CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has purpose to give a brief what is related to discuss in this study. This chapter discusses about the definition of speaking, components of speaking, the problems of speaking, teaching speaking, teacher roles in teaching speaking, speaking assessment, and use of three step interview as one of technique in teaching speaking and some review of previous study.

A. Speaking

1. Definition of speaking

Speaking is the basic skill that should be mastery in the world to create good communication with the society. According Christopher (2003:9), speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Thus, by speaking we can get new information and we can share our ideas to the other people.

In addition, speaking is necessary for people to communicate with other in term of sharing and getting information. Speaking as an act of communication should involve two or more people that have interaction each other to share their opinion and to make conversation. Richard (2008:19) state that speaking is an oral interaction. It means that speaker

do in communication with their partner orally whether in small or in big group to get information.

From the explanation above, the researcher concludes that speaking is a process to share idea and feeling orally. Speaking involved some skills such as vocabulary, grammar, pronunciation, fluency and comprehension. Students need to be mastered all of those components. In foreign language especially in speaking, it is necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

2. **Components of Speaking**

In teaching English as foreign language, the goals is to make the students are able to speak or they can communicate in English as target language, to transfer their idea and feeling fluently. There are five kinds of components in speaking like vocabulary, grammar, pronunciation, fluency and content.

a. Grammar

The most important factor in influencing the student in speaking is grammar. According to Burn and Helen (1999) state in society, the people must know about grammar in order to use language. People will speak accurately by using grammar well. In other wise, by using error in grammar when people speak, they will not get across easily.

b. Vocabulary

Vocabulary is one of important aspect in speaking skill. Hornby (1995:1331) state that in a language, the total number of words is called vocabulary. Word in vocabulary has a meaning, and the meaning can understand by the learner that can improve their speaking. The people will be impossible to study it without having many vocabulary. In speaking, without having many vocabulary, the students will difficult to express their feeling in communication. So, vocabulary is important in communication through language itself.

c. Comprehension

Comprehension is the ability to understand. It is also mean the ability to learn about something to get knowledge. It is derived from student themselves who are able to understand the lesson. Comprehension here is also closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. So, comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

d. Fluency

Fluency is one of aspect in speaking when the people take the communication. According Byrne (1989:124) state that the main goal the produce skill in teaching speaking will be oral fluency. This can

define as the ability to express on self intelligibly, reasonably, accurately and without to much hesitation in communication.

e. Pronunciation

Pronunciation is the most important in speaking. The learners produced word and sound to pronounce. According Harmer (2007: 343) state that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Therefore, as an English teacher, it is important to help their students to teach well in pronunciation in order to make students acquire in a good in pronunciation by imitating the teacher.

3. **The Problems of Speaking**

Speaking activity sometimes is difficult for the students to practice in the classroom. It is not easy for them, because English language is not their first language. According Ur (1995:121), there are some problems of speaking:

a. Inhibition

In the process of learning English language, the students are often inhibited about trying to speak in a foreign language, because it is completely different from Indonesian language in the system of structure, pronunciation and their vocabulary. When they speak, they

worried when they make mistakes and they shy of the attention that their speech attracts.

b. Nothing to say

Sometimes, the students have difficult to say something when they must speak English language, because they cannot think of anything to say. Because they do not know to express themselves beyond the guilty feeling that they should be speak English.

c. Low participation

Low participation of students when the teacher ask them to speak up in English, and it is caused by the teacher not interesting in provide the lesson for the students. So, they feel bored with this situation and they were just sitting, listening for the teacher explanation and do the task only.

d. Mother tongue use

In speaking class, when the teacher want to the students to speak with English language, they use their same mother tongue because it is easier than they must to speak in a foreign language. The students often used their mother tongue when they were asked to speak in front of class. Most of them were not disciplined in using their target language in the learning process.

