

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explain about the review of the literature. They are definition of speaking, teaching speaking, the component of speaking skill, cooperative learning, elements of cooperative learning, advantages of cooperative learning, three steps interview, the advantages and disadvantages of using three steps interview, and the procedure of three steps interview.

A. Definition of Speaking

English education program as a second language is one of important aspect to learn for some people, especially studying the speaking skill. David Nunan (1995) stated that mastering speaking skill is one of the most important aspect of learning as a second language or as a foreign language, and success is measured in terms of the ability to carry out conversation in the language. Speaking is an active and productive skill. The target of speaking skill is an ability to express ideas. Because of speaking is one productive skill, it means that students must be active to improve their speaking skill (Fachrurrazy, cited in Agus Salim, 2015, p. 34).

Mastering speaking is not easy, especially for Indonesian students because English is a foreign language in our country. Students needs stated the information that they have. Before stating the ideas in speaking, we have to know what idea that we want to explain, and those idea comes from the information that we got. Processing the information from the other speaker is really important to build good communication, especially improving speaking

skill. According to Latha and Ramesh (cited in Sartika and Amin, 2014, p. 32), English is also called a lingua franca because it is used in business, travelling, tourism and many other aspects in human's life. In this modern era, mastering English is very important in many aspects of human's life especially in speaking skill.

There are many functions of mastering speaking, one of the function has stated by Brown and Yule (2008, in Thesis of Arini, 2014) there are three function of speaking such as speaking as an interaction, speaking as performance and speaking as transaction. Speaking as an interaction refers to the interaction which serves a primarily social function. The focus is more on the speaker and how they wish to present themselves to interact with others. Speaking as a performance refers to public speaking, such as public announcement and speeches. Speaking as performance tends to be in form of monologue rather than dialogue and it is closer to written language than conversational language. Speaking as transaction refers to situation when the speaker tried to speak accurately and clearly to make the hearer more understand about the topic on their conversation.

B. Teaching Speaking

Teaching speaking is started at teaching students how do they speak English as a foreign language. Harmer stated in his book, there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, speaking tasks can make the students

use the language they know and how well the students master their speaking. Third reason is the more students activate the language's storage on their brain, the more automatic their use of these elements become.

Teacher needs to know an English activities to make the students improve their speaking. Not only make the students practice their speaking, but also make their skill better. Scott Tonburry in Harmer's book suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become talking classroom.

There are five current issues related in teaching oral communication that will help in teaching practice. The first is conversational discourse, it means that when the students practice their speaking through conversation, some of them will confuse on understanding the output of word. Richard in Brown (1990) stated that "the conversation class is something of an enigma in language teaching." The goals and technique for teaching conversation are extremely depend on the students, teacher and the classroom management. The second issue is teaching pronunciation. Based on the pedagogical research, there are some controversy over the role of pronunciation work in communicative and interactive course of the study. Language program should emphasizes whole language context such as the meaning and word production.

The third issue is accuracy and fluency. One of teacher's question on to achieve the goal in speaking skill is how do the teacher prioritize the accuracy (clear grammatical and phonological) and also the students' fluent (natural) language? It is totally important to achieve the main goal of the

student's speaking skill. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their speaking.

The fourth issue is an affective factors in speaking. One of the biggest anxiety for students when they are practicing speaking is blurthing things out that are wrong or incomprehensible. Because of the concept of the language ego informs people that "you are what you speak", sometimes speaker are afraid of judge from the hearer. In this case, the teacher's job is to provide the kind of warm and embracing climate that encourages students to speak more.

The last issue is an interaction effect. For some students, the greatest difficulty in practicing speaking is not only grammar, sounds, word or the pronunciation, but also the interaction or conversation collaboration. Students need to find a partner in practicing their speaking, but on the other side the interlocutor effects are also give some effect to the students. It means that with whom will the students talking with, it will give an effect on their speaking performance (Doughlas Brown, 2000).

