

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories from experts which related to the study to support the discussion of findings. The discussion focuses on speaking and Three Steps Interview (TSI) technique.

A. Speaking

1. The Definition of Speaking

Definitions of speaking appear in various perspectives. There are many people define what speaking is, this study would like to present several definitions as follows:

Speaking is known as the activity of delivering message to the others orally. According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Cark and Clark in Rani (2014) explains that speaking is fundamentally an instrument of act. Speakers talk in order to have some effect on their listeners.

2. Types of Speaking Performance

To have an ideal performance of speaking, a speaker needs to pass some stages of performance. Brown (2004:141) cites five categories of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- 1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
- 2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.
- 3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.
- 4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants. The interaction can be the two forms of transactional and interpersonal exchanges.
- 5) Extensive: extensive oral production includes speeches, oral presentations, and story-telling. In this stage, the students should be able to produce their own language with their own idea.

3. Teaching Speaking

As we know, English is one of crucial subject that should be taught in Indonesia and speaking is one of the skill of language that must be mastered as

well as the other skills.. Anderson and Bachman in Darsini (2013) claimed that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Language mastery can be measured from four language skills, however now days people usually judge the language skill from how well someone able to speak in language itself.

Speaking is a productive skill that involves putting a message together, communicating the message, and interacting with other people (Lindsay and Knight, 2006:57). It means that speaking is a process of delivering message to other people orally and speaker must be able to make the listener understand.

Moreover, Brown (2001:275) mentioned seven principles for designing speaking techniques. They are: “(1) using techniques that cover the spectrum of learner needs, (2) providing intrinsically motivating techniques, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication, and (7) encouraging the development of speaking strategies.”

In line with teaching English in Indonesia, the government has created a curriculum supporting the teaching and learning English in Indonesia. Based on the standard competence and basic competence of curriculum of 2013, the speaking competence which should be reached by the students in the level of Senior High School is extensive speaking. Extensive oral production includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal

responses) or ruled out altogether. The standard competence and basic competence for English based on the curriculum of 2013 is as follow:

Table 2.1 Standard competence and basic competence of the tenth grade of Senior High School in the second semester

Standard competence	Basic competence
4. Producing, thinking, and presenting in a real and theoretical field related to the development of knowledge studied in the school and able to use its method scientifically.	4.7 Expressing written and spoken text to present and question about the action/activity/event happening in the past time and considering its social function, structure, and language features based on its context.

The criteria of success in learning English of Senior High School in Indonesia depends on the major the students take. As the example in private school, the criterion score for regular class is 70.

4. Speaking Tasks and Activities in the Classroom

A teacher should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of teaching will influence the activities in the class.

There are nine activities in oral language that can be held by teacher and learner (O'Malley 1996:77):

a. Oral Interviews

Oral interviews the form of discussions or conversations with the teacher and with other students. Interviews can be used to elicit the following language functions: describing, giving information, or giving opinion. It is can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the part of the students. And also, it can be applied in all levels.

b. Picture Cued-Descriptions/Stories

Picture cued is the activities of speaking using some picture which is a familiar to students. And also it can be used to elicit the following language functions: describing, giving information, or giving opinion. In this activity, it is conducted by individual, from the beginning up to intermediate levels. To apply is each of students got picture, then she/he can describe the picture one by one.

c. Radio Broadcasts

Radio broadcasts is an activity of oral language that is focus on listening new from the radio, and then to practice inform. To apply this activity is students to listening for specific information, the gist, description, and direction, then she/he immediately inform to the others. It can be conducted individually, group, and whole class. And also, it can be applied in intermediate and advanced level.

d. Video Clips

Video clip is an activity of learning speaking to describe and respond the video. It can be conducted individually, group, and whole class. And also, it is appropriate to all levels. The step of activity is the teacher prepares video, and then the students are asked to respond and clarify point of the video.

e. Information Gap

Of all the activities described here, an information gap may provide one of the clearest indicators of the ability of one person to give information.

f. Story Telling

Story telling involves having students retell stories or text selections that they have listened or read. This activity becomes an assessment of the students' reading skill in addition to oral skill. It is especially important with retelling to be clear of the purpose of the assessment. Language function most likely used in story/text retelling are describing, giving information, and summarizing. And also, it is appropriate to beginning, and intermediate levels.

g. Role Play

Role play can be called drama. Drama techniques can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive contexts. Use of dramatic techniques is recommended for pairs or groups of students at all levels of proficiency and requires some preparation on the part of students.

h. Oral Reports

To prepare students for an oral report, give them guidelines on how long to speak, how to choose topics, what areas to address on a topic, and how their report will be evaluated.

i. Debate

A debate is a type of role play where students are asked to take sides on an issue and defend their positions. The debate is probably more often used in

content area classrooms than in ESL classrooms. It is appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

5. Assessment of Speaking Performance

Luoma (2004:1) states that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. The main purpose of speaking skill was able to communicate used foreign language very well.

