

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Concept of Speaking

2.1.1. Definition of Speaking

There are some linguists who have definition about speaking. In Oxford dictionary, speak defines as to say something in order to convey information or to express e feeling. Speaking in term of usage is oral communication in expressing ideas to other people as the partner of conversation. Speaking is particularly useful when we want to get something stated and we need to give instruction or orders”¹

Speaking is a part of oral communication which involves two main components, they are speaker and listener. Oral communication is an interaction process between speaker and listener which involves the productive skill of understanding.²

MCDonough and shaw state that speaking is the desire of purpose driven, in the other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing wish or a desire to do something negotiating or solving particular problems.³

Bahar defines speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation) vocabulary, phrases and sentences

¹Philips, Bob Cock Gove, *Webster Third New International Dictionary* (G and C.merriam company publisher, 1992), p. 15.

²Donn Bryne, *Teaching English through English* (London: Long Man Ltd, 1981), p. 112.

³Jo MCDonough and Crishtopher Shaw, *Material and Method in ELT: A Teacher Guide*, (Cambridge: Blackwell Publisher, 1993), p. 152.

(grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.⁴

Clark and Clark stated that speaking is fundamentally an instrument of act. Speakers talk with the other to give and to get information on their listeners. He emphasizes that speaking as the key of success in communicating, get idea information and knowledge.⁵

Speaking is the active use of language to express meaning, so that other people can understand.⁶

From all the definition above, it is concluded that speaking is the way to express opinions, ideas in order to inform, entertain, or persuade someone to build communication or interaction in society. In learning process, it can be learned by some techniques or methods.

2.1.2. Types of Speaking

According to Brown there are six similar ways to be applied to in the oral production in the classroom.

2.1.2.1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to

⁴A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 22.

⁵Helbert H, Clark and Eve H. Clark, *An Physiology and Language An Introduction to Psycholinguistic* (San Diego: Harcourt Brace Jovanovich, 1997), p. 223.

⁶I. Cameron. *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p. 46.

acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2.1.2.2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

2.1.2.3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

2.1.2.4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

2.1.2.5. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.⁷

2.1.3. Teaching Speaking

Nunan's description of what teaching speaking involves. According to him, to teach speaking means to teach language learners to:

⁷Brown H Douglas, *Teaching Principle An Interactive Approach to Language Pedagogy* (New York: A Person Education Company, 2001), p. 29.

- 2.1.3.1. Producing the English speech sounds and sound patterns
- 2.1.3.2. Using word and sentence stress, intonation patterns and the rhythm of the second language.
- 2.1.3.3. Selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 2.1.3.4. Organizing their thoughts in a meaningful and logical sequence.
- 2.1.3.5. Using language as a means of expressing values and judgments.
- 2.1.3.6. Using the language quickly and confidently with few unnatural pauses, which are called as fluency.⁸

Based on the explanation above there are the purpose of teaching speaking, how the teacher teaches ESL learners to understand and produce English well. Now, many Linguistic and ESL teacher agree on that students learn to speak in second language by interacting. That is why the researcher tries to apply one of interacting using media three step interview.

2.1.4. The Component of Speaking

There are some components in speaking that had to be considered by the researcher as follows:

2.1.4.1. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without sufficient vocabulary we cannot communicate effectively and cannot express our ideas in both oral and writer form. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak.

2.1.4.2. Grammar

⁸Bc. Petra Šolcová. “English Language and literature. Master s Diploma Thesis”. Published thesis Masaryk University Faculty of Arts Department of English and American Studies 2011, p. 19.

Grammar is one of the components in speaking that should be known by students. To help them find the message of the written oral language, so they have a self-confidence to practice their language with the good grammar they have. It is needed for the students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is correct way to gain expertise in language oral and written form.

2.1.4.3. Pronunciation

Pronunciation is the way for student to produce the word clearly when they are speaking. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.

2.1.4.4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Sign of fluency include a reasonable fast speed of speaking an only a small number of pauses "ums" or "ers". These sign indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message⁹

⁹H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language pedagogy* (New York: Longman, second edition, 2001), p. 267-269.

2.1.5 The Concept of Learning English Language in Senior High School

The objectives of teaching English Subjects in the current curriculum include: (1) Developing the ability to communicate in the language both oral and written. These abilities include listening, speaking, reading, and writing.