C. The Component Of Speaking Skill

There are five components are generalization recognized in analyses of the speech process. Those components are pronunciation, grammar, vocabulary, fluency and comprehension. Pronunciation is an essential aspect of learning to speak a foreign language. When the students does not pronounce the word clearly, it will difficult for them to understand it. It can be concluded

that pronunciation is a knowledge of studying about how the words in particular language are produced clearly when people speak. The second component is grammar. It is important for the learners of understanding grammar to master the spoken of language. It will make the speaker easier to know how arrange the word in sentence, what tense will be used, and also use an appropriate utterance.

Third component is vocabulary, it means how the speaker choose correct diction which is used in communication. Having limited vocabulary is also a barrier that precludes learners from learning a language. An English teacher should create interesting classroom of teaching learning to make the students can gain great succes in vocabulary mastery. The fourth component is fluency, it can be defined as the ability to speak English fluently and accurately. Fluency means the capability of someone who can speak fluent and accurately with a little pause on her speaking output.

The last component is comprehension. It must be remembered that language and speech are mean for communication. It is not enough for the students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Students needs to express their meaning by doing more practice in speaking, some people think that speaking ability in foreign language is difficult, because the target language is different with our mother tongue. In order to have good ability in speaking, students have to practice it (Rubiati, 2011). Those five factors plays an important rules on

students' speaking skill. By mastering all the factors, students will be good speaker because they can improve their skill well.

D. Cooperative Learning

Cooperative Learning provides an arena for students to have interaction with each other about meaningful content and work together in group and to take their active role in learning activity (Stone, 1990). Based on that theory, cooperative learning gives students big chance to create their own world and communicate it with their friends in group. Students have to work together to learn and responsible of their team-mates and also they can learning as well as their own (World Education, 2009). When students discuss about their material with their friends, they can communicate every idea, giving opinion even they will get better speaking skill because they will speak more in their group.

Using cooperative learning will give some advantages to the students, there are enhancing learner's interaction and enhancing learner's motivation (Tuan, L. T: 2010 , in Candraloka, 2016). The first advantage is enhancing learner's interaction, when the students doing cooperative learning activities, students are not only responsible for their own communication but also they have to concern with their team-mates to create an atmosphere of achievement. In cooperative learning students will have good social interaction because they know how to communicate well while doing cooperative learning during teaching and learning process. The second advantage is enhancing learner's motivation. To motivate the students, teacher have to create good atmosphere

in the classroom. When students have good communication with their friends, they will enjoy the learning process and also they can share their idea in a good situation and it will motivate the students.

Based on those advantages of cooperative learning, it can conclude that it is effective group work for students and with that effective condition, the students will consistently :

1. Learn their subject matter
2. Complete tasks
3. Include all group member in their work
4. Solve group problems with minimal teacher assistance
5. Resolve differences among themselves (Dishon and O'Leary, 1984).

E. Elements of Cooperative Learning

There are five main elements of cooperative learning (World Education, 2009) that take place in the lesson are :

1. Positive Interdependence

Students perceive that they need each other in order to complete the group's tasks. Group member feel that what helps one member will helps all member too. Students in group always help, assist, encourage and support each other's effort to learn.

2. Collaborative (social) Skills

Communication skill is necessary for effective group functioning so that the students can interact each other well. Students have to work

together effectively as well as group management skill. The students should have and use the needed leadership, decision making, trust-building, effective communication, and also conflict-management skills.

3. Processing group interaction

In order to improve cooperative learning activities teacher should encourage the students to reflect on how well they are working together, how well the group discussion can achieve the goals, how the group members decide what actions are helpful, and how the students can make decision on the group maintenance.

4. Heterogeneous Grouping (mixing students)

Group should not remain the same for all activities. Changing the group will increase social skills and the students will have new situations. Groups can be arranged from their past achievement levels, diligence levels, sex and age.

5. Individual Accountability

The way to build individual accountability is students should be responsible for a specific portion of task, every student has to summarize another's idea and also any student may be called randomly to answer for the team.

