

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review which is divided into two sub chapters: the review of related literature and previous of the studies. In the first sub chapters, it contains of language skill, speaking skill, component of speaking, teaching English speaking, cooperative learning and three steps interview technique. In the second sub chapter contains of some previous research that had been done by some preview researchers.

2.1 The Review of Related Literature

The researcher carries out some underlying studies as guidance. This sub chapter shows the review of some theoretical studies based on many experts. The review is divided into 6 parts; they are language skills, speaking skill, teaching English speaking, cooperative learning, three steps interview technique, and action research.

2.1.1 Language Skill

In this part, the researcher presents about the theoretical studies of language, skill, and language skills.

Language is defined by Carol in Ramelan (1992: 10) as “an arbitrary system of speech sounds which are used in interpersonal communication by an aggregation of human beings, and which are rather exhaustively catalogue things, processes and events in the human environment.” Moreover, Hornby (1995:132)

defined “language as a method of communicating idea, feelings, and desires by means of a system of sound and sound symbols.”

Based on Oxford Dictionary, “skill is an ability to do something expertly or well.” In addition, the definition of skill in Wikipedia is “the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.” Therefore, language skill is an ability to use an arbitrary system of speech sounds to communicate ideas, feelings, and desires that can be learnt by practicing.

Based on the use of language, Brown (2001:232) and Benner (2002:43), mentioned language skills consisting of reading, writing, listening and speaking. All those skills are important to be learnt because they related one to another. Students in vocational schools have the same responsibilities to learn about all those skills. They will apply them when they involve in the work place. Not to mention, in the globalization area English skills will be very useful to support their job career.

Furthermore, Heaton (1974:12) states, “one of skills that is important in daily life is speaking ability since the area of language are firstly presented orally before reading and writing are practiced.” In other words, speaking is the basic language skill that should be learnt by the students. For that reason, the researcher concerns herself only in speaking skills.

2.1.2 Speaking Skill

As stated in the previous part, speaking is one of the important language skills that should be learnt. In this part, the researcher will present more information needed about speaking skill.

According to Flutcher (2003:23), “speaking is the verbal use of language to communicate with others” Moreover, Mackey in Bygate (1987:5) summarized speaking, the oral expression, as follows: “Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning.”

In other words, Burns and Joyce in Florez (1999:1) defined “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.” Yet, Brown (2001:267) stated that “the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.” When people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning.

Brown (2004:141) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and intensive. The explanation about those categories is stated as follows:

1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students’ pronunciation than the ability to understand or convey meaning.

2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.

3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.

4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.

5) Extensive: extensive oral production includes speeches, oral presentations, and Story-telling. In this stage, the students should be able to produce their own language with their own idea.

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

2.1.3 Component of Speaking

Speaking involves the interaction of several processing components. Even pre-theoretically, it is obvious that speaking at least comprises a level of sound

production or articulation. As English learners, we have to know some important component. In English, there are many important elements that related in speaking. According to David (1986:81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation here however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation. To makes students' speaking ability much better, especially in pronouncing word, there are sets of quality to be rated.

According to Harris (1986:84), there are five sets of qualities must be rated in pronunciation, they are:

1. Pronunciation problems to serve as to make speech virtually unintelligible
2. Very hard to understand because of pronunciation's problem. Most frequently is asked to repeat.
3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
4. Always intelligible, though one is conscious of definite accent.
5. He few traces of foreign accent

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill.

The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

In speaking ability, there are sets of quality should be rated in grammar. According to Harris (1986:84) that there are five qualities that should be rated, as follow:

1. Errors in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern.
3. Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4. Occasionally makes grammatical and/or word order errors, which don't, however, obscure meaning.
5. Makes few (if any) noticeable errors grammar and word order

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That's way, if the students have a lot of

vocabularies, their speaking will be fluent and they are not confused in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and will face hardship in pronouncing and producing many words that they want to convey.

According to Lines (2006:121) vocabulary is the collection of words that an individual knows. In addition, according to Richards (1995:370) vocabulary is a set of lexemes, including single words, compounds words and idioms. When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless.

