CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories related to the title and formulation the problem. The theories are present about any reviews of related literature, including the definition of speaking, characteristic of speaking, purposes of speaking, teaching speaking, speaking assessment, definition of Interview, The role of teacher in teaching speaking concept of Three-Steps Interview, and Previous studies.

A. Speaking

Related to speaking the researcher provide the including the definition of speaking, purposes of speaking, and speaking assessment, the problem with speaking activities, type of speaking performances, and testing speaking.Speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic feature, may at first sight seem to emphasize form at the cost of meaning but in the fact the concepts that are used in them are closely related to meaning as well. Luoma (2004: 27)

Speaking is one of skill that can use to communication, or to deliver someone's idea, feeling, information, and suggestion for other people to social contact. So speaking is the key of communication because speaking is a productive skill.

Teacher can measure the ability of language by ability in speaking skill. How they can interaction with other and may good communication. In the discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

1. **Purpose of Speaking**

According to Richard (1983), there are three functions of speaking, those are: talk as interaction,is a social human the people need to talk with other people to continue their live. Such as exchange ideas, exchange information and many other, and then talk as transaction It's mean that making someone understood clearly and accurately with the main topic or message of conversation, and the last is talk as performance as performance refer to public speaking, or talk in public such as classroom oral presentation, speeches. How they can speak in public.

Basically, the purpose of speaking is communication.Can interaction to other people, exchange knowledge giving and getting help, understand what other people say so people as a social human easier to continue their live.

2. Elements of Speaking

There are five elements in speaking ability. The first is Pronunciation, the most important thing in communication is pronunciation, because it will create misunderstanding between listener and speaker if the pronunciation is not clear. The second is vocabulary this is important role in speaking skill is vocabulary, because if the students know more about vocabulary, they will more active to speaking. Just the opposite if the students have limited vocabulary, they will be quite and difficult to speak.The third is grammar according to Harmer (2007:15) Grammar of language is the description of the ways in which words can change their form and can be combined into sentences in that language. Study grammar is same with study about role of sentences. Grammar is not only common in written but also in spoken to have a good communication. Manser(2013:193) says that grammar is rule for forming words and making sentences. After that we must used the fluency aspekaccording to Manser (2013:171) fluent is able to speak a language easily and well. So the students have a good ability in English speaking is the student can speak fluently. They can speak fluently its mean that they have ability in grammar or have a good grammar and know more vocabulary.andthe last is comprehension., according to Manser (2013:86) comprehension is ability to understand. Understand here speaker have ability to make their speaking can be understood by listener. So it is related with a good pronunciation, vocabulary, grammar and fluency.

3. Problem with Speaking Activities

The problem with speaking activities is nothing to say. Majority of students cannot think anything to say because they are lack with topic because the topic is not interesting and cannot build their thinking, so there is no idea, there is no motivation to express their felling and they are confused about what should be speaking. Their mother tongue is difficult because there is no example immediately which can influence them to imitate. Beside that they are also worried about the mistake such as grammar and pronunciation.

4. The Role of Teachers in Teaching Speaking

In teaching and learning process, teacher has some role to get good purpose, such as in teaching speaking. Teacher also has some role, in order to make students can speak fluently.

The first is ; Teacher as prompter hear teacher must give suggestion for students to help them in activity in the class. Give support when they feel done in learn foreign language do not forcing them to must can mastering the material but guide them with positive advice. The second is, Teacher as a participant, in which the students need good animator, good model to produce language. Teacher give some example in speaking in order to the students can imitate them and able to produce language as good as possible. Teacher often giving question for students or ask them interaction communicatively for give them opportunity to speaking. And the

last is Teachse as a feedback provider, here the teacher must correct students' speaking task. The correcting students' error usually in the end of teaching learning process because if in the middle of teaching learning process it will inhibit the student to learn more. There are some error that usually student do in speaking task, they are : pronunciation, vocabulary and grammar. Teacher must correct it to does not happen again.