F. Advantages of Using Cooperative Learning

There are three aspects of advantages using cooperative learning. Those are from learning, social development and also communication (World Education, 2009).

1. Learning aspect

- a. Increased students' academic learning and their critical thinking ability.
- b. Students more spent their time by learning tasks.
- c. Increased students' retention and motivation to learn.
- d. Enhanced students' satisfaction with their learning experience.

2. Social development aspect

- a. Reduce disruptive behaviour and develops peer relationship.
- b. Promote students' self-esteem
- c. Students always use appropriate social skill and also improved their attitude towards school.

3. Communication aspect

- a. Students learn to share information
- b. Helps students to consider other's people point of view
- c. The last is give chance to the students develop their skills in oral communication.

G. Three Steps Interview

Three steps interview is a cooperative structure that helps the students in their learning process. It is also teach the students to appreciate each other

through working together in a team work. This learning technique will helps the students to listen and paraphrase to other and also will develop their understanding (Lipton and Wellman, 1998 in Thesis of Rani 2016, p. 80).

According of an explanation above, three step interview is a teaching technique that can help the teacher to improve the students' speaking skill. Three steps interview is used in group activity, so it will also develop the students' communication skills, team building, social skill and also students' critical thinking skills (Kagan 2009 in Thesis of Ari, 2018, p. 70).

By applying Three Steps Interview Technique, students will have an interaction with their partner as an interviewer or interviewee. Students have to take turn interviewing each other and then report what they hear or learn to other partner on their team. In this way, it will make students have a big chance to practice their speaking and if the teacher always apply this technique continually it will develop students' communication and speaking skill.

The purpose of using Three Step Interview as a teaching technique is to engage students in conversation especially for analyze and synthesize new information that they got. Three steps interview is an effective strategy to make the students learn how will they solve the problem without having specific correct answer (Kagan, 1994 in Thesis of Rani, 2016, p. 23).

H. The Advantages and Disadvantages of Using Three Steps Interview

Using Three Steps Interview have some advantages and disadvantages towards the students' speaking skill (Thesis of Ari, 2018, p. 74). The first

advantage is it will improve students' speaking skill through oral communication. This technique have a rules that students have to speak up. This condition will make the students more active to communicate and will make their speaking skill get better.

The second is this technique could increase students' motivation and interest in teaching and learning process especially for speaking skill. Using this fun technique will make the students enjoy the learning process and make a good atmosphere in the classroom. On the other side, this technique will give the students new experince to study English and they will fell more confident to speak up. Through this technique, it will motivate the students and they will think that speaking english is not difficult anymore.

The third is three steps interview will make the students cooperate with their group member. Students will learn how to manage their team work and respect their group member. They will also learn how to solve the problem and it will develop their social skills such as cooperation, teamwork, and it can increase their communication skill that will usefull for their daily life also.

Using this teachnique also have some disadvantages. Those disadvantages are it will take a long time. Because researcher have to apply this technique continually to know the development of students' speaking skill. Next, sometimes some of the students tend to not want to learn in a group and also the teacher will have difficulties to manage the classroom condition because it will consist of many group in a classroom.

I. The Procedure of Three Steps Interview

Three steps interview is a simple concept to apply for teaching and learning in the classroom. The procedure of using this technique are (Olsen and Kagan, 2001 in Thesis of Rani, 2014, p. 23) : Teacher makes a group of 4 students and labeled the students with A, B, C and D.

1. Teacher pairs the students, students A with B and student C with D.
2. Teacher gives topic to the students in group
3. Students are in pairs, each of them have to be interviewer and interviewee
4. Student A interview student B, and student C interview student B
5. After that, students have to reverse roles
6. Each students have to share information with their team about what they have learned during two interviews process.

Three steps interview can also used in the group of three, at each step of the interview, two team members interview the third member (Stone, 1990). But, it will works better if every member of group consist of four. In this technique, students will do conversation by their own way to get the information from their partner. Students will also practice their speaking during conversation, retell the information that they get and also express their ideas orally in their group. This technique is very usefull to improve the students' speaking skill.