Raising awareness of the nature and importance of English as one of the foreign languages to become the main tool of learning; (3) develop an understanding of the relationship between language and culture and expand cultural horizons. Thus students have cross-cultural insights and involve themselves in cultural diversity.

To achieve the objectives of teaching English Subjects, interrelationships between components in the curriculum are needed, namely teaching objectives which are in the context of the current curriculum and are in line with the Content Standards stipulated in Government Regulation No.19, expressed in the formulation of basic competency standards and subsequent competencies. Specifically formulated in the form of indicators used as consideration in selecting and developing other curriculum components, namely teaching materials, learning activities, and learning evaluations. The four main components of this curriculum in the current English Subject Curriculum must be explicitly included in the syllabus of English subjects that are developed both for the benefit of learning in the classroom and for the development of teaching materials. In this teacher's instruction the four components are tried to be mapped by referring to the curriculum.

The formulation of this competency standard in the English Subject Curriculum for SMA and MA as follows:

Communicate verbally and in writing by using the appropriate variety smoothly and accurately that is manifested in each of the following language skills:

Listening: Understanding various foods (interpersonal, ideational, textual) in a variety of interactional oral texts and monologs, especially those in the form of descriptive, narrative, spoof / recount, procedures, report, news items, anecdotes, expositions, explanations, discussions, comments, and reviews. .

Speaking: Expressing various meanings (interpersonal, ideational, textual) in various oral and monologue interactional texts, especially those in the form of descriptive, narrative, spoof / recount, procedures, reports, news items, medco, exposition, exposition, explanation, discussion, commentary, and review .

Reading: Understanding various foods (interpersonal, ideational, textual) in various interactional written texts and monologues, especially in the form of descriptive, narrative, spoof / recount, procedures, reports, news items, anecdote, exposition, explanation, explanation, discussion, commentary, and review.

Writing: Expressing various meanings (interpersonal, ideational, textual) in various oral and monologue interactional texts especially those in the form of descriptive, narrative, spoof / recount, procedure, report, news item, anecdote, exposition, explanation, explanation, discussion, commentary, and review¹⁰.

2.1.6 The Concept of Three Step Interview

2.1.6.1. The Definition of Three Step Interview

The Three-Step Interview (TSI) Technique is defined as a cooperative learning technique that can efficiently develop students speaking abilities. This technique is a useful instructional activity for the development of communicative purposes through the interview process which can influence the students' enthusiasm

¹⁰Ibu Agustin, "Pedoman Umum Pembelajaran Bahasa Inggris di SMA", Journal of Universitas Syiah Kuala, Aceh, p. 2.

for learning ESL. By conducting the interview, the students not only have an opportunity to practice speaking but it also helps them become socialized.¹¹

Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee. And it is defined as a cooperative learning technique which unable and motivates members of the group to acquire certain concept deeply by students role.

The TSI provides an opportunity for students to work together in pairs and in groups. The students learn to communicate in English with three kinds of roles: interviewer, interviewee and reporter in the context of oral communication and at the same time they learn how to behave politely and properly with others.

Kagan has written that a variety of features of the Three-Step Interview are effective ways to be used in teaching-learning speaking.¹² This teaching-learning activity may motivate and activate students to speak as well as train them in manners viz: How to ask questions in an interview; how to answer questions in an interview and how to share information in a verbal report. As Lipton and Wellman have pointed out, the Three-Step Interview technique plays an important role to scaffold students in developing their speaking proficiency as well as their interactions in the teaching learning processes.¹³

¹¹Nurul Kamaliah, "Use of Three Step Interview Technique in Teaching Esl Speaking". published thesis Syiah Kuala University, Banda Aceh, p. 89.

¹²Kagan, S. & Kagan, M. "*Kagan Cooperative Learning*". San Clemente, CA: Kagan Publishing, 2009, p. 34.

¹³Nurul Kamaliah, "Use of Three Step Interview Technique in Teaching Esl Speaking". published thesis Syiah Kuala University, *Banda Aceh*, p. 19.