English speaking ability has asset of qualities that must be rated. Harris (1986:84) states that the qualities are as follow:

1. Vocabulary limitation so extreme to make conversation virtually impossible
2. Misuse of words and very limited vocabulary make comprehension quite difficult.
3. Frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies.
4. The use of vocabulary and idiom are virtually that of native speaker.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means that, the student's fluency in English as a sign

that they are master of English. To know about fluency, Harris (1986:81) says, "Fluency is the ease and speed of the flow of speech".

According to Harris (1986:48) that there are five qualities that must be rated in fluency of speaking. There are as follow: speech is so halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech, and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

Harris's opinion is based on a lot of consideration in evaluating something, for instance in speaking English skill. He also considers that speech and fluency are rather strongly affected by language problem. It means the people will understand about other people speaking if the pattern or grammar of the language are correct. Even though their speaking can be understood and comprehended by their opponent of speaking consequently; they will be confused just because of their errors of using their language pattern.

According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: cannot be said to understand even the simple English conversation, has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

2.1.4 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 presents 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. In line with that statement, Nunan in Thomas (2011:18) describes what teaching involves. He stated to teach speaking means to teach language learners to:

- (1) “produce the English speech sounds and sound patterns;
- (2) use word and sentence stress, intonation patterns and the rhythm of the second language;
- (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- (4) organize their thoughts in a meaningful and logical sequence;
- (5) use language as a means of expressing values and judgments; and
- (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.”

Bygate (1987:3) stated that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. In other words, the teacher needs to have a good preparation and plan for teaching and learning activities in the class. The preparation includes the teaching method and teaching

material. It is also important to consider the age range of the students before he or she designs teaching activities because teaching children, teens, and adults are different. The students in senior high school includes in teenagers. Teenager is an age of transition, confusion, self-consciousness, growing, and changing body and minds (Brown, 2001:92). He also mentioned how to keep students' self-esteem because it will be most important concern to teach teens. They are "avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group works.

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

Another idea is from Johnson in Setiyadi (2006:19). They suggested five possible learner roles that can make language learners more autonomous. One of them is "learners are member of a group and learn by interacting with others". It means that by working in groups, students will have more opportunity to speak up their idea in order to learn English more effective.

From the explanation above, the conclusion is the teacher needs to know various strategies and decide most appropriate strategy to improve students' speaking ability by considering some factors such as students ages, teaching materials, and teaching method. A good strategy will influence the success of the goal achievement.

2.1.5 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 is teacher and learner's roles.

2.1.5.1 Definition of Cooperative Learning

First definition 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 (2011:87), she defines "cooperative learning is part of a group of teaching or 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."

Slavin in George's Journal (1994:63) also emphasized that cooperative learning could be shown to enhance learning. He stated that "working in dyads or small groups, usually with some incentive or reward for the group's

accomplishments, students are motivated in cooperative learning to help one another master skills or learn the material.”

In addition, Kagan (1994:131) defined “cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.” Based on definitions stated above, we can get several points that should be apply in cooperative learning. They are small group, group working, social interaction, work together, and help each other.

2.1.5.2 Basic Principles of Cooperative Learning

Kagan in Richards and Rodgers (2001:196) proposed five basic principles of cooperative learning as follows:

1) Positive interdependence

Group members feel that what helps one member helps all and what hurts one member will hurt all. Learners in group help, assist, encourage, and support each others’ efforts to learn. Students must feel that they need each other in order to complete the group's task, that is, they "sink or swim together.”

2) Group formation

“One of the important factors that creating positive interdependence in groups is the group formation. When the teachers grouping the students, they have to consider some aspects such as the size of the group, assigning students to group, and students role in group.”

3) Individual accountability

The individual accountability involves both groups and individual performance. The performance of each individual learner is assessed and the results are given back to the group and the individual. Ways to build in individual accountability include: students take individual quizzes; each student is responsible for a specific portion of a task; each must be able to summarize another's ideas; any student may be called on at random to answer for the team.

