CHAPTER I
INTRODUCTION

In this chapter the researcher describes key sub-headings such as background of the study, statements of the problem, objective the study, significance of the study, scope and limitation, definition of key term

A. Background of the study

In Today's world learning, a foreign language tends to be something important because in this globalization era everyone in the world must be able to communicate with others around the world. The language, which can be used internationally, is English. Therefore, learning English becomes important for everyone.

As a part of the world, Indonesian people have to master English because they do not want to be left behind. English has been thought at public and private schools, from the lowest until the highest level (from playgroups, kindergartens, elementary schools, junior high schools, senior high schools, universities, and courses). Of course in each level there must be different needs, competences, and cognitive skill. As state by Harmer the ages of students are a major factor in our decision about how and what to teach because people have

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different ages have different needs, competences, and cognitive skill[1].

In the teaching of English, students are expected to master four skills; those are listening, speaking, reading, and writing. Students have to acquire these skills in the process of learning. They need to develop reading and writing skill to improve written communication as well as listening and speaking to improve oral communication. The learners and the teacher still have difficulties of what they have done in the process of teaching and learning especially in speaking. This skill tends to be more complicated than others.

Being able to speak well and fluently is the key of successful interaction. By speaking well, the listener would understand the massages of communicating. Haley and Austin argue that being able to communicate orally in other languages means that students have opportunities to express their ideas for making their intentions clearer.[2] So an English teacher has a task to motivate the students to participate actively in their speaking class because motivation is accepted for most fields of learning. Motivation is essential to successes. Without such motivation students will almost certainly fail to make the necessary effort. To make the students have motivation in speaking class, the teacher should be able

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[1] J Harmer, *The practice of English language teaching*, (Person Education limited, Enbrug: 2001)p37

[2] Mj Halley&Austin TY,*Content-based second language teaching and learning an interactive approach*,(USA: Person,2004)p191

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to facilitate and encourage the students to speak English as much as possible. Therefore the teachers need to create an atmosphere where the students will feel free to use the language they are learning. For this reason the teacher must have interesting strategies.

There are many kinds of teaching methods in cooperative learning especially in Kagan structures cooperative learning. These teaching methods are proposed by Dr Spencer Kagan and Miguel Kagan. Thousands of teachers, schools, and district worldwide use Kagan cooperative learning structures because the structure are simple to use as part of any lesson, There are four kinds of benefits associated with cooperative learning structure. Bassano and Chirstison identify four kinds of benefits associated with cooperative learning. First, structures cooperative learning can assist with classroom environment and social tasks, for example arranging the classroom or generating advice on critical incidents such as greeting new students. Second, cooperative learning can be useful in selecting content and setting goal. Third, cooperative learning can help in developing material. Fourth, cooperative learning can assist in monitoring progress and evaluating tasks[3]. Besides, there are three other important benefits. Cooperative learning are often more relaxed than traditional classes, cooperative learning can help address the needs of heterogeneous classes, English-language proficiency, and academic achievement. And the most important, cooperative

[3] Kessler Caroline, *cooperative language learning*, (New York :prentice hall Inc,1992)p3

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learning offers a wide variety of technique, strategy, and considerations for teachers[4]

In relation with the explanations above, there are many cooperative learning methods that have been develop nowadays. One of those methods is Three-step interview. It is proposed by Dr spencer Kagan. This technique is very useful for students to share their thinking, their experience, answering and asking questions. Because, Three-steep interview is an effective way to encourage students to share their thinking, asking and answering question, share their experience and take note[5]

Using Three-steep interview strategy has some benefits. This statement is supported by Bennet that there are three benefits using three-steep interview strategy in teaching learning. The first that it a creates simultaneous accountability; second, students share and apply different questioning strategy; and third, student can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.[6]

The teacher can use Three-step interview strategy to teach speaking, especially in speaking recount, because, by using Three-step interview strategy in teaching speaking recount, the students can be confluence and do not feel

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[4] ibid
[5] http://www.ewrokshop.on.ca/edu/pdfpopup3_step_interview
[6] http:// its.guilfordk12.nc.us/act/strategies/three_step_interview.htm

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difficult when they share their experience that has happened in the past, to their friends. According to Slavin, Interview gives students some basis for relating to others with common interest or experiences or gives them the opportunity to feel welcome in the group, and helps overcome initial resistances that some students have in participating in group.[7]

In so it can be concluded that to share experience that has happened in the past can be using writing and speaking, especially interview. Interview is very easy to the teacher to make the students practice so that the students do not get bored in learning English especially in speaking class.

It is for this reason that the researcher needs to conduct study about "The Use of Three-step interview Strategy to Improve Telling Recount Text among Eighth Grade Students of MTsN Krian".

The researcher chooses this school (MTsN Krian) as object the study for some reasons. First, the location of this school is easy to be found because this school is located near the highway. MTsN Krian is one of the famous schools in Krian which has Islamic knowledge and science knowledge base.

Second, the researcher chooses this school as object of the study because this school has never used Three-step interview strategy as a strategy in English teaching learning process especially in speaking class. Therefore, the researcher wants to implement Three-step interview strategy in this school and to give inputs

[7] Robert E slavin, *cooperative learning theory, research ,and practice second edition,* (prentice hall: New jersey,1995)p137

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to teacher in determining the strategies in teaching learning process especially in speaking class. The researcher wants to help the students to share their experience, their thinking, asking and answering questions use English by using Three-step interview strategy.

Speaking is one of extracurricular in MTsN Krian. So it making easier to the researcher to implement Three-step interview strategy

B. Statement of the problem

Based on the background of the study above, the researcher formulates the problems as follows:

1. How is the Three-steep interview strategy implemented to improve the students' speaking recount ability?
2. Is the students' recount speaking ability improved after the implementation of Three-step interview strategy?
3. How are the students' responses toward the implementation of three-step interview strategy?

C. Objective of the study

The objectives of the study are based on the statements of the problem. The specific objectives are as follows:

1. To describe how the Three-steep interview strategy implemented to improve the students' speaking recount ability.

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2.To describe how the progress of students' speaking recount ability after the implemented of Three-steep interview strategy

3.To know ho the student's responses toward the implemented of Three-step interview strategy

D. Significance of the study

The researcher conduct this study in order to will give some inputs to the teacher and students in the process of teaching learning English, especially in recount speaking skill. The significance is as follows:

For the teacher: will giving input to the teacher in determining strategies in teaching speaking of recount text. *For students:* helping them to share their experience, they're thinking, asking and answering question.

E. Scope and limitation

The scope of the study is the use of Three-step interview strategy to improve speaking recount text during the teaching learning process. Meanwhile, the limitations of the study are the eighth grades of MTsN Krian with the assumption that in doing speaking recount text using Three-step interview strategy.

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F. Definition of key terms

In order to avoid misunderstanding, the writer needs to give explanation of key terms used in this study. The key terms are as follows:

1.Three-steep interview

Three- step interview is an affective way to encourage students to share their thinking, asking and answering question, share their experience and take note.[8]

2.Strategy

Plan intended to achieve a particular purpose[9]

3.Telling

Telling instance of speaking, the meaning is an interactive process of contracting meaning that involves and receiving processing information.[10]

4. Recount text

Is a piece of text that retells past events, usually in the order in which they occurred its purpose is to provide the audience with a description of what occurred and when it accrued [11]

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[8] http://www.eworkshop.on.ca/edu/pdfpopup

[9] As homby, *Oxford advance learner's dictionary of current English*,(Oxford university press:New york,1995)p11778

[10] ibid

[11] Anderson A& Anderon K, *Text type in English*,(Macmillan: Australia,1988)p24

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