

CHAPTER II

REVIEW AND RELATED LITERATURE

In this chapter, the researcher discusses about the definition of speaking, background of speaking, principle of teaching speaking, and *Three-Step Interview* strategy.

A. Definition of speaking

Speaking is the ability to pronounce articulation sounds or the words to express human thinking, ideas and feelings.¹ According to Kathleen, "Thus speaking is the product of oral skill. In Speaking consist of producing systematic verbal utterances to convey meaning".² Speaking is not just a productive skill but "it involves putting a message together, communicating the message, and interaction with other people."³

According to Thornbury, speaking is so much a part of daily life that is taken for communication each others. The average person produces tens of thousands of words a day. It is natural and integral speaking to achieve ability; we have to learn how to do it all over again in foreign language in daily life.⁴

¹ Henry Guntur Tarigan, *Berbicara: Sebagai Suatu Ketrampilan Berbahasa* (Bandung: Aksara), 15.

² Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-hill 2005), 2.

³ Cora Lindsay and Paul knight, *Learning and Teaching* (China: oxford university press, 2011), 57.

⁴ Scot Thronbury, *How To Teach Speaking* (UK: Stanton Associates, Saffron, Essex, 2005), 1.

Speaking is not only the activity to produce a thousand words but also the effort of speakers to give the comprehension to listeners. According to Cora Lindsay and Paul knight, “speaking is a complex process which involves constructing a message in a form that is understandable, and delivering the message by using correct pronunciation, stress and intonation.”⁵

In addition, according to Djiwandono, “speaking is exploration of thinking, by exploration someone can make the listener understanding what the existence in her/his thinking.”⁶ Moreover, speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”.⁷

B. Background of Teaching Speaking

The background of teaching speaking is an approach of teaching language itself. It is done to help learners in developing linguistic competence such as mastering the sounds, words, and grammars patterns of English.

One of approaches in teaching language is communicative language teaching (CLT). In communicative teaching, there is an interactive process where there are two opinions about using this approach. the weak opinion says the teachers should teach the components of language within

⁵ Cora Lindsay and Paul knight, *Learning and Teaching* (China: oxford university press, 2011), 57.

⁶ Soenardji Djiwandono, *Tes Bahasa: Pegangan Bagi Pengajar Bahasa* (Jakarta: PT Indeks, 2011), 118.

⁷ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-hill 2005),

communication activities. Then, the strong opinion says the students learn through interacting, the teachers should give the students' opportunities to communicate actively.⁸

According to Lazoraton as cited by M. Bailey, there are four communicative components in discourse competence, "how the sentence elements are tied together," there are cohesion, coherence, accuracy, and fluency;

Cohesion is "the grammatical and /or lexical relationship between the different parts of a sentence". Cohesion includes references, repetition, and synonym and so on. **Coherence** involves "how texts are constructed".⁹ **Accuracy** in the text is refer to the ability to speak properly- that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. **Fluency**, on the other hand, is the capacity to speak fluidly, confidently, and at a rate consistent with norms of the relevant native speech community.¹⁰

On the other hand, behaviorism approach can also be consideration in language teaching. Most teachers taught speaking by giving the materials in textbook dialogues for memorizing and repeating the sentences regularly. Thus, it constitutes methods of Audio lingual.

Audio lingual repetition drill was purposed to give students more familiar about the sounds and structure patterns of the target language (the language which the students is studying now). By practicing grammatical structure in conversation can also be the way making habitual interest for

⁸ Ibid., 50

⁹ Ibid., 3

¹⁰ Ibid., 5

the students' understanding.¹¹ So, the audio-lingual speaking might approach a habitual formation of behaviorism, this theory is basis of the audio-lingual method.¹² Celce-Murcia stated that the Audio Language Method (ALM) to language teaching is based on the notion that someone can begin learning language by developing their habits based on patterns of language.¹³

C. Teaching Speaking

Teaching speaking is sometimes viewed as simple process of doing. Although speaking is a natural activity, teaching speaking is in foreign language which is not owned our language originally. It will be problems for the new learners.¹⁴

Teaching speaking differ the others skill in some ways. Speaking can be differed based on result of language production between the others skills. In spoken, the speaker is sometimes not full sentence in usage. Speaker often speaks using the stress, pauses, intonation or gestures. In the contrast, in written is organized by determining into paragraphs, pages, chapters and complete texts.¹⁵ Both in spoken and written language are very appeared different in some aspects from the process that is produced themselves.

¹¹ David Nunan, *Practical English Language Teaching, First Edition* (New York: McGraw-Hill, 2005), 52

¹² Mary finosshiaro and Christopher Brumfit, *The Functional-National Approach.*, 49.
¹³ -*Practical English Language Teaching: Young Learner.*, 52.