4) Social skills

Skill communication is necessary for effective group functioning so that the students can interact each other with their reammates. These include skills for working together effectively (staying on task, summarizing, recording ideas) as well as group maintenance skills (encouraging each other). Learners must have, and use, the needed leadership, decision making, trust-building, effective communication, and conflict-management skills.

5) Structuring and structures

“It refers to the ways of organizing the students’ group. The ways include how the students interact with the teammates.”

2.1.5.3 The Aims of Cooperative Learning

The application of cooperative learning method in teaching and learning has goals based on Richards and Rodgers (2001:193) as follows:

1) “to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities,

2) to provide teachers with methodology to enable them to achieve this goal and one that can be applied in variety of curriculum settings,

3) to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks,

4) to provide opportunities for learners to develop successful learning and communication strategies, and

5) to enhance learners' motivation and reduce learner stress and to create a positive affective classroom climate.”

2.1.5.4 The Advantages of Cooperative Learning

Mc Groarty in Richards and Rodgers (2001:195) offers six learning advantages by doing Cooperative Learning in classroom activity. They are:

1) “increased frequency and variety of second language practice through different types of interaction,

2) possibility for development or use language in ways that support cognitive development and increased language skills,

3) opportunities to integrate language with content-based instruction,

4) opportunities to include a greater variety of circular materials to stimulate language as well as concept learning,

5) freedom for teachers to master new professional skills, particularly those emphasizing communication, and

6) opportunities for students to act as resources for each other, thus assuming a more active role in their learning.”

2.1.5.5 Structures of Cooperative Learning

Cooperative Learning method consists of instructional strategy called structures. There are many Cooperative Learning structures that are available for any teaching learning situation. Each structure and technique has a different function in teaching learning process depending on the student's ability, condition and levels. According to Kagan (1994:134), there are number of Cooperative Learning structures and techniques categorized as follows:

(1) Team Building

This category focuses on doing brainstorming in teaching activities. This category has three structures, Round Robin , Corners, and Match.

(2) Mastery

This category concern in how students could master the lesson. This activity also has three structures, Numbered Heads Together, Color-Coded Co-op Cards, and Pairs Check.

(3) Concept Development

In this category, students are supposed to gain their knowledge from the lesson. They are expected to develop their concept of the lesson in solving the problem. It includes three structures, Three-Step Interview, and Think-Pair-Share.

(4) Multifunctional

This category could be applied in any situation of the teaching learning process. It could be used for manage the classroom, understanding the lesson, and developing the lesson. It includes five structures, RoundRobin , Inside-Outside Circle, Partners, Jigsaw, and Co-op Co-op.

2.1.5.6 Learner and Teacher Roles

The primary role of a learner is a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning (Richards and Rodgers, 2003:199).

The teacher role in cooperative learning is different from the teacher role in traditional teaching method. In cooperative learning, Johnson et al (1994) mentioned that the teacher has to create a highly structured and well-organized learning environment in the classroom; set goals, plan, and structure tasks; establish the physical arrangement of the classroom; assign students to groups and roles; and select materials and time. An important role of the teacher is being the facilitator for the students.

Harrel in Richards and Rodgers (2001:199) added “as a facilitator, the teacher gives feedback, redirects the groups with questions, encourages the groups to solve the problems, extends activities, encourages thinking, manages conflict, observes students, and supplies resources.”

Based on all information above, Cooperative Learning focuses in group work and social interaction to make the students achieve the learning goals easily. It concerns in the positive dependency where the students help each other. By using Cooperative Learning, students will be the center of teaching learning activities in the class. They will have more opportunities to explore themselves. Moreover, they can be more active because they will be taught to plan, monitor,

and evaluate their own learning. The students do not only learn about the teaching materials, but they will also learn about social interaction and character building. They will be accustomed themselves to respect their partner, be discipline, and be more responsible with their own.

2.1.6 Three Steps Interview Technique

The previous part has given the information about Cooperative Learning. The researcher chooses one of the Cooperative Learning technique as a suggestion for teachers to improve students' speaking skill. It is Three Steps Interview technique. In this part, the researcher presents the information related to Three Steps Interview technique. There are general concepts, aims, benefits, and the procedures.