In teaching speaking, the teachers should make the language learners to recognize that speaking involves some components. Brown (2004:157) mentioned some components that must be considered in assessing the speaking skill such as fluency, pronunciation, vocabulary, and comprehension. Each category may be scored separately.

a. Fluency

The student's good fluency in English is as sign that they have mastered speaking well. According to Bailey in Nunan (2003:55) explains that, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. Furthermore, Richard (2006:14) defines fluency is natural language used occurring when a speaker uses meaningful interaction and maintains comprehensible and ongoing

communication despite limitations in his or her communicative competence. Fluency can be developed through more practice in speaking.

b. Pronunciation

Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

c. Vocabulary

Vocabulary is one of important language elements to support the learners to use the language well. According to Cambridge dictionary for advance learner, vocabulary is all the words which exist in a particular language language and subject. The more vocabularies are mastered, the more easy to produce a sentence.

d. Grammar

Otto (2006: 1) stated that grammar deals with the structure of languages, English grammar with the structure of English, French grammar with the structure of French, etc. Language consists of words, but the way in which these words are modified and joined together to express thoughts and feelings differs from one language to another.

Grammar relates to the way how to construct a good sentence in a correct order. The use of correct grammar is important to make the reader or listener understand what is being read or listened. However, not all speakers consider to use perfect grammar when they utter a sentence. Speaking is more flexible and it must not always follow the rule to construct a sentence.

The use of grammar depends on the situation, too. When it is in formal situation, the speaker is demanded to consider the perfect grammar. Yet, when it is related to informal situation such as in daily activity with friends or relatives, grammar is not much used. For example, grammatically some speaker who wants to ask the other whether she has already eaten will say “Have you already eaten?” In fact, not all speakers will say the same. Instead, they prefer to just utter “You have eaten?” Although it does not follow the rule of grammar, such this sentence is enough to make the listener understand.

Nonetheless, it does not mean that grammar is not important in learning English. When a speaker understands the grammar, it will be easy to express an idea to the others correctly and not difficult to understand.

e. Comprehension

Speaking involves an interaction with the others in which a certain topic is being discussed. Thus, it is necessary for the speaker to understand the topic they talk about in order to avoid any misunderstanding. If the speaker understands the topic being talked, the goal of interaction will be reached. It's supported by Davies (2002:28) that the comprehension is the ability of understanding spoken or written text. It relates to the social context and language experience of the students.

B. Manageable and Unmanageable Classroom

One of the characteristics of a class is manageable class. Murray (1970) defines manageable means easy or able to be controlled or dealt with. While unmanageable means difficult to be managed or controlled. So, manageable class

means that the students are easy to deal with or capable of being managed well. On the contrary, if the classroom is difficult to deal with or managed, so it's called unmanageable.

A manageable class can give a stress-free environment where students and teachers feel comfortable spending so much time. Wong (2009) mentions that there are four characteristics of a well-managed classroom. They are as follow:

1. The students can be deeply involved with their work, especially with academic, teacher-ied instruction.
2. Students know what is expected of them and are generally successfull.
3. The is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work-oriented but relaxed and pleasant.

Furthermore, a well-managed classroom is not limited to discipline, unlike the popular belief that discipline is the only vital management skill a teacher must have. There are various characteristics that describe a well-managed and efficient classroom.

1. Student Engagement

A well-managed classroom will keep the students engaged at all times in the learning process. Students are involved in the learning process, which helps foster higher-level thinking skills in students. clear expectation.

2. Clear Expectations

Clear expectation such as class objectives are clear in a well-managed classroom. Students know the material they will be tested on, as well as the teacher's expectations for the various assignments they will be graded on. This also allows for efficiency in the classroom because students manage their time accordingly to move from one task to another effectively.

3. Effective Time Management

To minimize wasted time and improve efficiency, a well-managed classroom has good time-management skills. The students know which areas in the classroom are accessible to them, as well as where items are placed in the classroom.

4. Positive work environment

A positive work environment is one of the main characteristics of a well-managed classroom. Students are comfortable asking the teacher questions. The classroom environment is also stress-free to ensure a good workflow and positive environment. Decorating the classroom, as well as allowing the students to participate in classroom decorating, can help encourage a positive work environment.

5. Firm Discipline

Discipline is an important factor in well-managed classrooms and one of the main characteristics. Students have clear and firm guidelines on

which behaviors are allowed in the classroom and which are not, which allows students to remain disciplined and encourage an efficient workflow. (<http://education.gov.gy>, retrieved on July, 30th 2017, at 9 a.m)

A manageable classroom has closely relation with a classroom management. It deals with how the teacher can deal the students so that the objectives of learning can be achieved together. Marzano (2004) states that classroom management has the largest effect on student achievement. This makes intuitive sense-students cannot learn in a chaotic, poorly managed classroom. If the classroom management is good, then the students can be easy to set up and involved in learning activity. Otherwise, when the classroom management is bad, it will be difficult to set the class so that there will be unefficient classroom, disruption, confusion, noise and chaotic.

The description of well-managed classroom above indicates that unmanageable classroom can not achieved the characteristics of well-managed classroom. In unmanageable classroom, the students engagement and disciplines are low and the time management is not effective, too. Classroom management is not the only variable that should be considered by the teacher, but also the teaching method.