5. **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 :

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. The second is **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. The third is **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. After that continues

with **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. And the last kind is**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.

6. **Teaching English Speaking**

Teacher should consider about the difficulties of the students to learn the speaking skills. In teaching speaking skill, there are some consideration that the teacher should pay attention to. In this part, the researcher present the information about teaching English speaking. Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words. The aim of teaching speaking is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency.To help students develop their communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input; comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of

class. It gives learners the material they need to begin producing language themselves. ***Structure output;*** focus on correct form. In structured output, students may have option for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.***Communication output;*** the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just present, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

In conclusion, teaching speaking should improve students' communicative skills. It means that the students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstance. Learners are expected to be able to produce the

B. **Cooperative Learning**

In this part, the researcher presents the information related to *Cooperative Learning*. They are definitions, basic principles, aims, advantages, structures, and the last isteacher and learner's roles.First defintion comes from Richards and Rodgers (2001:195). They described"*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."

Another statement came from Macpherson (2011), she defines "cooperative learning is part of a group of teaching or learning techniques where students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groupsandhoping for the best."

Most involve students four member mixed ability group but some metthode use varying group sizes. Typically, students are assigned to cooperative group and stay together as a group for many weeks or months. They are usually taught specifically in order to help them work well together : active listening, giving good explanation, avoid putdowns, including others and so on.There are several kinds of group learning models ; Make a match ; Think pair share ; Send a problem; Number heads together ; Inside-outside circle ; Two stay two stray ; Three-Step Interview ; Round Robin Brainstorming.

All of those kinds of cooperative learning will be good to be applied in the classroom in order to improve the speaking motivation. From the explanation above, Three-Step Interview is the most applicable strategy to be applied in the classroom of tenth grade students.

C.   **Definition of Three-Step Interview Strategy**

Three-Step Interview Strategy is one of the Kagan's cooperative learning structures that can be used for making interaction in a teammate. As Kagan said that cooperative learning in the mixture of instructional strategies to boots achievement.It means that, cooperative learning is the way to make learners prefer

to learn. This strategy can also be used for team and class building, communication skill, social skill, thinking skill. So, Three-Step Interview can be included to indirect strategy, because this strategy has the produces that can manage the teaching and learning process. Indirect strategy is made up of Metacognitive Strategy, Affective Strategy, Social Strategy, and Three Step Interview can be included to these three parts of indirect strategy, because Three-Step Interview Strategy can be used for coordinating learning process (Metacognitive Strategy), regulating students' emotion (Affective Strategy), and learning with others (Social Strategy).

1. **Concept of Three-Step Interview Strategy**

   Three- Step Interview is one of the cooperative learning strategies that was developed by Spencer Kagan in 1989 which provide the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher. In this case, the students are interview about article that they have read and share what they learned in the interview in the team. The students have to pay attention to the response given by their teammates. Here, the students could listen to the response that expressed by their teammates that could get multiple perspective and may be more open to alternative explanation. Kagan also states that structuring the discussion in this way helps facilitate the construction .And also that Three- Step

Interview can help students to gain competence in listening, speaking and summarizing.

According to Kagan, Three-Step Interview Strategy can be used to minimize resistance among students when the teacher introduces the new strategy because this strategy is very simple and easy. Afterwards, Three-Step Interview Strategy makes the learners more fluent talking with partner when asked to share with a team. And also purpose of Three-Step Interview Strategy is for analyzing new information synthesis.

