

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Concept of Speaking

There are four skills in learning English, namely, speaking, writing, listening, and reading. Speaking and writing are included in productive skill, in the other hand listening and reading are included in receptive skill. Productive skill and receptive skill are connecting each other. Especially Speaking and Listening skill. (Bailey and Nunan, 2005:52) stated that, “speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”. Comprehension involves as well as production, this ability need to be enhanced so that students’ ability in English can be enhanced highly.

In addition, (Patel and Jain, 2008:29) state that “the primary functions of language are communication, self-expression, and thinking”. Language is a communication. For a learner to master a language well, she/he must be able to speak that language. Speaking ability indicates that the learner knows how they use that language. However, speaking a foreign language is not an easy ability to be mastered by students. Since it needs great preparation to speak well in the new language. Speaking English can be particularly difficult because, unlike reading or writing, speaking happens in “real time,” Regarding this, (Brown,

2004:172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Before they speak, they should know what they will say; therefore, they need to have many ideas in their mind about what they will say. Minimally, Junior Highschool Students must be able to use correct fluency, grammar, vocabulary and pronunciation. Thus, it will be difficult for listeners to understand them if they speak incorrectly.

In reality, Junior high school in Indonesia is the beginning way to learn English as well. Based on Indonesian curriculum syllabus for Junior Highschool, (2013:2), students are expected to be able to express either transactional or interpersonal communication in a daily life context. Sometimes teacher uses conventional of teaching even though the curriculum has changed. Besides, a beginner class should have been introduced to an innovative ways to attract the students to learn English. Enhancing Students' speaking ability in Junior High school can be inferred by teaching them an innovative ways namely Three-Step Interview technique.

2. Types of speaking ability

The specification of skills is to combine the content with an indication criterial levels of ability. Below are the taxonomy for oral production or five basic types of speaking such as imitative, intensive, responsive, interactive, and extensive stated by Brown (2004:141)

a. Imitative

An ability to imitate a simple word or phrase included in the criteria on performance.

b. Intensive

The Production of short stretches of speaking designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, juncture).

c. Responsive

A limited level of interaction and test comprehension. it can be implied the very short conversations, small talk, simple requests and comments.

d. Interactive

A complex version of the interaction, multiple exchanges and/or multiple students to participate.

e. Extensive

Extensive (monologue). Extensive speaking tasks include speeches, oral presentations, and story-telling, during which the opportunity for interaction.

The researcher can say that in the junior High school only focused about fluency, vocabulary pronunciation and grammar. No inference to the students about understanding meaning or to participate in an interactive conversation

3. Teaching Speaking

a. The Usage of Teaching Speaking

Teaching speaking is the process of teaching students the foreign language to make the students can understand and they can speak in that language. Cotter (2008:01) stated on the www.eslarticle.com/pub/teaching/speaking-listening/106-speaking-well-four-steps-to-improve-your-esl-efl-students-speaking-a.html that “mastery of English as a second or foreign language (ESL or EFL) comes down to how well a student speaks. He may write well, for example, get high marks on tests, or even have an accent nearly identical to a

native speaker; but if he can't express ideas, opinions, or instructions clearly in conversations, few would call him proficient". Above are the differences between teaching speaking for foreign and second language students.

Ur (1991) as cited in HUI (2011:29-30) lists four characteristics of successful speaking activities as follows:

- 1) The learners talk as much as possible of the period of time scheduled to the activity is occupied by the learner talk.
- 2) Participation is even in the speaking class, the classroom activity is not dominated by a minority of talkative students, all learners have equal chances to talk or speak in English. Contributions are evenly distributed.
- 3) Motivation is high learners are eager to speak: (a) because they are interested in the topic. They have something new to say about it; and (b) because they want to contribute to achieve a task objective.
- 4) Language is acceptable level learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

Based on expert above, the researcher selected the class who are having high motivated students and have potential to be motivated in speaking English, so that the learning activity was easier and the researcher saw there was an effectiveness in the application of the Three-step interview technique in their speaking ability.

