CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Speaking is the most important aspect in learning a language. A success of learning language is determined from how someone can show and share an ideas or opinion orally, and understand what people say. Tarigan (2008: 3) says that speaking is a language skill where the people have ability to pronounce articulation of sound or words for expressing, starting, and conveying ideas, and feeling. Speaking is also an activity to produce language, communicate ideas, and thoughts orally (Nurgiyantoro, 1994: 282). In short, speaking is the ability to pronounce articulation of sound to produce language and communicate ideas, feeling, and thought orally.

In daily life, speaking is an activity to express thought and feeling orally. It means speaking is as the fundamental medium to convey messages, knowledges, emotions, feelings, ideas, and opinions directly to the others. Additionally, speaking can bring someone to apply her or his body system well in communicating to each other. Mulgrave (1954: 3-4) as cited in Tarigan (2008: 16) argues that speaking is a form of human behavior that uses physic factors, psychological, neurological, semantic, and linguistic behavior in their speaking extensively.
Based on the aforementioned statements, it can be concluded that speaking is not only the ability to pronounce articulation or words but also the tool to state ideas, feeling, opinion, and information orally. It uses the body system of someone as the way to communicate with other people.

2. **The Aims of Speaking**

The main purpose of speaking is to communicate. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Basically, there are four important aims of speaking (Tarigan, 2008: 30-36), namely:

a. **To Inform**

To inform means that the speaker wants to inform and share ideas, information, process feeling and opinion to the audience and give knowledge as well in particular purpose. Informative speaking is used to give knowledge decide the correlation between things, inform the process, and explain the writing style and techniques (Tarigan, 2008: 30).

b. **To Entertain**

To entertain means that the speaker wants to make the audience feel happy with the materials are selected primarily based on their
entertainment value. For example, when the teacher told about the story to the students, the parents told the funny story to their children. By doing it speaking will be more interesting to be heard by the listeners (Tarigan, 2008: 32).

c. To Persuade

Speaking to persuade is used by the speaker when the speaker tries to confirm the audience to do something in certain activity (Tarigan, 2008: 35). The activities need the action to make the audience interested to perform the actions in which the speaker wants.

d. To Discuss

To discuss means that the speaker wants to discuss something because the purpose of deliberative speaking is to make some decisions and planning. Deliberating speaking is used to make some decisions and planning (Tarigan, 2008: 36).

From the statement before, it can be concluded that through speaking, people can inform, make some decisions, and ask them to do an activity based on the information from the speaker.

3. Concept of Speaking

Kimtafsirah, et al., (2009: 2) say that there are two aspects in concept of speaking, namely:

a. Speaking as Productive Skill

Speaking is called a productive skill because it produces a language orally. Harmer (2001: 34) says that if students want to speak English
fluently, they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.

b. Speaking as Oral Communication Skill

Oral communication refers to the speaking skill needed to participate verbally in discussion, exchange thoughts and information, make a clear in convincing presentation, and interact with a variety of audiences (Rahman, 2010: 3). For successful communication, students require more than the formal ability to present well and apply language expressions in daily life. Successful communication is context-dependent and applied in its particular discourse community (Bizzell, 1989: 486).

4. Speaking Competence

The main goal of teaching speaking is to develop the students speaking competence. Speaking competence is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. In this case, Tarigan (2008: 16) states that speaking is a competence to pronounce articulation of sound or words for expressing, conveying thoughts, ideas and feelings. Therefore, speaking is more than delivering the use of sounds or words, but the tool to communicate ideas that is arranged and developed to the needs of listeners.
Furthermore, Brown (2000: 406-407) says that there are five components which can be used to measure speaking competence, namely:

a. **Fluency**

Fluency is the ability to speak language smoothly and easily. Hedge (1989: 27) as cited in Brown (2000: 275) defines fluency as the ability to link units of speech together with facility, and without strain or inappropriate slowness or undue hesitation. The speech of non-fluent English learners tends to be characterized by frequent pauses, repetitions, and self-corrections.