2.1.6.1 General Concept of Three Steps Interview Technique

Lipton and Wellman (1998:27) defined Three Step Interview Technique is a cooperative structure that helps students personalize their learning. It also teaches them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to another person.

Kagan in Jacobs et al (1997:57) suggested Three Steps Interview Technique is used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. By applying Three Steps Interview Technique, students will have an interaction in

pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English.

Three Steps Interview Technique is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with four students per group, but it can be modified based on class situations.

2.1.6.2 The Aims of Three Steps Interview Technique

The aims of Three Steps Interview technique is to engage students in conversation for the purpose of analyzing and synthesizing new information. Three-Step Interview is a strategy that is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process (Kagan, 1994).

2.1.6.3 The Benefits of Three Steps Interview Techniques

Three Steps Interview technique will give benefits to the students as follows:

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

2.1.6.4 The Procedure of Three Steps Interview Technique

Based on Olsen and Kagan in Richards and Rodgers (2001:198), the procedure of Three Steps Interview technique are as follows:

- 1) teacher makes a group of 4 students and gives them labelled. It can be A, B, C, D,

- 2) teacher pairs the student A with student B, and student C with student D,
- 3) teacher gives topic to the students,
- 4) students are in pairs, one is interviewer and the other is interviewee,
- 5) student A interview student B. Student C interview student D,
- 6) students reverse roles, and
- 7) each student shares with team member what is learned during the two interviews.

Three Steps Interview technique is one of Cooperative Learning in which student works in a group consisting of 4 persons. Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview technique will also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally. So, Three Steps Interview Technique is very useful to be used by the teacher to improve students' speaking skill.

2.2 Previous of The Studies

Many researchers have done the studies on how to improve students' speaking skill. Some of them also choose cooperative learning and working in groups as the teaching method. The followings are some of them:

Gibson (2004) his research stated about the effectiveness of group working. He revealed that arranging the students in groups of four or five at the beginning of each class is the first step towards on developing students'

conversation abilities and effectively managing large classes. Supported by Kayi (2006:88), she agreed that working in groups could create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. Furthermore, the research conducted by George (1994:16) to 61 students of undergraduate educational psychology class in 18 meetings showed that the cooperative group significantly stronger performance than the noncooperative group. Moreover, the students exposed to the cooperative instructional method were reported significantly more favorable attitudes toward classroom instruction.

From the explanation above, the writer chooses using three steps interview technique. This technique is the categories of cooperative learning and the writer chooses in eleventh grade of Senior High School students especially in XI Sciences 2 which is contain of 36 students by having 12 meetings. This technique is also different because this technique using interview section and show the result to improve the students' speaking ability.

The research about Cooperative Learning is closely related with the research about working in groups. McCafferty et al (2006:39) also mentioned that group work is the main requirement to achieve cooperative learning goal. Thus, the studies above have a relationship with the study in Semarang State University done by Suriya (2011:54). Her research is about using Think Pair Square Share as one of Cooperative Learning techniques, in teaching speaking for students of vocational school. She found that by using the Cooperative Learning technique, the students' speaking ability improved. By applying Cooperative Learning,

students showed positive responds, they were motivated to learn English because the technique made English is easier to be learnt.

From the research above, the previous researcher chose vocational high school in Semarang as the location of the research. So, the writer chooses doing the research in Senior High School in Kediri.

Another research is conducted by Itsnaini (2011:38). Her research is about the use of Round Robin technique to improve students' speaking skill. Round Robin is also one of Cooperative Learning techniques. The result of the research showed that Round Robin technique is useful in teaching learning process to improve students' speaking skill. It helped students very much to learn speaking optimally.

This technique is the category of cooperative learning, the participant is 3-5 students on each table. This technique used paper has to begin their idea whilst the scribe records their ideas. This technique is different with three steps interview technique which is needs 4 students on each group and doing interview too improve the 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 Technique may be used as an alternative teaching technique 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.