Interaction in small group, Three Step Interview technique, provides a basis for language acquisition. With learners working in pairs they learn how to speak effectively. Because they have many chances to take a part in class. They also know how to work well in cooperation with others. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. In a word, Three Step Interview helps students become a real language user in and out of English classroom. It makes students more active in the learning process and at the same time makes their learning more meaningful and fun for them.

2.1.5.1. Procedure of Three Step Interview Technique

The procedures of Three Step Interview technique are: Student A interviews student B, then Student B interviews student A. finally, Students A and B each summarize their partner's response for students C and D, and vice versa.

2.1.6.2. The Implementation of Three Step Interview Technique in teaching speaking.

In implementing Three Step Interview, there some stages that conducted in teaching speaking.

The first stage is building groups of students into working in team, followed by a second stage with group assignments on presentations of dialogues.

The first stage:

1. Teacher divides class into some groups
2. After dividing the groups, the teacher gives a topic.
3. Then the students are divided into pairs.
4. In pair, student A asks about the topic to student B.
5. Meanwhile student B gives the answer based on the question.

6. After that, the student switch the position, student B give the question to the student A, and student A answer the question.

Second stage:

Each student summaries their partner responds, and then does presentation in front of the class.

All the activities mentioned above belong to the warm-up exploit before the more serious cooperative tasks in the second stage. After having dialogue with their partner, they could be endowed more teaching and learning responsibilities by sharing the information in front of the class.

The time allowed for each group presentations could be between ten to fifteen minutes. When the groups start to assume more teaching and learning responsibilities, the teacher is not left alone. Instead, the teacher begins to assume roles like feedback givers, encourager, and facilitator. Usually after each group presents their task, the students would expect immediate feedback, comments, corrections, and most important of all, the scores of their presentation from the teacher. There should be at least five to ten minutes for teachers to discuss the group processing with the class. Besides giving immediate feedback after the group presentation, the teacher should randomly examine students orally by calling on one student to present his or her group's work to the teachers to the entire class.

The three-step interview learning strategy is beneficial to student learning in the following ways:

- a. Creating simultaneous accountability situation. The students learn together in a group and they have responsibility to bring their own group successful in achieving the goal of the lessons.

b. Sharing and applying different questioning strategies. The students can make questions by their own ideas and point of view toward the topic, it is enable their questions will be different.

c. Introducing different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

d. Reinforcing virtually any topic.

e. Giving an opportunity to express students own opinion, developing active listening skills, and understanding others' point of view.

f. Considering the problem from different aspects

Besides the advantages, the technique also have some disadvantages that the writer found during the application of it such as:

a. Considering this technique is very slow. So less material can be covered

b. Facing a little bit problem in understanding the meaning of students friends' statement when the interview process

c. Facing difficulties in writing the results of the students 'interview

The three-step interview learning strategy helps students to enhance their learning by using their inquisitive nature and enables them to develop their skills such as active listening, questioning and generating answers.

In conclusion, the implementation of Three Step Interview technique in teaching speaking can motivate and enhance speaking skill. Student pairs take turns interviewing each other about the transactional conversation then report that they have learned.¹⁴

2.2. Some Previous Related Research Findings

¹⁴ Revalita Candraloka, "Implementing Three Step Interview in Teaching Speaking, Published thesis Islamic University of Nahdatul Ulama Jepara-Jurnal Edulingua Vol.3 No.1 Juni 2016, p. 1.

There are many research findings which relate to this study, here is some of the previous finding mentioned with their report below:

Niken Larasati on her research *Teaching EFL English Class Using Modified Group of four in Three Step Interview*. She found that (1). The student's speaking skill show improvement after they are taught by using Three Step Interview. (2). From the questionnaire, it is revealed students opinion that they mostly agree the implementation of Three Step Interview for teaching speaking brings the positive effect.¹⁵

In the research above, the researcher determined the Three Step Interview as an independent variable and speaking skill as dependent variable that is the same as this research. However, on the other hand this research also has a significant difference. The research above use questionnaire after the treatment while this research did not use the questionnaire after the treatment.