b. Communicative competence in teaching speaking

According to National Capital Language Resource Centre (NCLRC) (2004: 1) as cited in Jasno (2012:03) language learners need to recognize that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary):
Using the right words in the right order with the correct pronunciation.
- 2) Functions (transaction and interaction):

Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants):
Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

The ability to use the language correctly and appropriately according to communicative competence is to accomplish communication goals. The desired outcome of the use of the language is the ability to communicate competently, not the ability to use it exactly as a native speaker does. So did the Junior High school students, they only conduct very low communicative competence. Thus Three-step interview involves the three communicative competences above so that it made an impact and recognize their speaking knowledge.

Developing communicative competence in teaching speaking viewed very necessary. It having high value in the process of communication in developing the communicative competence, the primary point will be focused on the meaning and the understanding of information. Widdowson (1978: 67) as cited in Jasno (2012:09) strengthens, “the ultimate aim in language learning is to acquire communicative competence in talking and corresponding and psychological activity underlying the ability to say”. The students feel free to communicate their ideas naturally in their speaking without facing difficulty in the grammar aspect. Real life communication and social-culture interaction will underline the communicative competence in teaching speaking.

According to Jasno (2012:09) “High motivation and prepared communicative tasks to the students are importantly considered in developing communicative competence in teaching speaking. They will be brought into situations of speaking atmosphere that really enable them to speak naturally”. Take it example in face to face interaction, spontaneous improvised drama, and other communicative applied strategy (Three-step interview) In other side, Haycraft (1978: 82) as cited in Jasno (2012:14) supports that the effective way of stimulating the students’ talking is to issue materials with natural situations that consist of the exchanges such as questions and answer, suggestions, and reactions, opinions and arguments. It matches with the terms of Three-step interview technique that hopefully it can be implied in Junior High School Students.

c. Teaching Speaking in Junior High School

Based on KTSP (School-Based curriculum), the target of teaching and learning English in junior high school is that the students can reach functional level. It means that students are able to communicate English in spoken and written forms. In order to be able to communicate in both spoken and written form, they should have good four language skills. Those are listening, speaking, reading and writing. In here the researcher will utilise Three-step interview technique that can be hoped to enhance their speaking ability.

Teaching speaking to junior high school students was not an easy task since they were in the transition from childhood to adult. Puchta and

Schratz, as quoted by (Harmer, 2001: 39) and Umi (2009:14) say that “teenagers seem to be less lively and Humorous than adults.” Nevertheless, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them” (Harmer, 2001: 39). In order to make the students take a part in the lesson, the teachers should make the lesson easier to understand. Otherwise, they must be having a learning technique to make lesson easier to understand. The learning concept such as Three-step interview.

According to “KTSP Mata Pelajaran Bahasa Inggris” (DEPDIKNAS, 2006:308), the sector of English in junior high schools are as follows:

(1) Discourse competence, that is the competency of understanding and/or producing oral text and/or written text, which are presented into four language skills, listening, speaking, reading and writing, to achieve functional literacy level;

(2) Competence of understanding and creating any short functional texts and monologues as well as essays in the form of procedure, descriptive, recount, narrative, and report. The gradations of materials are presented in terms of vocabulary, grammar and rhetorical steps;

(3) Additional competence, that is Linguistic competence (using rules of grammar and vocabulary, sound and writing systems); socio-cultural competence (using acceptable expressions and speech act in any communication context); strategic competence (overcoming problems

which appear in the process of communication will take place); and discourse marker competence (using the devices of discourse markers).

It can be concluded that teaching English in junior high schools focuses on two cycles, oral and written and four language skills, listening, speaking, reading and writing. Those four language skills must be taught thoroughly but then when we use Three-step interview we can get all in one.