b. **Comprehension**

Comprehension means someone’s ability to comprehend the meaning from what another speaker says from the contents of sentences. Further, Sudjiono (2009: 50) defines that comprehension is an ability of someone to understand or comprehend something. It can be said that in comprehension something, someone has to give explanation orally by using own word. Therefore, comprehension is very important for the listener to get the meaning from the speaker.

c. **Grammar**

Every language has a rule of grammar. Grammar concerns with someone’s ability to organize words into sentences in appropriate grammatical rule in order to speak easily. Furthermore, Brown (2000: 262) defines grammar is the system of rules governing the conventional
arrangement and relationship of word in sentence. If the learners master grammar, it is easy for them to produce sentences in correct grammar.

d. Vocabulary

Vocabulary can not separate with the words, and it can be a messages or an idea. Vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. Furthermore, Wu (2009: 5) states that vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning. In this case, vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary.

e. Pronunciation

Pronunciation refers to the production of sounds that we use to make a meaning. Harmer (2001: 50) states that there are four areas to know about in the pronunciation of English apart of speed and volume which are intimately connected with meaning such as: sounds, stress, pitch, and intonation. Therefore, it is necessary for students to have a good ability in pronouncing some words so that the meaning can be understandable.

5. Teaching Speaking

Speaking is an important part of foreign language learning and teaching. In teaching speaking, the teacher should be able to encourage the students to perform or express their idea, felling, opinion using English well. Teaching speaking means that to teach students to be able
to speak a language. In this case, students should be able to make themselves understood, try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and try to observe the social and culture rules that apply in each communication situation. Dealing with this important of speaking, Nunan (2003: 50) as cited in http://unr.edu/homepage/hayiriyek/ _accessing from http://iteslj.org gives points out for teaching speaking as:

a. Producing the English speech sound and sound pattern

b. Using word and sentence stress, intonation patterns and the rhythm.

c. Selecting appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.

d. Organizing their thoughts in a meaningful and logical sequence.

e. Using language as a means of expressing values and judgments.

f. Using the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the description mentioned before, a good teacher takes an important role. The teacher has to know how to teach speaking easily, and to make the students interest to join speaking activities. Further, the teacher also has to create a classroom environment where students have real promoted oral language.

In teaching speaking, the most aspect of speaking activities is how students are made ready to speak. In this case, teachers can provide an appropriate material like short transactional speaking in which students
can do some activities such as role-plays, paper presentation, and small group discussion (Widiati, et al., 2006: 280). In role-plays, students are asked to pretend to be someone involved in a speech situation in the real life. In paper presentation, students have to present a topic that has been provided in the available handbook. Paper presentation is effective to encourage students to communicate ideas and practice speaking (Purjayanti, 2003: 9) as cited in (Widiati, et al., 2006: 281). In a small group discussion, students have to share ideas and make interaction with others. They have more time to practice speaking, so students have opportunities to perform their speaking abilities and they feel motivated to speak more (Wijayanti, 2005: 1) as cited in (Widiati, et al., 2006: 282).

When teachers are applying some activities aforementioned before, the tasks and exercises in teaching and learning English should be appropriate with the students’ need because the target in teaching English for students are communicate efficiently (Nunan, 2003: 61).

6. Speaking Assessment

a. Definition of Assessment

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Heritage, 2009: 3) accessed from http://www.k12center.org/publication.html. The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to the information. Assessment
for learning is an ongoing process that arises out of the interaction between teaching and learning (Heritage, 2009: 3).