Nurul Kamaliah on her research *Use of the Three Step Interview Technique in Teaching ESL Speaking*. She finds that (1) The Three-Step Interview technique was more effective than the teacher centered approach for teaching ESL speaking, this was proven by the result from the t-test, in which tcount (3.41) was higher than ttable (2.00); (2) the EG students concerned had quite a positive response (81%) toward the use of the Three-Step Interview technique for use in their speaking class. Therefore, it can be concluded that the Three-step Interview technique effectively improved the students' achievements in ESL speaking skills as well as providing many other benefits for the students.¹⁶

¹⁵ Niken Larasati, "Teaching EFL English Class Using Modified Group of Four in "Three Step Interview", published thesis in state University of Surabaya, p. 1.

¹⁶Nurul Kamaliah, "Use of The Three Step Interview Technique in Teaching ESL Speaking", Syiah Kuala University, Banda Aceh, p. 82.

In the research above, the researcher determined the Three Step Interview as an independent variable and speaking skill as dependent variable that is the same as this research. However, on the other hand this research also has a significant difference. The research above use questionnaire after the treatment, while this research did not use the questionnaire after the treatment.

Iskandar Abdul Samad, on his research *The Use of Poscats to Improve Speaking Skill*. Finds there was a significant improvement of the students' speaking skills performance after undertaking treatments. Thus, podcast media can be used as one of the alternative media in teaching English especially speaking skill in EFL classes.¹⁷

In the research above, the researcher determined speaking skill as an dependent variable that is the same as this research. However, on the other hand this research also has a significant difference in the independent variable. The research above chose postcards as the dependent variable, while this research use Three step interview as independent variable.

Based on the previous finding above, it can be concluded that there are a lot of ways that are used to enhance students' speaking ability or skill. In this case, the researcher is obviously interested to conduct a research regarding the improvement of the speaking ability by using "the three step interview technique"

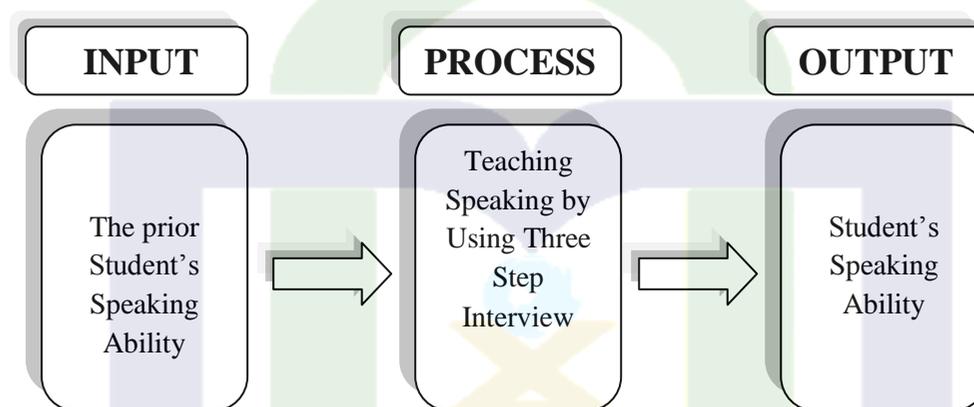
2.3. Conceptual Framework

The conceptual framework of this research is to determine as the following below:

¹⁷ Iskandar Abdul Samad. "The Use of Podcast to Improve Speaking Skill". Published thesis Syiah Kuala University, p. 1.

The researcher tries to improve speaking ability of the students by using the three step interview. Researcher hopes to improve students' speaking ability by enforce them in the learning process using the three step interview instrument. Researcher creates and stimulates students to respond during the learning process.

Researcher will put forward the theoretical framework about teaching speaking by using the tree step interview in the following diagram:



In the diagram above, there are three elements as follows:

- 2.3.1. The input of the research is the students' prior knowledge, students speaking ability; Researcher gives a pre-test to determine students' speaking ability.
- 2.3.2. Process refers to: place students into groups of three, assign each students a letter and a role, rotate the role, and share the key.
- 2.3.3. The output of the research will be reflected in the result of post-test. Hopefully there will be a significant comparison between pre-test and post-test

2.4. Hypothesis

Based on the previous related research findings, some pertinent ideas and conceptual framework above, researcher formulates two hypotheses as follows:

- 2.4.1. HO = Teaching speaking to the student of SMA Neg. 2 Parepare by using three step interview is not able to improve the student speaking ability
- 2.4.2. H1 = Teaching speaking to the student of SMA Neg. Parepare by using three step interviews is able to improve the student speaking ability.