B. Three-step Interview

1. Definition of Three-Step Interview

Three-Step Interview is a cooperative structure used to develop speaking skills. According to Kagan, (1990) as cited in Arato (2013:59) Three-step Interview is the technique in language teaching which the concept of this technique is students work in groups, interview the other (in pairs) then share the information from the interview. Not only do they learn about speaking as usual but also learn how to communicate with others.

According to Barkley, et al. (2005:121) as cited in Rika (2012:199):

The teaching steps of Three-Step Interview lead the students to communicate in target language. When the students interact each other, they convey the ideas which involve all indicators of speaking. This technique is suitable for newbie learners, because this technique directly lead them to have a communication among the students, “practice makes perfect”.

Related to the expert’s opinion above, this technique could be the alternative of teaching technique nowadays. Meanwhile in Indonesia, junior high school is the introductory to beginner level to introduce English as the target language. Such activities provide in this technique could help the

students to have a good communication and share their ideas among the students.

2. The Advantages and Disadvantages of Three-Step Interview

Three-step interview has some advantages and disadvantages to teach speaking. Furthermore it could have stringent the technique to be applied in the Junior High School Students. Bennet, et al (2001) cited in Imanggiasih (2016:25) mentioned that the advantages of three-step interview, namely:

- a. Creating simultaneous accountability situation. The students learn together in a group and they have responsibility to bring their own group successful in achieving the goal of the lessons.
- b. Sharing and applying different questioning strategies. The students can make questions by their own ideas and point of view toward the topic, it is enable their questions will be different.
- c. Introducing different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.
- d. Reinforcing virtually any topic (Nolinske, et al,1997:35).
- e. Giving an opportunity to express students own opinion, developing active listening skills, and understanding others' point of view (Nolinske, et al., 1997: 35).
- f. Considering the problem from different aspects (Nolinske, et al., 1997:35).

Besides the advantages, the technique also have some disadvantages that the writer found during the application of it such as:

- a. Considering this technique is very slow. So less material can be covered
- b. Facing a little bit problem in understanding the meaning of students friends' statement when the interview process
- c. Facing difficulties in writing the results of the students' interview

3. Principles of Three-Step Interview

Three-step interview has several procedures to be applied. This technique applied by did a role play to the students because there was interviewer, interviewee and reporter/note taker. To explain the process, each student with four students on it named as A, B, C, and D. It was in the line with Kagan (2001:54), which stated that, "students work first in pairs to interview each other and then do a Round Robin (turn taking), each shared what he or she learned in the interview". Some points that are to be considered for this process as cited in Maghfirah (2018:16-17) include:

- a. Purpose of the activity

An entrance activity to introduce the topic and to activate past knowledge between activity to encourage students to analyse and understand the topic in depth; and an exit task to review the information taught in the class.

b. Questions

Providing a general topic statement or question around which the individual student's questions are to be formed. (Professional learning board, n. d).

c. Interviewing

Familiarizing students with the method of interviewing. Using video clips, including the importance of "taking time" to think before answering a question. They can also be given the freedom to choose whether or not to answer a particular question as in real interviews. (Professional learning board, n. d).

d. Timing

Planning for three key time durations. One, after presenting the general topic, students can be given around 1-2 minutes to prepare their thoughts and questions. Two, interviewing time can be a fixed time of 3-4 minutes, after which an extra minute is given to prepare for the next role. Three, after the interviews are conducted 2 minutes can be provided for the students to share and consolidate the information. (Professional learning board, n. d).

e. Recording

Filling template of a recording sheet. The same sheet can be used to record questions and answers from all three students.

4. Procedure of Three-step interview

Each parts of the Three Steps Interview procedures are making students more interested in learning English speaking because it makes them participate in classroom. The interviewing process is conducted in three Steps as follows:

- a. Determine the role of each student with four students on it named as A (interviewer), B (Interviewee) C (Interviewee B1), and D (Reporter).
- b. Change the role so the turn will be students B become Interviewer, students C Become Interviewee, students D become Interviewee B1, and students A the reporter
- c. Change the role, the final turn will be students C become Interviewer, students D become Interviewee, students A become interviewee B1, students B become Reporter

After the three-step interview process was completed, the students were given extra time to share and discuss the information they got.