Heritage (2009: 3) also states that there are two essential purposes of assessment: to provide information on students’ current levels of achievement, and to inform what teachers do in classrooms to ensure that students make progress in their learning.

b. Aspects for Speaking Assessment

Teachers should give an assessment to measure students’ ability in speaking, because the ability or competence in speaking has an important role to succeed the activities in teaching and learning speaking. Nurgiyantoro (2001: 284-287) explains that there are five basic components in assessing speaking: fluency, comprehension, grammar, vocabulary, and pronunciation.

c. Types of Speaking Assessment

Nakamura and Valens (2001: 7) assessed from http://ukessay.com suggest that there are three different types of speaking assessment, namely:

1) Monologue

In a monologue assessment, students are asked to perform some tasks such as showing and telling where they talk about anything they choose. This is considered a chance to give students opportunity to make a small presentation.
2) Dialogue

This assessment is known as the interview. It is an open-ended test where students lead a discussion with the teacher or another student. Furthermore, students are required to use conversation skills that they learn throughout the course. Additionally, this type requires some components, such as: fluency, comprehension, grammar, vocabulary, and pronunciation.

3) Multilogue

It is called the discussion and debating. At this point, the discussions are student-generated. Students are put into groups, and they decide a topic to discuss in the classroom. This activity takes three requirements:

a) Students have to be able to take part of conversation to help the discussion flow naturally.

b) Students are using additional questions to include others in conversation.

c) Students are making transfers skills in dialogue to group discussion.

In this research, the type of dialogue is selected to be speaking assessment because the activity is in the form of interview and conversation practice. Furthermore, the contribution of the five components of language proficiency – fluency, comprehension,
grammar, vocabulary, and pronunciation - will be measured as scoring system.

d. **Inter-Rater to Assess Speaking**

In calculating the result of students’ score in speaking, there will be an inter-rater. Inter-rater is used employed when scores on the test are independent estimated by two or more judges or raters (Gadyasa, *et al.*, 2011: 1) assessed from http://luluvikar.wordpress.com/2011/11/26/test-reliability/. In this case, there are two assessors or raters who will give score for speaking test or assessment of the students. By using employing, it can minimize the subjectivity in giving the score.

B. **Cooperative Learning**

1. **The Definition of Cooperative Learning**

Cooperative Learning means as small group of learners working together as a team to solve a problem, complete task or accomplish a common goal. Furthermore, Macpherson (2003: 1) defines that cooperative learning is part of a group of teaching and learning techniques where students interact with each other to acquire, and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. Further, Johnson (2005: 7) as cited in Wichadee, *et al.*, (2010: 51) accessing from http://www.indiana.edu, says that cooperative
learning is a teaching strategy in which small teams, each with students of different level ability, use a variety of learning activities to improve their understanding of a subject. In addition, Slavin (1995: 8) as cited in Isjoni (2011: 15) states that cooperative learning as a concept consists of several instructional methods in which learners study a language in small groups of 4-6, and group performance is rewarded in several different ways.

In short, cooperative learning is instructional use of small groups in which students have to work together in groups to solve the problem, and improve their understanding of subject.

In cooperative learning, each member of a team is responsible not only for learning what is being taught, but also for helping teammates learn, thus creating an atmosphere of achievement (Wichadee, et al., 2010: 51). Further, the instructional use of small groups, so that learners are able to work together in manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups (Millis, 2002:1).

2. The Purpose of Cooperative Learning

The implementation of cooperative learning in class needs some participations and collaborations from the students in which each student in groups is not only responsible for their own learning, but also for helping teammates learn. Furthermore, Isjoni (2011: 21) says that the main goal of cooperative learning is that students can learn in groups
then, students can respect each other, and provide the opportunities for others to give ideas. Cooperative learning also promotes achievement, enhances retention, increases desire and motivation, develops interpersonal and social skills, builds self-esteem, and improves student satisfaction with their learning experience (Millis, 2002: 1). Johnson and Johnson (1989:1) assessed from http://www.co-operation.org/ claim cooperative learning experiences promote more positive attitudes toward learning and instruction than other teaching methodologies because students play an active role in the learning process in cooperative learning. Students’ satisfaction with the learning experience is enhanced. Through cooperative learning, students work in small groups or in pairs to actively engage in the learning process, and improve their understanding of the content (Isjoni, 2011: 21). Therefore, the effects of cooperative learning activities have been increase in academic achievement, and greater retention than do individualistic learning experiences for all students (Slavin, 2005: 7).