¹⁴ David Nunan, *Practical English Language Teaching, First Edition* (New York: McGraw-Hill, 2003), 48.

¹⁵ Cora Lindsay and Paul knight, *Learning and Teaching* (China: oxford university press, 2011), 58-59.

As Van Lier's statement who is cited by Bailey in Book of *Practical English Language Teaching* that "The Spoken language and written language differ in many significant ways. Here are some key contrasts (van Lier, 1995, p.88)".

Spoken Language

- Temporary
- Prosody
- Immediate feedback
- Planning and editing limited- By channel

Written Language

- Visual
- Punctuation
- Delayed or no feed back
- Unlimited planning, editing,- revision¹⁶

Although speaking and writing have different in some way, both speaking and writing have also similarity. Those similarities are contained in the result from language production. On the other hand, there is very different also speaking between listening. According to Mary Finosshiaro and Christopher Brumfit,

Speaking is more complex skill than listening, for in addition to know sound, structure, vocabulary, and culture subsystems of the language, the speaker must:

- a) Think or ideas they wish to express, either initiating conversation or responding to a previous speaker;
- b) Change the tongue, lips, and jaw position in order to articulate the appropriate sounds;
- c) Be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and culture future needed to expresses the idea;

¹⁶ *Practical English Language Teaching, First Edition, 48.*

- d) Be sensitive to any chance in the “register” or style necessitated by person to whom they are speaking and the situational which conversation is take place;
- e) Encourage the direction of their thought on the basis of the others person’s responses.¹⁷

D. Principle of Teaching Speaking

There are some principles in teaching speaking that the teachers should know in order approaches to the students do not contradictory. In teaching speaking, the students of second language or foreign language should be differed and paid attention also about good classroom managements.

1. Some principles in teaching speaking

English teachers should understand some principles of teaching speaking in the speaking class are as follows:¹⁸

- a. Be aware of differences between second language and foreign language learning contexts.

The challenging to the English teachers who faced in teaching speaking is the target language context to their learners. It means that how the teachers know the difference of *a foreign language context* which the target language is not the language of communication in the society. For example learning English in Japan or studying French in Australia and second one *a second language context* which the target language is used for

¹⁷ Mary finosshiaro and Christopher Brumfit, *The Functional-National Approach* (New York: Oxford Univerdity Press, 1985), 140.

¹⁸ *Practical English Language Teaching, First Edition* (New York: McGraw-Hill, 2003), 54-56

communication in the society such as English in UK or Spanish in Mexico.

- b. Give the student practice with both fluency and accuracy

The teacher must encourage the students to increase their motivation by practicing both accuracy and fluency. It is very important because accuracy is the frequently stage of people say language target in appropriate use, and students should know it. And then fluency is important too, in fluency the speakers should use the language quickly and confidently; with few mistakes.

- c. Provide the students to talk in a group work by giving more opportunity and the teacher limits its talking.

Group work or pair work may be created to give the opportunity for students produce oral production confidently and low the students' anxiety in speaking class.

- d. Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning is checking your understanding the people say something. In others word, confirming what people have understood your meaning. By asking for clarification, repetition or explanations during conversation, the learners will use the appropriate language for the target or listener whether they have understood you said.

- e. Design classroom activities that involve guidance and practice both transactional and interaction speaking

Speaking in outside the classroom usually does so far intransactional and transactional purpose. Both of them have difference, intransactional for social purpose and transactional to get something done. Speaking inside the classroom need to embody both of them by guiding and practicing based on the teacher's design in classroom.

2. The Problems for Teaching Speaking

In traditional methods, teachings speaking to students are more focus on the drills method and grammar practice than communicative activities. We know that by drilling students just concern about sentence structures, it caused them isolated sentence and it may influence their opportunity in speaking. Consequently, they are afraid to produce a sound. In modern era, teaching-learning language focuses the classroom activities or communicative activities which give plenty opportunities to the language learners to use language in more real communication.

Although now days, teaching speaking are more focus on the communicative students in the class, it does not mean that there are no problems of students in speaking. According to Penny Ur, four problems indicated that may affect the successful speaking activities in the classroom.

a. Inhibition

Speaking requires some degree of real-time exposure to an audience. Many learners are often inhibited about practicing a foreign language in the classroom: they are more worry making mistakes than they must practice, they are frightened losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, teachers often hear learners complain that they cannot think of anything to say: they think there no something to express themselves. So, a sound production does not out from their tongue and they choose doing passive in the class.

c. Low or uneven participation

Sometime the participant in class is dominated by the smart students and some students who do not good enough decided to keep silent. So, it makes them to hearing the good students talk in the class. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In the classes is often the learners use mother tongue to interact each others. When English class is running, they are unfamiliar to use English in communicative activity in speaking class. Therefore, there is no commitment of students to contribute

their efforts in leaning speaking. Consequently, they tend use mother tongue because they think it is easier than they have to use a foreign language to communicate in speaking class.¹⁹