4. Teaching Speaking

In the practice of English language teaching, Harmer (2001:348) state that there are some activities conducted in teaching speaking:

a. Acting From Script

In this activity, the teacher makes the students to practice in their speaking from script. In here, the role of the teacher is to help them how to pronounce well, intonation, stress and speed in speaking. For example, the teacher teach drama lesson. The teacher gives script to their students, and the students will acting out to show emotion, action, gesture, how to show crying, laughing and so on. So, it can build them to speak up actively.

b. Communication Games

In this activity, the teacher teach speaking by using communication games. In here, games which are designed to provoke communication between students frequently depend on an information gab so that one students has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. The purpose of this activity is to make students enjoy and will not get them feel bored.

c. Discussion

Discussion is the activity to solve the problem that given. According Harmer (2007: 273) state that the best ways of encouraging discussion is to provide activities which force students to reach a decision or consensus, often of as a result of choosing between specific alternative. In this activity, the teacher asks the students are arranged into some groups and the teacher gives the topic to the students. Then, the teacher gives time limitation to discuss in group. After the students get the result of their discussion, they represent it in front of the class. For the students speaking performance, the teacher would give correction for them.

d. Prepared Talk

Prepared talk is one popular kind of activity where the students make a presentation on a topic of their own choice. The following are some kinds of speaking activities, according to Kayi (2006:2) as follows:

1. Information - gap activities

In this activity, the teacher ask to the students to work in pair. The students will be given information and their pair has not the information, the other pair that will give the information. According O' Malley & Pierce (1996:81) state that information gap is an activity where one student is provided information that is kept from a

partner. This activity is effective because every students have chance to speak English.

2. Story telling

Story telling is one of activities that makes student to practice in their speaking English. According Thornburry (2005) state that story telling is universal function of language of casual conversation. The teacher can ask the students to tell the story about the familiar topic that they have learned, such as they can tell about their family, their best friends, their good experience, etc.

3. Interview

In this activity, give the students to exercise their speaking by interview with their partner by giving question, and another giving answer. According O' Malley & Pierce (1996:77) state that by doing interview activity in the process of teaching speaking can take the form of discussion or conversation with the teacher and with other students. In another case, interview also can doing out of the class to help the students in socializing with other people.

4. Simulations

In this activity, the students are given real environment. According Harmer (2007:352) state that simulate the students in a real life encounter as if they were doing in real word, such as an

interview, business meeting, and so on. With doing simulation, the student will feel confident because they active to speak.

5. Describing picture

In this activity, the teacher gives one picture to the students and they have to describe the picture. They can do in group and then they can share their ideas by describing the picture. For this activity students can form groups and each group is given for different pictures. Students discuss the picture with their groups, then each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking ability.

6. Story completion

In this activity is initialled by the teacher who tells a story. In here, the teacher does not tell the story completely. According Kayi (2006) state that story completion is the activity that the students sit in a circle, and the teachers tells a story and stop. So, the students should complete the story by their own word about four to ten sentences. The students also can add new description, characters, events, place, and so on.

7. Role play

Role play is the way of getting students to speak up attractively. The students pretend that they are part of social roles,

like they can speech acts, such as complimenting, complaining, etc. According to Harmer (1998:93) state that role play is the more than just play- acting because all the students perform in a public meeting with many speakers. So, from this activity, the teacher asks to the students, such as what they feel and think about something in order to get students speak up actively.

5. **Teacher Roles in Teaching Speaking.**

In process of teaching and learning in the class, it is important the teacher should be attractive to control their students. According to Harmer (2004: 347), he state that there have particular relevance if we are trying to get students to speak fluently:

a. Prompter: as a prompter, the teacher allow their students to work on their fluency. The teacher will leave their students and let them work things out for themselves, in order to encourage the students to think independently. For example, the teacher want students to work out for themselves, so they do not tell the answer and put out students' knowledge by using questions.

b. Participants: as a participants, the teacher actually joins the students in an activity not is a teacher but also as a participants. For example, when students have discussions activity, the teachers join it not to dominate them. They help students to solve the problem and help to answer the questions.

c. Feedback Provider: as a feedback provider, when the teacher teach in the class, it is important for them to provide a positive feedback that is likely to motivate students and give some improvement when the students have difficulties during the activity.