3. Elements of Cooperative Learning

In order for a group work to be a cooperative one, learners should be aware of the fact that they need to study to maximize the learning both of student and the others. Fatma, et al., (2011: 2) say that in these groups, learners make an effort to maximize their own and other group members’ learning since the performance of cooperative learning groups is possible only when each individual struggles for the benefit of all group members.
Roger and Johnson (2002: 1) as cited in Suprijono (2009: 58) say that for a group work to be considered a cooperative learning process, following the basic elements, should be taken into consideration, namely:

a. Group reward: in order for members of a group to succeed, it is necessary for the group itself to become successful.

b. Positive interdependence: it means that within cooperative learning situation, students have two responsibilities: a) learn the assigned material, and ensure that all member of the group learn the assigned material.

c. Individual accountability: it means that group success depends on the learning of each and every individual. Every learner has the responsibility to learn the subject and do whatever must be done.

d. Face-to-face promotive interaction: it means that group members motivate one another where individuals encouraging and facilitating each other’s efforts to achieve, complete tasks, and produce in order to reach the group's goals.

e. Social skills: it is about teaching learners how to build relations among individuals and encouraging them to use this.

f. Group processing: it is about identifying which behavior of the members benefit to the success of the group, and also which behaviors should continue and which ones should be modified.

In short, cooperative learning is a very formal way of structuring activities in a learning environment that includes specific elements
intended to increase the potential for rich and deep learning by the participants. It also has some components to be taken by the teacher in learning implementation.

4. Cooperative Learning Activities

There are many cooperative learning activities which are used in teaching and learning English. Millis (2002: 1-9) says that there are six cooperative learning activities, namely:

a. Three-Step Interview

Three-Step Interview as an ice-breaker or a team-building exercise. This structure is developed by Kagan (1989). Three-Step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students’ role. Three-Step Interview helps students reinforce and internalize important concept-related information based on lectures or textbook and can encourage students to focus on the course material (Millis, 2002: 1). In Three-Step Interview, the interview’s questions are focused on content material, it has no right or wrong solutions, and it is usually posed by the instructor,

b. Roundtable

Roundtable is a technique useful for brainstorming, reviewing or practicing a skill (Millis, 2002: 1). Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the
paper. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle

c. Think-Pair-Share

Think-Pair-Share is a cooperative learning strategy that can promote and support high level thinking (Bennet, et al., 2001: 3). The teacher or instructor poses a question, and students think about the question, then they share their thoughts with other students. In this technique, students have thirty seconds of wait time to think independently on the answer to a content related question, and then student pair to compare their responses, rehearses their answer, and received feedback on their ideas. During the third phase, students are called on to respond (share).

d. Structure Problem Solving

Structure problem solving is called Number head together. It prompts equitable participation and peer coaching (Millis, 2002: 1). It is an activity that can be used repeatedly. In this technique, the teacher poses a question or problem requiring higher order thinking skills. Students discuss the question or solve the problem.

e. Jigsaw

Jigsaw is cooperative learning structure that promotes the sharing and understanding of idea or texts (Bennet, 2001: 167). Jigsaw facilitates learning in two area positive independence and equal participation and the academic skill of acquiring knowledge and understanding. In this technique
allows students to become an ‘expert’ in some aspect of a topic, and then return to a ‘home’ group to share what they have learned. Expertise is developed, acknowledged, and share among the members of each group as they encourage each other in the learning process (Isjoni, 2011: 54).

f. Send a Problem

This structure is particularly effective for problem solving (Millis, 2002: 7). Students participate in a series of problem solving rounds, contributing their independently generated solution to those that have been developed by other groups. After a number of rounds, students are asked to review the solutions developed by their peers, evaluate the answers and develop a final solution.

