

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it provides of some explanation based on the title and some literatures based on the research. It includes the General concept of Speaking, General concept of Interview, General concept of Three-Step Interview, and Previous studies.

A. General concepts of speaking

1. Definition of Speaking

Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan (2001:14) stated that, speaking in a second language involves the development of a particular type of communication skill. Generally, through speaking the students want to extend something to their ideas, thought, and feeling to their opponent. The researcher hopes the students could explore their ideas and imagination through speaking. The researcher thought that speaking lesson should not be formed as a formal lesson. But speaking can be taught in every method. Based on Richards (2008:19), learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In this case, the researcher wanted to shows that speaking English is exciting and interesting for them.

This implies that speaking will brings the speakers to get the message or goal what they want to express. That is why, speaking is very important to get some purposes which intended by the speakers.

2. Kinds of Speaking

There are some kinds of speaking performance, which have different function and objective. Brown (2004:141) explained the kinds of speaking performance :

- a. Imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- b. Intensive, a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
- c. Responsive, responsive assessment tasks include interaction and test comprehension but the somewhat limited level of very short conversations, standard greetings and small talks, simple request and comments, and the like.
- d. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- e. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.

Based on those various kinds of this skill, the speaking is the flexible one. Speaking could be explored and implemented in many kinds of teaching and learning methods.

3. The Function of Speaking

Generally, speaking is an activity which requires all students' participation. In speaking lesson students can explore their mind and idea to be spoken in front of the class. Speaking involves them to be active in class activities. Richard (2008:22) stated that speaking has three functions:

a. Talk as interaction

It refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

b. Talk as transaction

It refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other.

c. Talk as performance

The third type of talk can be usefully be distinguish has been called talk as performance. This refers to public talk, that is, talk that transmits information

before an audience, such as classroom presentations, public announcements, and speeches.

Those functions indicated that speaking is very important to transfer our ideas and thought to the other. Even, it is a kind of simple socially media whether the speakers can join to their circle.

4. Technique of Teaching Speaking

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. In teaching speaking, teacher should use technique to make the lesson more exciting, and can easy to be understood. Underhill (1987:31), explained that there are some technique which can be used to teaching speaking, namely :

- a. Oral Report.
- b. Learner-learner joint discussion/decision making.
- c. Role-play.
- d. Learner-learner description and re-creation.
- e. Using a picture or picture story.
- f. Reading aloud.

5. Types of Speaking Test

Test is used to measure the students' speaking ability. Harmer (2005:124) stated that, testing both informally and formally, takes place at the beginning and the end of most language courses, as well as at various times during the course itself. Harmer (2005:125) explained that there are some types of speaking test :

a. Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. Such interviews are not without their problems, though. The rather formal nature interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more informal, conversational speaking styles. Not surprisingly, students often underperform in interview type conditions. It is also difficult to eliminate the effects of the interviewer, his or her questioning style, for example on the interviewee's performance. Finally, if the interviewer is also the assessor, it may be difficult to maintain the flow of the talk while at the same time making objective judgements about the interviewee's speaking ability. Nevertheless, there are ways of circumventing some of these problems. A casual chat at the beginning can help put candidates at their ease. The use of pictures or a pre-selected topic as a focus for the interview can help especially if candidates are given one or two minutes to prepare themselves in advance. If the questions are the same for each interview, the interviewer effect is at least the same for all candidates. And having a third party present to co-assess the candidate can help ensure a degree of objectivity.

b. Live Monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be

included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

c. Recorded Monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after the event, and results can be triangulated, that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

d. Role-Plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing, the other role can be played either by the tester or another student, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

e. Collaborative Tasks and Discussions

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be

set the task of choosing between a selection of job applicants on the basis of their CV. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

6. Speaking Assessment

The teacher needs to assess the speaking lesson to know how far the students mastered the speaking lesson. To assess the speaking lesson, students should perform their speaking skill in the teaching and learning process. In assessing speaking, teacher should pay attention of some speaking aspects. Brown (2004:172) gives the categories of scoring speaking in the following table :

Table 2.1 Table of Speaking Scoring

Points	Grammar
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.
Points	Vocabulary
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech of all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Points	Comprehension
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.
Points	Fluency
1	(No specific fluency description). Refer to other four language areas for implied level of fluency.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Points	Pronunciation
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

B. General concept of Interview

1. Definition of Interview

Interview is a technique which used in this research. Underhill (1987:54) said that, the interview is the common of all oral tests, for many people, it is the only kind of oral test. It is a direct, face to face exchange between learner and interviewer. It means that, through interview students can exchange their ideas and thought. Underhill (1987:54) also said that, the interviewer sets out to find out certain things about the learner and to get the answers to certain questions. It means that, the interviewer gains information from the interviewee through questions.

2. Types of Interview

Interview has some types, Arikunto (1998:231), explained that there are two types of interview, namely:

- a. Unstructured Interview, it is a kind of interview which the interviewer only makes the outline of questions. It needs the interviewers' creativity; even the result of interview is based on the interviewer.
- b. Structured Interview, it is a kind of interview which arranged before, so it seems like check list. The interviewer only gives check for the suitable points.