In summary, when the teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

6. **Speaking Assessment**

a. Definition of Assessment

Speaking assessment is important for the teacher to know the students ability in speaking. Assessment used is in measurement in collecting and analysing information for making decisions in all aspects of instruction. According Berry (2008:6) state that an assessment can be as simple as an exercise in which a teacher gathers information from students, interprets it, and makes judgements about their performance. Assessment in quantitative description (measurement e.g. test score), and in qualitative description (non-measurement e.g. anecdotal records of behaviour) of performance.

b. Aspects for Speaking Assessment

In speaking test, the students should be mastered in oral skills of second language learning. According Nurgiyantoro (2001:284) state that there are five components are emphasized that can be determiner of

the student quality in their speaking competence, these are include: grammar, fluency, comprehension, vocabulary, and pronunciation.

B. Three Step Interview (TSI) technique

1. Definition of Three Step Interview (TSI) technique

Three Step Interview (TSI) is cooperative learning technique. Kagan (2009:6) state that three step interview technique can be used for making interaction in a group. It is give students more chance to practice their English, to respond to their partner and sharing with their group. Moreover, by using Three Step Interview (TSI) technique in teaching speaking will help students to practice their speaking in asking question, share idea and express their feeling with their partner in a group briefly,

Three Step Interview is useful to help students increasing in speaking. The students in this technique will be divided into several groups that consist of four students each group. After that, the students will be given the topic to discuss that topic is familiar for the students, and the teacher will give them time limitation to make question that they will ask to their friends as an interviewer. Mandal (2009:99) state that by applying Three Step Interview technique, it makes students will have interaction with each member of the team as the interviewer and interviewee and in the last step of this technique students will share their partner's response with member of the team. So, by using Three Step Interview technique will make students active in English class because all

of students in class will speak up in their group interview as interviewer and interviewee.

2. **Procedures of using Three Step Interview (TSI) technique**

The procedure of three step interview technique according to Kagan (2009):

a. Teacher provides the interview topic, states the duration of the interview, and provides think time.

b. In pairs, student A interviews student B, student C interview student D.

c. Pairs switch roles: students B interviews student A, student D interviews student C.

d. Pairs up to form groups of four. Each students, in turn, shares with the team what he/ she learned in the interview.

e. When interview are completed, members each take turns telling the members of their foursome about they interviewed, i.e., person A tells person C and D about B, etc.

3. **The advantages of using Three Step Interview (TSI) technique**

According to Bennet (2001) mentioned that the advantages of Three Step Interview technique such as:

a. Three step interview creates simultaneous accountability. So, in this situation, the students learn together in a group with their partner actively and they have responsibility to bring their own group successful in achieving the goal of the lessons.

b. Students share and apply different questioning strategies. They can make a questions by their own ideas based on the topic in their groups.

c. Three step interview can give an opportunity to express own opinion, develop active listening skills, and understand others point of view (Nolinske 1997:35)

4. Review of Previous Studies

In conducting the research, the researcher found some previous research that related to the use three step interview technique. Here, the researcher summarized some previous studies which can be guidelines for the researcher in conducting the new one and explaining was this study is different from the previous ones. The following explanations are highlights of some previous studies related to the use of three step interview technique.

The first research was conducted by Putri (2017) was done by quantitative approach with the design is quasi- experimental design. Based on the research findings, that there is a significant effect of using Three Step Interview on Students Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year.

The second research was conducted by Nadhifatuzzahro'(2017) was done by quantitative approach with the design is pre- experimental design. Based on the research findings, the researcher conclude that Three Step Interview is effective and can be chosen as an alternative strategy to be implemented in teaching speaking.