C. Three Steps Interview

1. The Definition of Three - Step Interview

There are many definitions of Three-Step Interview. Three-Step Interview is a cooperative learning that helps students personalizing their learning, appreciating the ideas, and thinking of others. Arra, et al., (2011: 115) define that Three-Step Interview as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students’ role. Nolinske, et al., (1997: 35) assessed from http://The American Journal of Occupational Therapy.com also define that Three-Step Interview is an effective team building exercise that reinforce information learned during listening, speaking to lectures or reading text. The Three-Step Interview takes the place of the
group discussion, because each person in the group must produce and receive information. This technique needs the students to work together as interviewer, interviewee, and reporter. In three steps interview, students in pairs take turns interviewing each other and then report what they learn to another pair.

Additionally, Three-Step Interview (Kagan, 1994: 54) could be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students.

2. The Purpose of Three-Step Interview

Three-Step Interview can help students to share their thinking, ask question and take notes (Bennet, et al., 2001: 1). Furthermore, Barkley (2005: 1) states that three steps interview creates the opportunity for students to network and improve specific communicative skills. Three-Step Interview is also help students to increase the team building exercise that reinforces information learned during listening, speaking, asking questions, and also can be used for reinforcing virtually any topic (Nolinske, et al., 1997: 35), assessed from http://The American Journal of Occupational Therapy.com. Regarding with this, Lipton, et al., (1998: 76) also states that the purpose of Three-Steps Interview is to engage students in conversation for the purpose of analyzing and synthesizing new information.
In short, the purpose from Three-Step Interview is to gain the information from the students through interviewing and responding each other orally.

3. Strategies in Three-Step Interview

Bennet, *et al.*, (2001: 1) say that the guidelines in Three-Step Interview activities are:

a. Questioning, before students try this strategy, they have to explore the types of questions, reporters ask to the partner, and what point in the interview they ask them.

b. Reinforcing the need to “take time” talk about the issue of taking time to think or deciding whether or not to answer a question during an interview.

c. Using recording sheets, consider providing students with recording sheet to use when students are in the role of “reporter”.

d. Determining the length of time for each interview, depending on the age of students and their experiences with this cooperative learning strategy. The teachers may have to adjust the length of time for the interviews.

4. Procedure of Using Three Steps Interview

Three-Step Interviews can be used as an introductory activity or as a strategy to explore concepts in depth (Nolinske, *et al.*, 1997: 35) assessed from http://The American Journal of Occupational
Therapy.com. It is a strategy that is very effective when students are solving problems that have no specific right answers. This strategy helps students personalize their learning, listen to and appreciate the ideas, and thinking of others. The “interviewer” has to engage in active listening and then paraphrase the comments of the “interviewee”.

In Three-Step Interview, students A would interview B for the specified number of minutes, listen attentively and ask probing questions. At a signal, student changes the role, and then B interviews A for the same number of minutes. After that, each pair joins another pair to form group of four to introduce their pair partner, and share what the partner had to say about the key information at hand (Lipton, et al., 1998: 76). The number for each group is three students, but it can be modified for group of four.

Furthermore, Nolinske, et al., 1997: 35) assessed from http://The American Journal of Occupational Therapy.com also state that Three-Step Interview involved in this process:

a. In step 1, a student conducts a timed interview of another student using specified questions. One of the students assumes the role of the interviewer, and another becomes the interviewee. The interviewer asks questions of the interviewee to elicit their views or ideas on the issue/topic, within a specified time period. The interviewer paraphrases the key points and significant details that arise.
b. In step 2, after the first interview has been completed, the students’ roles are switched by using the same open-ended questions.

c. In step 3, each member of the group introduced his or her partner, highlighting the most interesting point with other groups.

