II.   LITERATURE REVIEW

This chapter discusses several points : literature review that deals with review of previous research, concept of speaking, types of speaking, function of speaking, concept of teaching speaking, concept of students' learning activities, concept of cooperative learning, principles of cooperative learning, concept of three-step interview, procedure of three-step interview, procedure of applying three-step interview, advantages and disadvantaged of three-step interview, theoretical assumption, and hypothesis.

2.1 Review of Previous Researches

In a social life, speaking is an effective way to interact and communicate. Byrne (1984:9) defines speaking as a two way process between a speaker and listener and it involves productive and receptive skill of understanding. It can be inferred that in speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message.

Utami (2010) finds out whether the use of three-step interview can improve the speaking skill of the first grade students of SMA Negeri 1 Ngawi in the academic year of 2009/2010 and to find out the advantages of applying three-

step interview in the teaching speaking of the first grade students of SMA NEGERI 1 Ngawi in the academic year of 2009/2010. The data are analyzed using the constant comparative method and descriptive statistics. The research proves that three-step interview can improve the students' speaking skill and there are more advantages when three-step interview is applied in the teaching learning process. The improvement of the students' speaking skill includes 1) the students' speaking difficulty in using grammar decreased, 2) the students' vocabulary mastery increased, 3) the students' speaking difficulty in pronouncing words decreased, 4) the students' fluency improved. Besides, the improvement of the students' speaking skill can be seen from the improvement of the mean score of the pre-test and the second post-test, that is from 8.68 to 14.06. The advantages of applying three-step interview include: 1) the students got adequate opportunities to practice speaking, 2) all of the students got chances to practice speaking in the class, 3) all of the students were more active and more cooperative during the speaking class, and 4) the teacher taught speaking in real situation. Three-step interview can be applied in teaching learning process.

Mutmainah (2012) investigates whether there is a positive influence of three – step interview technique on students' speaking ability by using experimental method. The population of this research is all of students of SMA N 1 Monojaya. Sample is taken by using cluster random sampling technique. The data shows that there is a positive influence of using three – step interview technique on students' speaking ability.

Irawati (2012) investigates that Three-Step Interview technique is more effective than Dialogue Memorization technique to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012 , the students having low language anxiety have better speaking skill than those having high language anxiety, and there is an interaction between teaching techniques and students' language anxiety. The result of data analysis shows that: (1) Three-Step Interview technique is more effective than Dialogue Memorization to teach speaking because Fo > Ft and qo (between A1 and A2) > qt; (2) students having low language anxiety differ significantly from those having high language anxiety because Fo > Ft and qo (between B1 and B2) > qt and the students having low language anxiety have better speaking ability than the students having high language anxiety because the mean of B1 > B2; and (3) there is an interaction between teaching techniques and students' language anxiety in teaching speaking

Analising the statement above, it can be inferred that Three – Step Interview is a effective to improve the students speaking skill. It is a technique which is appropriate to teach speaking for the students. The students feel enjoy in speaking class. So that, the students' score will be increase. Thus, three – step interview can be an alternative technique instead of classical teaching model.

2.2 Concept of Speaking

Speaking is very important skill to perform daily activities. People can react to other person and situation and express ideas, thought, and feeling through spoken language. Oral language is a foundation of all language development

and, therefore, the foundation of all learning. When students express their ideas, they clarify their thinking. It means that the students can make their ideas easier to be understood by others.

Haris (1974 : 9) says that speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other forms of language. So we can produce spoken massage to someone. Spoken massage is our ideas, thought, and feeling that we want to share, influences, or interact to other people. So , here , speaking situation a speaker who put a massage with words or sentence that has content and a listener.

According to Byrne (1984) speaking is oral communication. It is two ways process between speaker and listener and involve productive and reactive skill of understanding. Based on this idea it is understood that through speaking someone can communicate or express what she or he wants in order to understand one another.

Lado (1961 : 240) points out that speaking is described as an ability to converse or to express a sequence of idea fluently. It is the main skill in communication. So that , speaking can be an important aspect from our language skills that should be a priority in language learning.