The function of Three-Step interview Strategy as knowledge building is an academic function which can build students' information base, or students' ability to immediately recall important facts and information. Then, procedure learning means that the students interact to acquire and practice skill and procedure, so they can develop all types of academic skills. Processing information means that the students remember more dramatically of what they say or do than what they hear. *Three-Step Interview Strategy can develop students' thinking skill because thinking is a skill developed by practice; it means that students learn to think by thinking.* The last function of Three-Step Interview strategy is *presenting information which means that it allows efficient sharing of ideas and solutions*

2. Procedure of Three-Step Interview Strategy

There are several procedures using the Three-Step Interview Strategy as suggested by Bannet, Barrie, and Rolheiser:The first is a teacher asked

the students to create groups consist of three person. Then the teacher asks the students to make the role. Here, student A is the interviewer, student B as an interviewed, and student C as a reporter. (Reader of news results that have been obtained). Having finished reading the news the teacher gives different topics and the teacher asks the students to switch roles after each interview, and each member of the group distributes them

D. **News Item Text.**

1. The Definition of News Item text

    To know students' speaking ability in News item text, there should be understood about the meaning of news item itself. A news item text is a text which is grouped into the text genre of narration. The function of narration is telling stories or informing about events in chronological order. The order in the narration can be based on time,place and the events themselves. The purpose of the text is to inform readers, listeners or viewer about events of the day which is important , Sudarwati and Eudi Gracm (2006 : 98).

2. Generic Structure

    The first of the generic structure is; *Newsworthy Events*, this stage "alerts" the listener/ or reader to know about the event by introducing the main events in a setting place in summary form. The second is ;

Newsworthy Events, this stage "alerts" the listener/ or reader to know about the event by introducing the main events in a setting place in summary form. And the most important in a news item text is; ***Data Sources***,this stage is for comment by participations in the news, and the expert on the event has authorization.

3. Language features

The most important thing in writing is, the use of short text to provide information about news or story to be concluded based on headline, and then we need to pay attention to the use of material processes to inform the events in certain situations, short and clear so that can be clearly understood by the listener of the news. And should be noticed the use of verbal words as said, told, and the latter focus on the situation that has occurred at the scene.

E.   **Review of the Previous Studies**

There are studies relating to the use of group systems, pairs or classroom conversations for teaching strategies in teaching and relying on speech. There are also several studies related to speech. Previous researchers could serve as a guide for researchers in conducting research, and the focus of this study is different from previous studies. The following explanation of some previous research related to speaking skills.

According to Syafi'I relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to

our research. There are several relevant researches which have relevancy to this research especially in speaking area. The researchers are various, it happens because speaking is a part of ability in studying English. For ThreeStep Interview Strategy, the writer chooses the relevant researches which correlate to writer's research using Three-Step Interview Strategy, and the use of Three-Step Interview Strategy is their instrument.

This is a research Thesis by Leila Lesta (2016) entitled: "The effectiveness of three step interview technique for teaching speaking". the analysis was done in every aspect of speaking and showed that the result af all aspect in experiment group was higher that that in control group. So, it can be comducted that Three-step interview was effective for teaching speaking, the test focused on the languageexpression of hopes and greams in this year and graduating from the school. And the data of t-test was 3,387, and it was higher than t-table (2,0395) at α 0.05 with df= 31.

This is a research done by Astriono Setiadi (2015) , entitled: "Imroving The Students' Speaking Ability Throgh Three Step Intervie Method". It was an experimental research, in this study, the researchers see that students' speaking ability in the first cycle is 63.00% and in the second cycle to 76.50% and quite good. While the standard target score of 70% one is categorized well. From these findings, there is a significant increase of students' speaking ability through the ThreeStep Interview Method. Based on the results of the study, it was concluded that the Three Step Interview Method could improve students' speaking ability.

The conclusion is that working in groups will help students achieve the learning objectives easily. Besides, by managing the class into groups, the teachers can develop students' ability in speaking skills effectively. *Cooperative Learning* is a teaching method in which the students are often working in a group to help each other achieve the learning goals. Furthermore, the researcher intends to find out whether*Three Steps Interview Strategy* may be used as an effectiveness teaching strategy to improve students' speaking skill. Because by using cooperative learning method in teaching and learning activities, students will do many activities in group that will help them achieve the goals of learning English.