

CHAPTER I INTRODUCTION

A. Background of the Problem

The first thing that human being learns in this world is word or language to express his or her feeling. Usually he or she learns the mother tongue. It means that language is a tool for communication used to express ideas, feelings, and thoughts with other people. As stated by Siahaan that language is the set of the rules, which is used as tool for communication.¹ Without language human beings are not able to have communication or to make relationship with other people. While Hornby states that language is human and non-instinctive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.² It means that language can fulfill their needs of life by communicating with each other and people can transfer knowledge by using language.

From the definitions of language, the writer concludes that language is important for communication. Communication will go smoothly if the speakers and the listeners share the same language. In other words, there is no communication in the world, unless they use their language.

¹Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu Press, 2008), p.185

² A.S Hornby, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1987), p.473

One of the languages in the world is English. English is an international language. English is used as a tool to communicate in terms of political, social, cultural, and educational. English is also as foreign language in Indonesia and it has become a subject of learning. As Setiyadi states that English is really a foreign language for language learners in Indonesia.³ It is also stated in the curriculum as one of subjects to be learnt from elementary school up to university level.

One of the skills needed to master English is speaking. Speaking is the important part in learning English. This is supported by Thornbury who states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.⁴ It means that speaking ability can be improved if the students are not afraid of speaking English in their daily life. They can try to practice the English without must be forced.

Speaking skill is taught to students in order to be able to use English in real life communication. According to Bashir and Azeem, although speaking has been taught for many years but there are still many problems in teaching and learning process of

³Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 22

⁴Scott Thornbury, *how to Teach Speaking*, (London: Longman,2005),p. 1

speaking itself.⁵ This skill is sometimes neglected in classroom. Students do not get much chance either in the classroom or outside to speak English. Some students will be able to repeat only everything that someone says. The students are really passive and bored in teaching-learning process especially speaking. The students are often embarrassed to say anything when they do not understand another speaker or when they realize that a conversation partner does not understand them.⁶ It means that the primary goal of learning a foreign language is able to speak it. Based on the explanation above, learning to talk foreign language is difficult, especially speaking English. In this case, teaching should help students to achieve the learning objectives, because with the available teaching technique and media, the students can enjoy and increase their speaking ability.

According to Wilkins, “Teachers have to find a technique that it is relevant to the students”.⁷ It is clear that teacher can use any technique and create the activities to give motivation for the students so they can feel enjoyable in teaching learning process. Three-Step Interview is one of technique in teaching speaking to make students feel interested in joining the class and make them more active. Three-Step Interview is a cooperative learning technique that it’s the way to gather and share

⁵ Mariam Bashir and Muhammad Azeem, *Factor Effecting Students’ English Speaking Skill*, (British Journal of Arts and Social Sciences, 2011), p.35 on the thesis of Nurjanah

⁶*Ibid.*, p.35

⁷ Wilkins, *A Foreign language is one in language skill*, (The University of Chicago and London Topan Company Tokyo, 1983)

about a particular topic.⁸ Three-Step Interview can be effective technique in obtaining information. In using Three-Step Interview technique, the students has a responsibility for making approach to his informant and bringing back the information in a form that can be used for class discussion. This removes the passive element from the student involvement and sends him actively into confrontation with the subject matter.

Based on the preliminary research, that was conducted at SMP Negeri 1 Jati Agung, the writer found that the implementation of Three-Step Interview in teaching speaking had been applied there by the English teacher, namely Herumiyati, S.Pd at the eighth grade, but in fact the students' score are still under criteria minimum mastery in SMP Negeri 1 Jati Agung. It can be seen from the table of the score of speaking. Here is the detail description:

Table 1⁹
The Speaking Score of Student of The Eighth Grade of SMP N 1 Jati Agung South Lampung in 2016/2017 Academic Year

NO	Score	Class					Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E		
1	≥ 67	8	12	13	10	11	54	38.85%
2	<67	21	15	16	16	17	85	61.15%
TOTAL		27	27	29	26	28	139	100%

Source: The Data from English teacher of SMP Negeri 1Jati Agung

From the data above, the writer got information that from 139 students of the eighth grade in SMPN 1 Jati Agung, 85 students got scores below the standard, because the

⁸FahimahSaifuddin, *Improving Students' Speaking Ability Through Three-Step Interview Technique*, (JP3, Vol. 1, No. 12,2013)

⁹Herumiyati, *Document of the Speaking Score of the Eight Grade of SMPN 1 Jati Agung*

Criteria of Minimum Mastery (KKM) at the school is 67. More than 50% students get score below the standard, therefore it means that students' mastery in speaking is low.

According to explanation above, all students should be able to pass the KKM because Three-Step Interview is the appropriate technique for learning speaking. It also stated in the thesis of Ullin Nukhaq Kurniawati entitled *Improving Students' Speaking Ability Using Three-Step Interview Of the tenth grade students at SMK PGRI 1 Tulung Agung in the academic year of 2015/2016*. However, the fact in this school there are 61,15% of students did not pass the criterion of minimum mastery. For that reason, the writer is interested to conduct his research entitled: *"The Implementation of Three-Step Interview in Teaching Speaking at The Second Semester of Eighth Grade of SMPN 1 Jati Agung South Lampung in 2016/2017 Academic Year"*.

B. Identification of the problem

Based on the problem above, the writer identify there are some problems as follows:

1. The students are still passive in the class.
2. The students do not have self-confidence to speak and they are afraid of making mistake
3. The teacher's technique in teaching speaking was still not effective.

C. Limitation of the problem

In this research, the writer focuses on the process of the implementation of Three-Step Interview in teaching speaking. Besides, it also will focus on finding the

problems faced by both the teacher and the students in the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung South Lampung in 2016/2017 Academic Year.

D. Formulation of the Problem

Based on the identification discuss above, the writer formulates the problems as follows:

1. How is the process of the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung?
2. What are the problems faced by the teacher and the students during the process of the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung?

E. Objective of the Research

Referring the formulation above, the objectives of the research are:

1. To describe the process of the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung.
2. To describe the problems faced by the teacher and the students in the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung.

F. Use of the Research

The writer expects that there are some uses of the research as follows:

1. Theoretical: the implementation of Three-Step Interview in teaching speaking is one of solutions for increasing students' speaking comprehension.
2. Practical:
 - a. To get information about the teacher's and students' problems in the implementation of Three-Step Interview in teaching speaking.
 - b. To give solution for teacher's and students' problems the implementation of Three-Step Interview in teaching speaking.

G. Scope of the Research

The scopes of the research are as follows:

1. The subject of the research

The subject of the research is the students of the Eighth Grade of SMPN 1 Jati Agung along with the English teacher.

2. The Object of the Research

The object of the research is the implementation of Three-Step Interview in teaching speaking.

3. The place of the research

The research conducted at SMP N 1 Jati Agung South Lampung.

4. The time of the research

The research conducted at the second semester of the eighth grade in 2016/2017 academic year.