From the definition above, it can be concluded that speaking is two-way process between speaker and listener and it involves both encoding and decoding proccess. The former leads to the process of giving idea or making the listener understand, while the latter leads to the process of getting the idea of the speaker. Through these processes, people interact with other.
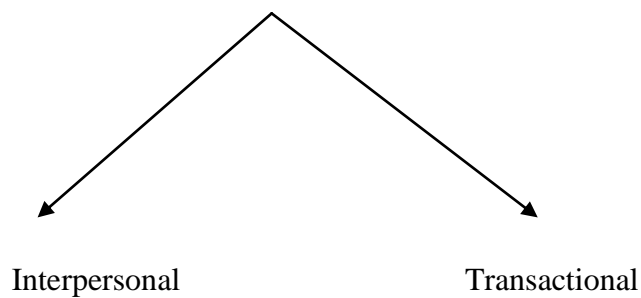
2.3 Types of Speaking

Brown (2001 : 250) has said that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral languages as the figure below:

1. Monologue

Planned   Unplanned

2. Dialogue

Interpersonal   Transactional
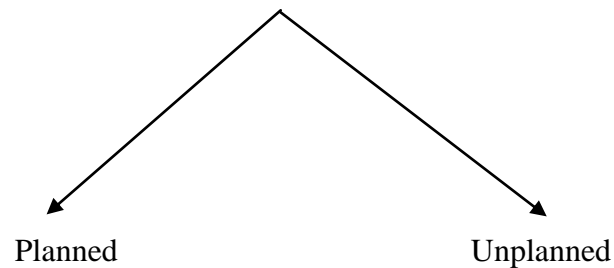
In monologues, when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional) .

Brown also provides type of classroom speaking performance, they are :

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, for the instance , learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full inetraction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive can be self-imitated or it can even from part of some pair work activity, where learners are " going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher-or students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic :

A : How are you today ?

B : Fine, thanks, and you ?

A : What is the main idea of the first paragraph of this text ?

B : The United Nations should have more authority.

A : So, what did you write or question number one ?

B : Well, I was not sure, so I left it blank.

d. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or

Exchanging specific information is extend form of responsive language.

Conversation , for example , may have more of a negotiate nature to them

than does responsive speech e.g.

A : What is the main idea of the first paragraph of this text ?

B : The United Nations should have more authority.

A : More authority than what ?

B : Than it does right now

A : What do you mean ?

B : Well, for example, the United Nation should have the power to force a
   country like Iraq to destroy its nuclear weapons.

A : You don't think the United Nations has that power now ?

B : Obviously not. Iraq is still manufacturing nuclear bombs.

e. **Interpersonal (dialogue)**

interpersonal dialogue carried out more for maintaining social relationship

than for the transmission of the facts and information. The conversation are

little trickier for learners because they can involve some or all of the

following factors :

- A causal register

- Colloquial language

- Emotionally changed language

- Slang

- Ellipsis

- Sarcasm

- A covert "agenda"

For example :

Jane   : Hello, John, How's it going ?

John   : Oh, so-so.

Jane   : Not a great weekend, huh ?

John   : Well, far be it form me to critize, but I'm pretty miffed about last

week.

Jane   : oh, wow , this great, wonderful. Back to square one. For crying

out , loud, John, I though we'd settled this before. Well, what more

can I say ?

f. Extensive (monologue)

Finally, students at intermediate to advanced level are called on to give

Extended monologues in the form of oral reports, summaries, or perhaps short

speeches. In this, the register is more formal and deliberative. This

monologue can be planned or impromptu.

2.4 Functions of Speaking

In speaking, there are numerous attempts that have been made to classify the

functions of speaking in human interaction. Brown and Yule (1983) make a

usefull distinction between the interactional function of speaking, in which it

serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. Three functions of speaking according to Brown and Yule (1983) which each of those speech activities is quite distinct it terms of form and function, and requires different teaching approach, as follow :

1. Speaking as Interaction

   Speaking as interaction refers to what we normally mean by " conversation ' and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engaged in small talk, recount recent experiences, and soon because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on than message. Such exchange may be either casual or more formal, depending on circumstances and their nature.

   The main characteristics of speaking as interaction can be summarized as follow :

   a. Has a primarily social function

   b. Reflects role relationships

   c. Reflects speakers' identity

   d. May be formal and casual

   e. Uses conversational conventions

   f. Reflects degrees of politness

   g. Employs many generic words

   h. Uses conversational register

i.   Is jointly constructed

Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that take place under the control of unspoken rules.

2. Speaking as Transaction

Speaking as transactions refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading, or writing. In this type of spoken language, students, and teacher ussualy focus on meaning or on talking their way to understanding. Burns (1998) distinguishes between two different types of speaking as transaction. The first types involves situations where the focus in on giving and receiving information and where the participants are focus primarily on what is said and achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focus on obtaining goods or services. The main characteristics of speaking as transaction are :

a.   It has primarily information

b.   The main focus is on the message and not the participants

c. Participants employ communication strategies to make themselves understood

d. There may be frequent questions, repetition, and comprehension check, for example is the proceeding of classroom lesson

e. There may be negotiation and digression

f. Linguistic accuracy is not always imoportant

Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, interview practices, or role play that can provide a source for practicing how to use talk for sharing and obtaining information.

3. Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcement, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language. The main characteristics of speaking as performance are :

a. A focus on both message and audience

b. Predictable organization and sequencing

c. Importance of both form and accuracy

d. Language is more like written language

e. Often monologue

Teaching speaking as performance requires a different teaching strategy. Jones (1996 : 17 0) comments that initially speaking as performance needs to be prepared for and scaffold in much the way as written text, and many of the teaching strategies used to make understanding of written text accessible can be applied to the formal uses of spoken language.

Based on the explanation above, the writer assumes that speaking process in this research is based on the second functions of speaking which emphasize the teaching learning process on the students' understanding.

2.5 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, to transfer ideas, thought or even feeling to other people. Rivers (1978:6) states that speaking is developed from the first context with the language. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in discussion.

The goal of teaching speaking skills is to train the students so that they are able to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

2.6 Concept of Students' Learning Activities

In this research, the researcher tries to find out the students' learning activities in teaching speaking by using three - step interview. According to Biggs (2003), learning activities can be defined as what students do in order to learn in teaching sessions, courses, or programs. Learning activities are supported by what we do as educators, what we encourage or require the students to do as learners, to help them in increasing their outcomes.

In this teaching learning process, the students much actively engage in the " learning ", whether it is of information a skill, an understanding, an interest, or the nature of task".

Because of the large number of learning activities that can be done by the students, Dierich in Hamalik (2001 : 172) classifies the learning activities into eight groups, they are as follow :

1. Visual Activities

   Visual activities are activities which use visual equipment as an aid in teaching learning process. Examples : looking at pictures , reading, etc.

2. Oral Activities

   This activity more emphasizes the students to speak or share their ideas orally. Examples : discussing, making presentation, retelling, interview etc.

3. Listening Activities

   This activity enables the students to acquired insight and information. Examples : Listening to the conversation , a speech , etc.

4. Writing activities

By doing this activity , the students are expected to be able to make some written form. Examples : writing an essay, summarizing the study, etc.

5. Drawing Activities

   Examples : drawaing maps, graphics, charts, etc.

6. Motor Activities

   The students are able to perform themselves by doing this activity. Examples : the students, walking, or clapping their hands in drama class.

7. Mental Activities

   Examples : analyzing, taking a decision, memorizing, etc.

8. Emotional Activities

   Examples : feeling happy, impressive, nervous, etc.

   In this case, the students was done several activities in one teaching learning process like doing visual activities, oral activities, listening activities integrated.

   In view of the description above, learning activities mean any activity that done by the students in teaching learning process. The result of the activities will be determined by what the teacher does gives to the students. During the teaching learning process, the teacher must provide the activities that must be done by they themselves because the students will learn something if they are given an opportunity to do the activities themselves. By doing many activities, they will get

knowledge and comprehension. They will also be able to develop their language skills, especially speaking skills.

2.7 Concept of Cooperative Learning

Cooperative learning is a teaching involving children participation in small group learning activities. That promote positive ineraction (Lyman, Lawrence : 1988). Moreover Brown (2001:47) adds that as students work together in pairs or groups, they share information and come to each others' said. They are " a team " whose players must work together in order to achieve goals successfully. So it can be said that through those kinds of interaction, the students try to help each other to develop their knowledge. In the cooperative learning, the students who have higher ability may help the lower students. By cooperation, they share their idea and develop their social skill. Therefore, cooperative learning promotes them self esteem, higher achievement and greater productivity, more caring, supportive, and committed relationship. Meanwhile Johnson and Johnson (1989) define cooperative learning is to actively involve students in the learning process. It can be said that, learning takes place through dialogue among students in social setting. The knowledge is then reconstructed and expanded through new learning experiences. The individual and the social setting are active dynamics in the learning process. By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills.

Cooperative learning is a teaching strategy which allows students to work together in small groups with individuals of various talents, abilities and

backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and also for helping the other members of the team learn. Students work until each group member successfully understand and completes the assignment, thus creating an ” atmosphere of achievement “. As a result, they frame new concepts by basing their conclusions on prior knowledge. Cooperative learning involves students in interaction in which they try to negotiate, give and take information; it unconsciously compels them to communicate. Students' hesitation and shyness to speak may lesson since they try to share it privately to their friends. It is may be strength that can force the students to improve their speaking ability. It is in line with Brown's (2001 : 48) statement that as learners interacts with each other through oral or written discourse, their communicative abilities are enhanced.

