TEACHING COOPERATIVE LEARNING: THREE-STEP INTERVIEW TOWARDS SPEAKING ABILITY OF GRADE X SENIOR HIGH SCHOOL STUDENTS

PAPER

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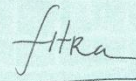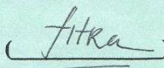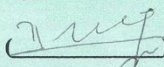
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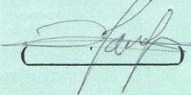Ketua Jurusan, Pembimbing,

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ABSTRAK

Fransiska, Ririn. 2012. **"Teaching Cooperative Learning Three-step Interview Towards Speaking Ability of Grade X Senior high School Students"** *makalah.* Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa Dan Seni. UNP.

Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran recount teks menggunakan teknik *Three-step Interview.* Kemampuan siswa SMA dalam menceritakan recount teks masih sangat kurang disebabkan teknik pengajaran yang digunakan guru seringkali membuat siswa merasa bosan dan pengajaran cendrung terpusat kepada guru bukan siswa, sehingga siswa tidak mampu berbicara dalam bahasa inggris khususnya dalam menceritakan recount teks. Recount teks adalah suatu jenis teks yang menceritakan kjadian masa lalu, biasanya dalam bentuk pengamalan pribadi seseorang. Salah satu teknik pengajaran yang dapat membantu siswa dalam memahami recount teks adalah *three-step Interview.*

Langkah – langkah dalam pengajaran recount teks dengan teknik *three-step Interview* yaitu persiapan, sebelum-pengajaran, sewaktu pengajaran dan sesudah pengajaran. Pada persiapan, guru mempersiapkan materi recount teks, media ajar yang akan digunakan, dan rencana pengajaran. Pada sebelum– pengajaran, guru mengaktifkan latar belakang pengetahuan murid dengan menanyakan pengalaman siswa. Pada sewaktu-pengajaran, guru memodelkan sebuah recount teks tentang pengalaman pribadi, membagi murid kedalam kelompok yang masing-masing kelompok terdiri dari empat orang siswa, memberikan format pertanyaan interview, melakukan interview dan menyuruh tiap siswa untuk menulis sebuah recount teks berdasarkan hasil interview. Pada sesudah-pengajaran, guru bersama siswa menyimpulakn pelajaran dan untuk menutup pembelajaran, guru memutarkan lagu atau video menarik yang berhubungan dengan topik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English language teaching, for more than six decades of research and practice, has identified the four skills—listening, speaking, reading, and writing—as the most important parameter in the textbooks or curriculum development. The textbook or curricula used tends to focus on one or two of the four skills (Brown, 2001). The teaching process above is used in the English language teaching from elementary to the high school curriculum development.

According to 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. It is also stated that senior high school students need to achieve informational level in learning English. The informational level it-self is a skill where the students have ability to access knowledge even spoken or written. Based on the statement above speaking is the one of important skills that should be mastered by students in order to communicate in English fluently.

Besides that, learning English in primary and secondary (Grades 1 through 12) schools serves two purposes. First, students need to be prepared to comprehen English texts, functional texts and monolog texts in the four skills, listening, speaking, reading and writing. Second, students need to competence in the English conversation of some expressions. The academic year is divided into two

semesters. Starting from Grade 4, English is officially taught for two to four hours a week.

In this case, speaking is an important skill because one of the keys in English communication is speaking ability. By having speaking skill, people can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happen in the world. English language is not only taught and learned, but also it is used as a habit. Therefore, English speaking is taught in all Senior High Schools in Indonesia. The students should have speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners.

In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. As we know, there are many Senior High Schools which still use a method which is teacher-centered. In this way, the teacher plays the dominant role that the teacher give lectures all along the lesson hour without involving activity of the students in teaching speaking. The teachers just give the material and explain it, give example and give exercises. This method is not effective because the students are bored and need much time to be able to have English speaking especially in communication or conversation.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. The

major problem that students are facing in speaking is their choice of words - vocabulary. As English is their foreign language, they would have difficulty in expressing themselves in speaking. As a result, most of their speaking is dull filled with repeated same word for different expressions and takes time to think what word to be produced which eventually affects the quality of their speaking.

Second, most of students are not confident to use English in speaking class. Sometimes the students do not confident to speak. The students seldom use English because they are shy and afraid of missing using and misspelling. Another reason which makes them not confident is their beliefe that English is difficult. They assure English is a hard subject to be learned. That is why they are not confident when they are asked to speak in English, they feel that they will make many mistakes.

Third is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

Those problems are faced by the students in most Senior High School that make them often speak their Indonesian language while they are learning English.

It needs hard work for getting the students attention and speaking ability in teaching speaking.

There are some principles of teaching speaking. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

Based on the problems above, the writer offers a technique as a sollution that can be applied to the students in English speaking class. The technique is cooperative learning: Three-step Interview. Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Kagan, 1994). So, cooperative learning allows the teacher to actively involve students in discovering knowledge through a new learning process. The learning process takes place through dialogue among the students and the dialogue can be achieved through formulated questions, discussions, explanations, debates, writings, and brainstorming during class.

A three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis (Kagan, 1994). Regarding to the explanation above, there should be a technique which is effective to improve student's mastery of English language, especially speaking ability. It is focused in group working that is able to build the students' bravery and communication ability with other people or friends because by using this technique the students can share, retell the story or discuss certain topic with English language in their group or other groups and also can give opinion or response from other students' opinion. Beside that, this technique is also focused on peer tutoring so the students can express their idea and ability and are not shy to ask question if there is difficulty to their friends who are clever. The technique can motivate the students to study and increase teaching learning process.

B. Limitation of the Problem

The main concern in this paper is regarding how the cooperative learning : three-step interview could be carried out and used to the students of senior high school. The three-step interview itself will be used to teach recount text in grade X of senior high school students. The writer will explain the procedure in using

three-step interview in teaching recount text in grade X of senior high school students.

C. Formulation of the Problem

This paper is intended to explain the procedure of three-step interview that teacher can use this method in the class. So, the research questions will be formulated to how does the teacher use the three-step interview technique in teaching recount text in grade X of senior high school students?

D. The Purpose of the Paper

Particularly, the study has an aim is to give description of using cooperative learning : three-step Interview towards student's speaking ability in teaching recount text in grade X of senior high school students.