5. The Advantages of Three-Step Interview

The advantages of Three-Step Interview are:

a. Three-Step Interview is appropriate in any grade level or content area.

b. Three-Step Interview creates invitation for learning, enhancing student engagement, motivation, and achievement because in Three-Step Interview, students can make interaction and study together, so they can give motivation each other.

c. Three-Step Interview can involve the students to share and apply different questioning strategy orally (Bennet, et al., 2001: 1) because in doing the activities, students are free to ask some questions to their partner and get many information.

d. Three-Step Interview can be used as an introduction to an activity or way to explore ideas and concepts deeply (Steniev, 2003: 4).

e. Three-Step Interview can give an opportunity to express own opinion, develop active listening skills, and understand others’ point of view (Nolinske, et al., 1997: 35).

f. Three-Step Interview allows learners to consider the problem from different aspects (Nolinske, et al., 1997: 35).
In short, the explanations described before mean that the usage of Three-Step Interview technique to teach speaking can encourage active learning and increase the critical thinking of the students. They also have to take a part in conversation.

6. The Disadvantages of Three-Step Interview

The disadvantages of Three-Step Interview are:

a. Students might be using too much time for the interview (Bennet, et al., 2001: 168) because they have to switch role become interviewer and interviewee. Furthermore, each student in groups has to respond the questions and think about the answers.

b. Students can misunderstand both of question and answer (Bennet, et al., 2001: 168). It can happen when students do these activities because not all students can speak fluently or have good pronunciation and grammar, so students have to be careful in their speaking either when they ask the question or give the answer.

c. Students feel difficult to respond the questions if they have no ideas or information because in Three-Step Interview students are exchange their ideas and give the answer clearly.

d. Students hesitate to answer orally because they feel afraid in making mistake in their words.

e. Teacher feels difficult to measure speaking competence of the students one by one because there are many groups in the class. Furthermore,
teachers have to pay attention with the five aspects which have to be focused to measure students’ speaking competence.

In short, the explanations described before mean that the usage of Three-Step Interview has disadvantages because the students need much time to think about the question and answer orally, and the teachers have to be careful in monitoring the activities that may make a class noisy.

7. **Teaching Speaking by Three-Step Interview**

In teaching speaking, teachers will be easier to ask students to make a small group or in pairs because students will be comfortable if they are learning together. In Three-Step Interview, students work together in group of four students who divided into two pairs to take turn interviewing each other and then report what they learn to another pair.

This cooperative learning technique of Three-Step Interview creates the opportunity for students to increase their motivation to learn and develop their achievement (Steniev, 2003: 4). In Three-Step Interview, students as interviewer must listen carefully, concentrate on the interviewee’s response and encourage elaboration. The interviewer can explore the questions which he or she wants to ask to the interviewee. Furthermore, interviewees can practice to express their thought succinctly because the information and opinion are solely on them. The interviewees have to respond with their high degree of personal commitment. Further, the interviewer must understand and record the information gathered from the interviewees’ responses.
Finally, all of the groups have to make summarize and synthesize the responses effectively for other students.

Based on the explanation previously, the teacher has to control students’ activities and make assessment according to their speaking ability in speaking practice included their fluency, comprehension, grammar, vocabulary, and pronunciation.

Three-Step Interview has also the impact in fluency. Fluency is an important aspect in success speaking. If the students have a good in pronunciation, grammar, and vocabulary, they have confidence to speak English fluently. In Three-Step Interview, students are demanded to speak fluently because when they are discussing, they have limited time to respond the questions and give all of the information, so students have to learn and practice to speak fluently. Therefore, through Three-Step Interview, students can develop their fluency in speaking.

Three-Step Interview has the impact in comprehension. Comprehension in speaking means understanding something what the speaker says. In Three-Step Interview, students take a part in conversation and discussion. The interviewers have to listen and comprehend the meaning from the speaker says in order to make the communication run well. If students have a good in comprehension, the information can be obtained easily. Therefore, Three-Step Interview can enhance students' understanding of communication.
Three-Step Interview also has the impact in Grammar. Grammar is the pattern of arrangement of words in sentences (Lado, 142: 1961). When students interview each other, they have to speak English in sentence not in words or in parts of word. It is very important for them to arrange the words into good sentences in order the interviewers can understand the meaning from what the interviewees say. Thus, through Three-Step Interview they are able to arrange the words into the good sentences.