In line with the description of the theories above, it can be concluded that cooperative learning is instructional use of small groups in which students help other students within group to develop their own mind one another. In the learning process, the individual and the social setting are active dynamics; as a result, they make a new concepts and get deeper understanding of the material , more potential to retain it and enhanced their communicative abilities.

2.8 Principles of Cooperative Learning

It is not cooperative learning if students sit together in groups and work on problems individually. It is not cooperative learning if students sit together in

groups and let one person does all the work. Johnson , Johnson and Smith in Lie 2004:31 state that not all of groups work can be regarded as cooperative learning. Therefore, there are five principles of cooperative learning.

1. Positive interdependence: This will be achieved only when all individuals of the group feel that they cannot succeed unless everyone succeeds. "If there is no positive interdependence, there is no cooperation.

2. Promotive interaction: Student's need to do work where they help each other understand by encouraging, supporting and helping one another.

3. Individual and group accountability: The group should be responsible for achieving its goal and each student should be responsible for his or her share of work.

4. Teaching students the required interpersonal and small group skills: Social skills must be taught . " Leadership, decision-making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and task work successfully".

5. Group processing: Group members can discuss between each other how well or how bad they are achieving their goals within their group. Groups need to describe what proceedings can be changed in order to have a successful working relationship.

2.9 Concept of Three-Step Interview

According to Kagan (1994) three – Step interview is a cooperative structure in which members of a team interview one another on a particular topic. This

structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Students are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner. At the end of the exercise, all two students have had their position or viewpoints on an issue heard, digested, and described by their peers.

Wessler (2003) states that respect grows when teachers value the emotions of students and their lives beyond the classroom walls. By conveying respect for students, teachers create invitations to learn, enhancing student engagement, motivation, and achievement (Tomlinson, 2002). The students can be used as an introduction to an activity or a way to explore ideas and concepts more deeply. By using three - step interview. Students also have an opportunity to develop active listening skills and understand others' viewpoint.

According to Gardner, the structure of three step interview not only promotes inter personal (Social Skills) but intra personal as well as logical intelligence. For example, once the student has answered a particular question the interviewer can demand for further explanation and the interviewee will have to provide logical answers. It means that three step interview is a great structure for practicing a range of social skills, including listening and communication skill. Also, it helps to construct knowledge, as each student has his/her own point of view and there is a scope for divers thinking.

2.10   Procedure of Three-Step Interview

There are three steps considered important in the implementation of the three step interview classroom (Kagan, 1994) :

1. Students work in pairs. Student A interviews students B .

2. Partners reverse roles, repeating the interview process.

3. Each pair then joins another pair to form groups of four. Then, in Round Robin Format, introduce the original partner and interview each pair what they have learned from their interviews.

2.11   Procedure of Applying Three Step Interview

In line with the principles according to Kagan (1994), the researcher modifies the procedure of teaching speaking through three - step interview technique in the class as follows :

Pre activity :

- The teacher greets the students.

- The teacher checks the students' attendance list.

- Teacher gives leading questions or brainstorms the students related to the materials that they are going to learn.

While activity :

- The teacher gives the topic about hortatory exposition to the students.

- Students make in pair.

- Students discuss with their partner about the posible focus question to interview practices.

- Student come in front of the class. Then, interview their partner and they reverse roles.

- Teacher asks the students to join another pair. Then, in Round Robin Format, introduce the original partner and interview each pair what they have learned from their interviews..

- The teacher examines from pair to pair in order to observe the process.

Post activity :

- The teacher gives evaluation to the students about the material that has given.

- The teacher closes the meeting.

2.12   Advantages and Disadvantages of Three Step Interview

The advantages of three step interview are :

a.   The students get adequate opportunities to practice speaking.

b.   All of students are more active and more cooperative during the speaking class

c.   The teacher teaches speaking in real situation.

d.   Creates simultaneous accountability

e.   The students share and apply different questioning strategies

There are some disadvantages of using three - step interview. They are :

a.   Students might be using to much time for interviews

b.   This technique can be very slow, So less material can be covered.

2.13 Theoretical Assumption

In teaching speaking , there are some techniques that can help the teacher to reach the aim of teaching learning process. In this case, three - step interview is chosen as a technique in teaching speaking.

Three - Step Interview is a technique that may be used to teach speaking. It is an activity that encourages them to use the target language and allows them to say what they want to say : an activity that is cognitively challenging. In addition, interview practices will build self-confidence in the students. Therefore, three - step interview may be an effective technique in teaching speaking.

2.14 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis :

- There is a significant difference of students' performance after applying Three – Step Interview Technique in 3 different topic .

- There is an effect of students' speaking achievement in every aspect of speaking.