CHAPTER I
INTRODUCTION

1.1. BACKGROUND

One of the reasons of learning English is to make better professional lives or carriers. Even-though English is somehow difficult, English must be taught in schools. There are four skills that have to be taught by teachers. Those skills are listening, speaking, reading and writing. Learning these skills will help learners to become more competent in pronunciation, vocabulary, grammar, and spelling. However, the main emphasis of this research is on speaking.

Speaking is one of the important skill in English, through speaking, student can learn to speak in English well in their life , Burns & Joyce in Kaharuddin's book state that, speaking is an interactive process of constructing meaning, that involves producing, receiving and processing information. [1]

Speaking is an activity to produce conversation in oral production. It means that speaking needs two or more people to communicate with each other. The teacher can identify if the students are able to speak well by fostering English speaking activities.[2] Speaking skill is taught in the classroom because speaking is the first component encouraging learners to increase interaction and communication as the social creature and making learners more productive in their process of speaking. Mastering grammar, having a good knowledge of vocabulary, being able to read and write well, is all part of learning a language. However, not being able to speak a word hugely hinders communication, according to Ms. Atmayurid, who has been do

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[1]A.Kaharuddin Bahar, *Interactional Speaking.*(Yogyakarta: Trustmedia Publishing, 2014), p. 17.

[2]Niken Larasati, "Teaching EFL English Class Using Modified Group of Four in Three Step Interview" (a thesis in the state university of surabaya), p. 1.

her research in Senior High School 2 Parepare, found that the student of SMAN 2 Parepare, feel bored with the way their teacher has taught them and most of them did not know how to speak well in English. It may happen because most of the students have fed up with the traditional learning process where teacher only gives commands to do the assignment or just explain the materials without participating student in learning process until the learning time is over. In the end students will feel uninterested in learning English and their English will never be improved. The main problem is the teacher's technique which is teacher-centered learning. The technique did not work to solve the students' problems in speaking because the technique did not have efficient interaction. Due to that condition, the teacher should create more interesting, effective, and active teaching-learning process. The cooperative learning is the example to solve the speaking problem. Cooperative learning uses student-centered learning which focuses on the learners as the producer in producing oral communication. Cooperative learning has many techniques that could be applied in the classroom. One of those techniques is 'Three-Step Interview'.

Three-Step Interview is a cooperative structure used to develop speaking skills. According to Barkley, in Three-Step Interview, student pairs take turns interviewing each other and then report what they learn to another pair. The teaching steps of Three-Step Interview lead the students to communicate in target language. When the students interact each other, they convey the ideas which involve all indicators of speaking. Three-Step Interview technique provides an interactive teaching learning process. It makes the students work cooperatively which will develop both their social-human relation and their competence. In Three-step Interview technique, students not only learn and receive learning experience and

knowledge from the teacher, but also learn from other students. In other words, they are more active and creative in joining the learning process.[3]

Based on the problem above the researcher decide to carry out a research entitled

"*The Use of Three Step Interview to Improve Student Speaking Ability at The Student Of SMA Neg.2 Parepare*"

1.2. Problem Statement

Based on the background statement above, the researcher formulates the problem statement as follows:

1.2.1. How is the student speaking ability before treatment by using the three step interview?

1.2.2. How is the student speaking ability after treatment by using the three step interview?

1.2.3. Is the use of three step interview able to improve student speaking ability?

1.3 The Objective of the Research

Related to the problem statement mention previously, the objective of the research formulated as follows:

1.3.1. To identify the student speaking ability before the treatment of the research.

1.3.2. To identify the student speaking ability after the treatment of the research.

1.3.3. To know is there any improvement of the student speaking ability using this Three Step Interview method.

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[3]Irawati Rika, "the Effectiveness of Three Step Interview Technique to Teach Speaking Viewed from the Students Language Anxiety", Published Thesis Accounting Department of Pontianak State polytechnics, p. 199.

1.4. The Significance of the Research

In this research, researcher expects that the research has benefited both theory and practice.

1.4.1. The result of the research will be benefit for English teacher, lecturer, tutor, or trainer in their teaching and learning process, especially in teaching speaking.

1.4.2. It will increase student and teacher ability in solving their problem weather they find trouble in practicing English.

1.4.3. It will increase student's eagerness in learning and practicing English using more fun and active instrument.

1.4.4. Researcher can widen her knowledge in teaching speaking for EFL learners using cartoon figures instrument.

1.4.5. The result of the research can be use a reference for those who want to do a research in English teaching and learning process.