According to Jeremy Harmer, there are three main reasons for getting students to speak in the classroom:

- a) Speaking activities provide **rehearsal** opportunities- chance to practice real-life speaking in the safety of the classroom.
- b) Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.
- c) The more students have more opportunities to active the various elements of language they have stored in their brain, they more automatic their use of the elements became.²⁰

3. Correcting Speaking

To know the leaner whether they can speak, it is necessary to get them to take in spoken language activities directly. To test speaking ability we should require the leaner to demonstrate their ability to use language in the realistic situations, and to perform sentences a variety a language functions.²¹ And then, the teacher directly will correct during speaking process of the students.²²

It is true that speaking is a complex skill as same as writing, correcting speaking has requirements which distinguished the number of abilities by classifying at the different rates. The components of

¹⁹ Penny Ur, *a Course in Language Teaching*. (Cambridge: Sydney Press. 1996), 121

²⁰ Harmer, *How To Teach English* (UK: Stenton Associates, Staffron Walden, Essex, 2007), 125

²¹ Cyril weir, *Understanding & Developing Language Test* (UK: Prentice Hall, 1993), 31.

²² *Ibid.*, 131

correction speaking are four or five components are generally, recognized in analyses of the speech process. According to David P Haris, gave the detail classification in correction speaking in order to make the objective correction.

- a. Pronunciation (including the segmental features-vowels and consonant-and the stress and intonation patterns)
- b. Grammar
- c. Vocabulary
- d. Fluency (the ease and speed of the flow of speech)
- e. The last one is additional component is Comprehension, for oral communication certainly required a subject to respond to speech as well as to initiate it.²³

E. *Three-Step Interview*

The researcher will explain more detail about the definition of *Three-Step Interview*, the procedures of *Three-Step Interview*, some purpose of teaching speaking by *Three-Step Interview*, and the step-variation of *Three-Step Interview*.

1. Definition of *Three-Step Interview*

Three-Step Interview is an interview activity to get information each others through three steps and work each others in small group or

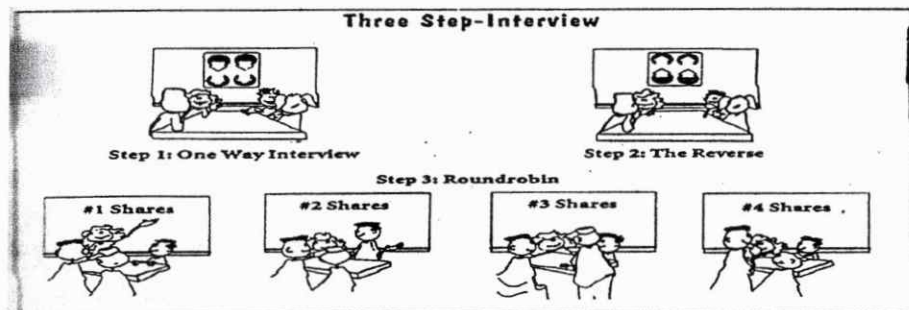
²³ David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), 81-82.

more than that. In the small group sometime consists of four members.²⁴

Elizabeth E. Barkley, K. Patricia Cross and Claire Howell Major stated that in *Three-Step Interview*, the students make pair in a group and interview each others in turn and then report what they have interviewed to the other of pair members.²⁵

2. The Procedure of *Three-Step Interview*

According to Spencer Kagan, *Three-Step Interview* has three steps, there are “In step 1, students in pairs: one is in interviewer, the others in interviewee. In step 2, the students reverse role. In step 3, the students do a Round Robin,”²⁶ As pictured bellow:



This strategy may be not familiar for the readers yet or in classroom action research, so that, it is needed to explain more about that. Researcher hopes there is no misunderstanding and researcher regards this *Three-Step Interview* strategy is something new.

²⁴ Spencer Kagan, 12: 2-2

²⁵ Elizabeth E. Barkley, et al, *Collaborative Learning Techniques* translated by Narulita Yusron (Bandung: Nusa Media, 2012), 183.

²⁶ Spencer Kagan, *Cooperative Learning.*, 12: 2-2.

The detail procedure of *Three-Step Interview* will be drawn by researcher one by one. The researcher uses simple pictures which are taken from the official web of Spencer Kagan; www.KaganOnline.com. The procedures of *Three-Step Interview* are as follows:

1). **Step 1**, students in pairs: one

Student becomes interviewer and one another student becomes interviewee. Interviewing about the topic that has been given by the teacher and they speak actively, one is active to give questions and one is active to respond the questions.