C. Cooperative Learning

School is known as an essential place to improve the student's speaking ability. Teacher can be a prompter and role model that will be copied by the students and as a reference how the student will express their idea orally. In

addition, the choosing of appropriate material and method will also judge the success of teaching and learning process so that it must be stimulated.

As what has been stated by Richards and Rodgers (2001:195), Cooperative Language Learning is an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities..

In addition, Kagan (2009) defined “cooperative learning is a successful 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. From this statement, we can conclude that cooperative learning is connected to a small group where each student whose different ability work together and help each other.

Cooperative learning method has some techniques that can be applied in teaching learning process. All the techniques are appropriate to improve the students' ability. The techniques of cooperative learning are: Jigsaw, Think-Pair Share, Talking Chips, Round Robin, Inside Or Out Circle (IOC), Three Steps Interview (TSI), and Numbered Head Together (NHT).

D. Three Steps Interview Technique

1. The Definition of Three Steps Interview

It is one of cooperative learning method. Lipton and Wellman (1998) defined Three Step Interview (TSI) is a cooperative structure that helps students personalize their learning. It also teaches them to listen to and appreciate others'

thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to other person.

Darsini (2013) in her study found that Three Steps Interview (TSI) is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with four students per group, but it can be modified based on class situations. Three Step Interview (TSI) technique can be used to get the concept in depth or can be used as an ice breaker for team members to know one another. Each member of a team chooses another member to be a partner. During the first step students interview their partners by asking clarify questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. This technique can help the students to improve their speaking skill by paraphrasing their pair's opinion when they are sharing it with the team's member.

2. The Advantage of Three Steps Interview

By applying Three Steps Interview (TSI), there are many benefits that can be gained, such as stated by Bennet and Carol (2001) as follows:

- 1) Three-Step Interview (TSI) creates simultaneous accountability,
- 2) students share and apply different questioning strategies, and
- 3) over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

3. The Procedure of Three Steps Interview (TSI) Technique

The procedure of Three Steps Interview according to Kagan (2009) is as follow:

1. Teacher provides the interview topic, states the duration of the interview, and provides think time.
2. In pairs, student A interviews student B.
3. Pairs switch roles: Student B interview Student A.
4. Round Robin: pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

However, to make it easily conduct this technique in such a second language learner, the researcher modified some of the procedures. The procedure of Three Steps Interview (TSI) as modified from Kagan (2009) is as follow:

1. The students are divided into some groups consisting of four students.
2. Teacher gives label to the students (Student A, B, C, and D).
3. Teacher provides the interview topic, states the duration of the interview, and provides think time.
4. Teacher gives the examples of question that can be used for interview.
5. Student A interviews student B. Student C interviews student D.
6. Students reverse role, and
7. Each shares with teammates what they learned during the interview.

As we can see, there are some distinctions between the original and modified procedure of TSI. In the modified procedure above, the researcher

divides the students into some groups first that consist of four students. Then, the researcher gives label to the each student (Student A, B, C, and D). They also are given the examples of question that can be used for the interview to make them easily talk with their partner.

E. Previous Studies

There are many researchers who have conducted research related to cooperative learning. The first is Darsini (2013) who conducted her study in the level of Junior High School 2 Uhud, Bali entitled “Improving Speaking Skill Through Cooperative Learning Method Of The Eighth Grade Students Of SMPN 2 Ubud In Academic Year 2012/2013”. She implemented Three Steps Interview (TSI) technique and Numbered Head Together (NHT). Her research was conducted in the level of Junior High School and it showed that Three Steps Interview (TSI) and Numbered Head Together are helpful to improve the students’ speaking ability.

Another study was conducted by Citraningsih (2014) entitled “Improving The Students’ Speaking Skill Through Three Steps Interview Technique in SMPN 2 Kediri”. Her study was held in SMPN 2 Kediri and it also showed that Three Steps Interview Technique is a very helpful method to teach speaking.

Furthermore, the same study that is most similar with this research was conducted by Rani (2014) who conducted a research entitled “Improving Students’ Speaking Skill through Three Steps Interview Technique”. Her study aimed to improve the students’ speaking skill in vocational high school

of Semarang. She implemented her research in X-AK1 in which where this class is the most manageable class and some students of this class have low score in speaking but this class is not the lowest class among all. Relying on her research, Three Steps Interview Technique is very useful and effective to improve the students' speaking ability in the level of Senior High School.

All researchers above chose classroom action research for their study. Based on the research done by those researchers, the problem of speaking, either in Junior High School or Senior High School can be solved by applying cooperative learning method.

Thus, researcher wants to conduct the same study as the previous one that is implementing Three Steps Interview (TSI) technique in the level of senior high school. What makes this study differs from the previous one conducted by Rani is that in this study researcher wants to know the effectiveness of Three Steps Interview (TSI) in the lowest level of Senior High School. Besides, this study would be conducted in unmanageable class.

Here, researcher wants to know whether this technique works in the lowest level or not and if it can work in unmanageable circumstance. It shows that researcher does not plagiarize the previous studies and purely just makes the previous studies as an additional guideline to conduct the same research.