This technique uses structured interview, which the interviewer makes the questions before. But it modified, the interviewer not uses check list, but uses questions list.

3. Stages in Interview

Generally, interview session has some stages. Based on Underhill (1987: 55), interview has three steps, namely :

- a. Introduction (polite social questions to put learner at ease).
- b. Find level (series of questions and topics to establish level against a specific scale).
- c. Check questions (above and below the established level, to confirm that is right).

It means that the interviewer must prepare the material which will used in every stages during the interview session. The good preparation will brings the good information gained from the interviewee.

C. General concept of Three-Step Interview

1. Definition of Three-Step Interview

Three-Step interview is one of Collaborative learning technique. Based on Barkley, Cross, and Major (2005:63), In Three-Step Interview students pairs take turns interviewing each other, asking questions that require a student to assess the value of competing claims, and then make a judgment as to the best. This technique needs all students' participations. Johnson, Johnson, and Holubec (2010:4) stated that, every student try to get the maximal result which gives some advantages for them and for their group members. Based on those statements, known that Three-Step Interview proves the students' participation. It is an in

group technique, which every group members will be active during the implementation and get the advantages on it.

2. Procedure of Three-step Interview

Three-Step interview promotes a simple method to ensure individual accountability. The procedure drives students to be active in the learning process. Consequently, they will get experience in the teaching and learning process. The following is the procedure of Three-Step interview implementation in the classroom based on Barkley, Cross, and Major (2005:122), as follow :

- a. Students divide into groups of four, and quads subdivide into pairs A-B and C-D.
- b. Student A interviews B and student C interviews D for a predetermined time. The interviewer asks questions, listens, and probes for further information but does not evaluate or respond.
- c. Partners reverse roles and interview each other for the same amount of time.
- d. Students A and B introduce each other with synthesized summaries of their partner's interview responses to Students C and D. Student C and D do the same for Students A and B.

Three-Step Interview has detail steps. If the teacher did not guide the action, the class will be uncontrolled. And the students will not get the advantages after implemented it.

3. Benefits of Three-Step Interview

Barkley, Cross, and Major (2005:124) stated the benefits of Three-Step Interview, Three-Step Interview is an effective strategy for drawing out students' experience knowledge from outside of class. Used this way, it can help motivate students because it bridges the gap between the academic and the real world. This statement made the researcher curious to implement it in the class to improve the students' speaking ability.

4. Teaching Speaking by using Three-Step Interview

Teaching speaking is prominently for the students' oral functions. In teaching speaking, teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary, fluency, and also comprehension (Brown: 2004:172). So, the students must speak in the teaching and learning process.

This research uses Three-Step Interview technique to improve the students speaking ability. As Barkley, Cross, and Major (2005:121) said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. It means that, Three-Step Interview provides the students to speak actively, in order to gain the information from the interviewee.

This research uses topic to be develop in the interview session. As Underhill (1987:54) said that, interviewers usually have a prepared list of written or memorised questions to ask, or topic to bring up. Citravelu, Sithamparam, and Choon (2005:59) also said that, when person speaks, he cannot just speak about

nothing. He needs to speak about something. It means that Three-Step Interview needs a problem or topic which will be discussed in the interview session.

5. The Reason of Using Three-step Interview in Teaching Speaking

The researcher provides to apply Three-Step Interview in teaching speaking because of some considerations. As Bennett, Barrie, and Carol Rolheiser (2001:167-168) explained that, first, Three-Step Interview creates simultaneous accountability, second, students share and apply different questioning strategies, and third, over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking. Underhill (1987:54) also explained that, interview allows both people a degree of freedom to say what they genuine think. Kagan in Jacobs et all(1997) suggested Three-Steps Interview is used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. By applying Three-Steps Interview, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English. Based on the statement above, the researcher decides to apply this technique in teaching speaking.

D. Previous Studies

In this point, the researcher summarized the relevant study to prove the originality of the research. The previous research was done by Nasiroh (2012) conducted a research entitled *The implementation of three-step interview strategy in teaching speaking to the tenth grade immersion class student of Hasyim Asy'ari*

Bangsri Jepara. The research conducted in experimental research design by using one group pre-test post-test design. The findings of the research showed that the students get better score after using Three Step Interview Strategy than before taught by using three step interview technique.

The second is thesis written by Permanasari (2014) conducted a research entitled *improving students' speaking skill through three-step interview technique of tenth grade of Smk Negeri 9 Semarang*. The research conducted in Classroom Action Research with (CAR). There were three cycles applied in conducting this study. The students enjoyed the activity using Three-Step Interview technique in class by having discussion, sharing and cooperating well. The result of this research their speaking test results which increased from test every cycle.

Based on the previous studies above the researcher also conducted a research in teaching speaking by using Three-Step Interview. Although this strategy same but it also have differences whether on research design and findings result.