Picture 1.1

2). **Step 1**, reverse role. Students in pairs: interviewer becomes interviewee, and interviewee becomes interviewer like in step 1.



Picture 1.2

3). **Step 3**, the students do a Round Robin (sharing), each one in turn sharing with team what they learned in interview.



Picture 1.3

The topic of the interview is not limited by the certain lesson, topic, and content but it can do anything. *Three-Step Interview* is often applied to students for interviewing about their personal experience and a topic related in teaching and leaning program or lesson.²⁷

The procedures of using *Three-Step Interview* strategy in the classroom are as follows:

- 1). Select the appropriate and interesting topic.
- 2). Write down the topic on the black or white board that will be discussed in speaking class.
- 3). Divide the class to be groups, in one group consist of four or more students.²⁸
- 4). Ask students work in pairs to start doing *Three-Step Interview*. One is the interviewer, the other is the interviewee. Remind the interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
- 5). Ask Student pairs reverse roles, repeating the interview process.
- 6). The last one, ask Students take turns introducing their pair partners and sharing what they said. They might use a pattern, such as, "I'd like you to meet Carlos. Something Carlos likes to do is"²⁹

²⁷ Ibid., 2:3

²⁸ Elizabert E. Barkley, et al, *Collaborative Learning Techniques*. Translated by Narulita Yusron, 185.

²⁹ <http://media.hcpss.org/newcode/strategies/strategies.php?ID=17> accessed on Friday, 10 May 2013.

3. The Purposes of Teaching speaking by *Three-Step Interview Strategy*

A *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. It is an adaptable process in the classroom. The aim of this technique is to gather students in a conversation for analysis purpose and new information synthesis.³⁰ This method is suitable for growing "a strong anticipatory set" about the interest of learning lesson in the class.³¹

In addition, Spencer Kagan stated that team interviews are a cooperative learning which useful for teaching and learning program at various places in the cooperative learning lesson, such as establishing an anticipatory set, checking for understanding, processing content and felling following a lesson.³²

Whereas according to Elizabert E. Barkley, the kinds of question that used depend on the purpose of lesson and it can be used to investigate the score, aptitude, experience or understanding of lesson content.³³ Moreover, this cooperative learning strategy is excellent for

³⁰ <http://silboy86.blogspot.com/2012/10/the-cooperative-learning-three-step.html> acceded on 2 May 2013

³¹ Spencer Kagan, *Cooperative Learning*, 2:3

³² *Ibid*, 8: 2.

³³ Elizabert E. Barkley, et al, *Collaborative Learning Techniques*. Translated by Narulita Yusron., 183.

developing questioning, listening, and speaking skills of students and it encourages positive interdependence and promotes social skills.³⁴

In addition, according to Jeanne M. Stone, *Three-Step Interview* included the concept of development structure which provides the opportunity for students to create a unique sharing by organizing based on certain lessons and situation of the students in the classroom. Those concepts of development such as Brainstorming, Categorizing, Group Discussion, Team Interview, Think-Pair Share, There-Step Interview, Two-Box Induction And Word Webbing.³⁵

4. The Step-Variation of *Three Step-Interview*

Three-Step Interview has the variation in its steps, these variations are *Four-Step Interview* and *Six-Step Interview* but the two variations are differed based on the student ability in the class and level or stage of students' year old. According to Spencer Kagan, the steps of variation are:

1. **Four step interview:**

Four-step interview is a variation for the very young. Young children have a hard time remembering what their partners have hold them especially if they are interviewed about them selves before they have a chance to share what they have just heard. A variation which solves this problem in four-step interview:

Step 1. One ways interview. In pairs. One student interviews the others. **Step 2. Two share.** The two interviewers tell the group what they have just learned. **Step 3. The reverse.** Pairs reform and the

³⁴ <http://media.hcpss.org/newcode/strategies/strategies.php?ID=17> accessed on Friday, 10 May 2013.

³⁵ Jeanne M. Stone, *Cooperative Learning and Language Arts: Multi-Structural Approach* (California: San Juan Capistrano, 1960), 20:1.

interviewer becomes interviewee. **Step 4. two share.** The two new interviewers tell to the groups what they have just learned.

2. Six Step Interview:

Six-step **interview** is variation on three step interview for shy and limited English proficiency students.

In steps the first **two** steps of six-step interview, A interviews B, while C interview D and then the students switch roles so the interviewer in each pair is interviewed. Next the students turn to a new partner and each in turn shares what they have learned, step I cal Gossip and Gossip. In the final two steps, the new partners interview each other. Six-step Interview boils down to Interview, Interview, Gossip, Gossip, Interview Interview.³⁶

³⁶ Spencer Kagan, *Cooperative Learning*, 12:4