Three-step interview could renew the teaching way. With the extension of divergent levels of questioning and thinking. After this research was conducted, the students' speaking ability increased. Meanwhile the sharing activity could point the students' ideas through listening and understanding skills.

C. Relevant Study

In educational life, there are so many efforts to develop speaking skill, speaking skill have importance to the students and prepare them to be success in the future. Related with the purposes of learning English speaking in Junior Highschool grades, “Considering the English speaking importance to improve the international competitiveness”. The word success here means that the students can survive or get succeed in the international students’ competitiveness. Below are the relevant studies to highlight the previous study, so that the research could make it as the reference in having the research done. The relevant study as follows:

- 1) Irawati R. (2012) “*The Effectiveness of Three-Step Interview Technique to Teach Speaking Viewed From Students’ Language Anxiety*” has found that Three-Step Interview technique is one of techniques in teaching speaking that creates the opportunity for the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012. Different with The Dialogue Memorization, students only memorize the dialog through mimicry; the other have to accept what the teacher gives passively. They have no chance to express their own idea on some topics
- 2) Ratnawati S.R (2017) “*Enhancing the Students’ Speaking Skilol Using Three-Step Interview and Numbered Head Together*” argued the use of Three-step interview is recommended to enhance speaking skill for those high and low motivated one of the State Institute Islamic Studies Syekh

Nurjati Cirebon in the Fourth Semester in the Academic year of 2013/2014. the comparison between Three-step interview and Numbered Heads Together (NHT). TSI performs more effective than NHT as teaching technique.

- 3) Maghfirah S (2018) “*Enhancing Students’ Speaking Skill Through Three-Step Interview*” has a research in teaching speaking through Three-Step Interview which can enhance the first year students of MAN 2 Aceh Besar speaking ability in terms of students’ pronunciation and fluency. Teaching speaking by using Three-Step Interview proved to be effective in improving students’ speaking ability..

The conclusion beyond the related studies above, Three-step interview has many of advantages in learning speaking to the Senior High School students and the upper rank. It makes them easier to learn speaking related to those examples of the previous research, as the matter of the fact the writer was interested to try something different rather than having upper rank as the subject of research, yet to conduct the research to the lower rank of English learners especially in Junior High School. The research was conducted in SMP N 4 Purwokerto that involved the first year of students as the evidence.

Briefly, the writer implied this technique to see the effectiveness of this technique to the junior high school students. Nevertheless, they only have limited ability in speaking, only imitating, combining, and answering with a simple sentence. Despite the ability, junior High school students have a good potential to be enhanced. As strengthen by Puchta and Schratz, as quoted by

(Harmer, 2001:39) and Umi (2009:14) say that “teenagers seem to be less lively and Humorous than adults.” Nevertheless, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them”. Thus, Three-step interview is needed to make them improve their potential in learning English then there will be enhancement in their speaking stated by Ur (1991) as cited in Hui (2011:29) one of key to make the speaking activity succeed, the students need to have high motivation because they are interested in the topic and they have something new to say about.

On the pre-test of this Research, All Students as the evidence were given several themes, then they had to choose one of them, then told the judicators orally. Only Students of Treatment Class asked to make three questions based on the video then the other student will answer it (Three-step interview process).

D. Research Hypotheses

The researcher needs to check and compare the result of t-test (t-value) to the table.

1. If the t-value is more than the value in the t-table ($t_{\text{value}} > t_{\text{table}}$), it means that H_a is accepted and H_0 is rejected. So, students who are taught through three step interview have better speaking skill than those who are not taught by three step interview.
2. In the other hand, if the t-value is less than the value in the t-table ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected. Thus, students who are not

taught by three step interview have better speaking skill than those who are taught by three step interview.