Three-Step Interview has the impact in vocabulary. Vocabulary is the third aspect in speaking, and it is very important for them to deliver some information. Without having adequate vocabulary, the students will not be able to speak and difficult to deliver the message. Therefore, through discussion practice in Three-Step Interview, students are motivated to improve their vocabulary. Successful vocabulary development ensures that students will develop in their speaking.

Three-Step Interview has impacts in pronunciation. Pronunciation is the basic element in speaking because if student has a good in pronunciation so, the listener can understand what the speaker says and the communication process will be easier. Students can learn together of how to pronounce the words well. It is because in Three-Step Interview, they have to take a part in conversation and take a note the information from the interviewee, so if there is mistake in pronunciation, they can remind each other. Furthermore, students can learn and pay attention in
their stress and intonation. Stress is used to identify the words and grammatical function. Intonation is usually described as high or low, as rising, level of falling is basic to communication through speaking. Therefore, through Three-Step Interview their pronunciation, stress, and intonation will be better because they are demanded to make the listener understand what the speaker says.

8. Relevant Research of Three-Step Interview

Three-Step Interview is one of cooperative learning strategy that can be implemented as teaching technique which is effective to reinforce information learned during listening to lecture, speaking, and reading texts. It is supported by some previous research which applied Three-Step Interview as learning technique. Millis (2002: 35) says that Three-Step Interview could be effective for teaching listening and students’ critical thinking. It is proved that in the end of the research students an easier to rehearse the information and results by sharing their ideas and thoughts.

Furthermore, Nolinske, et al., (1997: 35) say that Three-Step Interview helps students understand the topic at hand in reading comprehension, and it could often clarify misunderstanding or fill in missing information. In this activity students exchange the information and give understanding each others.

Yanive (2007: 83) also says that all the students at the end of the implementation by using Three-Step Interview in teaching speaking...
showed different attitude toward group work and the skill of speaking. The students have high motivation to speak and active in every exercise. They are also willing to open their mouth, instead of being afraid of making mistakes in front of the whole class. By using Three-Step Interview, students were free to express and explore their ability to give the information and respond the questions. Furthermore, they could ask their questions and express themselves to their classmates than to the teacher (Atmani, 2010: 60).

As’ad (2011: 7) says that the using Three-Step Interview as cooperative learning strategy, the students could be motivated to increase their vocabulary. Furthermore, the teaching and learning process was more interesting.

Finally, Irawati (2011: 35) assessed from http://pasca.uns.ac.id/ explains the implemented of Three-Step Interview is effective to teach speaking. The research also shows that the effect of teaching techniques depends on the students’ language anxiety. Therefore, the teachers are expected to be able to select the appropriate teaching technique to teach speaking for the students having low and high language anxiety.

D. Basic Assumption

Three-Step Interview technique is effective for reinforcing virtually any topic. The students also have an opportunity to get new information and to make them understand of the topic because in this technique, students can share and apply different questioning strategy orally, students can explore
their ideas and concepts deeply. Furthermore, students can give opportunity to interview each other about the topic with open-ended questions. They respond to the questions from the interviewer, so the interviewee is demanded to answer orally with their high critically thinking.

Additionally, the person being interviewed will not only have to answer or express himself or herself in the target language, but also become involved in an interpretation process. It is better for increasing and developing their language production: fluency, comprehension, grammar, vocabulary, and pronunciation.

Those all can stimulate their interest to speak English. Therefore, it can be assumed that Three-Step Interview is effective for encouraging students’ speaking competence. As a result, the experimental class which is taught using Three-Step Interview will get better result than the control class in their speaking competence.

E. Hypothesis

Based on the basic assumption aforementioned, the hypothesis of research is that Three-Step Interview is effective for teaching speaking.