should be considered by the teacher to teach the students to create a good three steps interview which adapted from Kagan & Kagan (2009:154) and research combined with picture as a media, the following steps are as follows: First, teacher will devide students in pair. Second, teacher will label each student a role, which are interview as a student A, and the interviewee as a student B. Third, teacher will give the students a picture as a topic discussion that the students have to describe the solution of the picture. Teacher will provide the think time. Fourth, student A interview student B. Fifth, student reverse role, student B interview student A then student A and student B pair with another (pair pairs pair up to group of four).

Last, the student share the ideas and information that they got from previous interview to the group.

### **2.1.3 Assessment of Speaking Skill**

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 know 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 latter is a basic term encompassing measurement instruments administered on basis such as tests.

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 teachers' 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 research, 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 the way to get information and theories about the previous researches that were still available. Furthermore, to elaborate a deep understanding of theories in the present research, the advantages or disadvantages of the previous study can be seen on how the technique was implemented and findings. In order to support the findings of the study, it is important to review some empirical evidence from the previous study. In conducting this study, the researcher wanted to improve the students speaking skill through three step

interview. There are two previous researches which had been conducted by other researchers by implementing three steps interview to improve speaking. Those researches are as follows:

The first research was conducted by Darsini (2013) Her research in title was Improving Skill Through Cooperative Learning Three-Step Interview at Eighth Grade Students of SMPN 2 Ubud in Academic year 2013/2014 The objective of this study was to develop the students speaking ability in simple past tense through Three Steps Interview. The result showed that students' speaking was exactly improved and the atmosphere of the classroom became more interesting. On the teaching learning processes and in the implementation by using three steps interview technique, the students could increase their speaking ability through three-step interview. In this study, the researcher also assessed all components of speaking in mastering speaking skill.

The second research was done by Citraningsih (2014). Her study has "The implementation of Three-Step Interview in Improving Speaking Skill of The Eight Grade Students of SMPN 2 Kediri in Academic Year 2013/2014. The objective of this study was planned to figure out the effectiveness of three steps interview technique in teaching speaking to the eighth-grade students of SMP Negeri 7 Denpasar. The achievement of the students could be shown after two meeting passed. The results showed that students' speaking skill could be significantly improved after they were taught by implementing three steps interview.

The strength of both researchers are the students were successful to improve their ability in speaking skill by using Three-Step Interview technique. The students can get the score more than the minimum passing grade. It could be

seen from progressing mean score of the pre-test and post-test after they had been thought by using Three-Step Interview technique. However, the researcher did not explain clearly about steps in implement the technique, it will make the teacher and students confuse during the learning activities. Both researchers used five aspects as the main criteria to score the subjects. It has hard for students in junior high school to achieve these five criteria to be scored in speaking skill. The previous also did not use any media to apply three steps interview, it made students not interested in learning speaking English. In the present study, the researcher provided clear steps in implement the learning activities, and used only three aspect as the main criteria to score the subjects such as fluency, comprehension, and grammar. The research also used picture description as a media in teaching learning to make the students more interested.

