

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Three-Step Interview Technique

##### 1. Definition

One of the techniques that can be used in improving the students' speaking skill is by using three-step interview. Three-step interview technique is the way to gather and share about a particular topic. Kagan states that three-step interview can be used for other purposes beside introduction, example; before students read an article on a particular topic, they can use Three - Step Interview to find out what each other knows and feels about the topic.<sup>1</sup>

Three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with three students per group, but it can be modified for groups of four.<sup>2</sup> Three-Step Interview is designed to maximize oral communication development and ensure each student has the opportunity to talk and listen.<sup>3</sup>

Based on the theories, the writer concludes that three-step interview is one of cooperative learning technique designed to

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<sup>1</sup> George M. Jacobs, Gan Siowck Lee, Jessical ball, *Cooperative Learning, A Source Book of Lesson Plans for Teacher Education on Cooperative Learning*, (San Clemente: Kagan Cooperative Learning, 1997), p. 2

<sup>2</sup> Eworkshop.on.ca, Online *Teaching Resource Three-Step interview*, Adapted from Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, Ontario: Bookation, 2001, 167–168.

<sup>3</sup> Spencer Kagan Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), P. 3.6

develop students' speaking ability by conducting the sharing opinion and idea session each other.

## **2. The Structure of Three-Step Interview Team Building**

During the interviews, course members may want to practice the collaborative skill using people's names when Speaking to Them interview questions can include: teaching experience, previous training in cooperative learning current knowledge and feelings about cooperative learning, experience with groups as a teacher or student, and optional questions thought up to course members.<sup>4</sup>

The structure of three-step interview team building according to Kagan as follow:<sup>5</sup>

- a. Teacher provides the interview topic, states the duration of the interview, and provides think time.
- b. In pairs, Student A interviews Student B.
- c. Pairs switch roles: Student B interviews Student A.
- d. Pairs up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

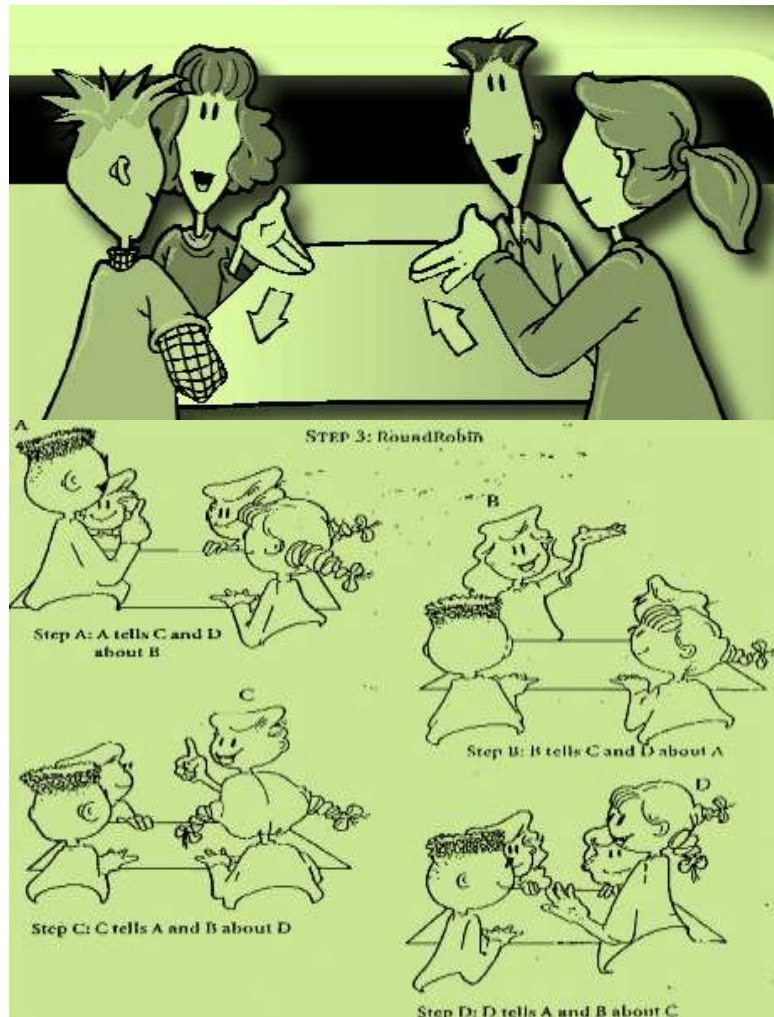
The simulation picture of three-step interview team building can be shown as below:

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<sup>4</sup> George M. Jacobs, Gan Siowck Lee, Jessical ball, *Op.Cit.*, p. 1

<sup>5</sup> *Ibid.*, P. 6.38

**Picture 2.1**  
**Simulation of Three-Step Interview Team Building<sup>6</sup>**



When the interviews are completed, members each take turns telling the members of their foursome about the they interviewed, i.e., Person A tells Persons D about Person B, etc. Time limit: minute per person.<sup>7</sup>

<sup>6</sup> *Ibid.*, p. 3.69

<sup>7</sup> *Ibid.*, P. xvi

### 3. Three-Step Interview in Teaching Speaking

To improve the students speaking skill, the teacher should be able to create a good technique. One of the techniques used in improving the students' speaking ability is by using Three-Step Interview because this technique is an effective way to encourage students to share their thinking, ask questions, and take notes.

In Three-Step Interview, each person must produce and receive language; there is equal participation; there is individual accountability for listening, because in the third step each student shares what he or she has heard; and for the first two steps, students interact in pairs, so one-half rather than one-fourth of the class is involved in language production at any one time.<sup>8</sup>

There are four strategies in applying three-step interview: Questioning mean. Before students try this technique, have them explore the types of questions reporters ask and at what point in the interview they ask them. Reinforcing the need to take time, it's mean talk about the issue of taking time to think or deciding whether or not to answer a question during an interview. Using recording sheet mean consider providing students with recording sheets to use when they are in the role of 'Reporter'. The last is determining the length of time for each interview, depending on the age of the students and their

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<sup>8</sup> Spencer Kagan, *The Structural Approach to Cooperative Learning*, (Educational Leadership, 1989) P. 13

experience with this cooperative learning technique; teachers may have to adjust the length of time for the interviews.<sup>9</sup>

Teaching speaking through Three- Step Interview is divided in three step of interview: Step one, in this step after teacher pose a question, students work in pairs. One is the interviewer, the other is the interviewee. During the first step individuals interview their partners by asking clarifying questions. Step two, student pairs reverse the roles, repeating the interview process. In this process the interviewer in the step one become the interviewee. Step three, in the last step students share the information during interview process in the front of the class.<sup>10</sup>

On the other hand, this activity can be done with three or four students in one group signed A, B, C and D. Each member chooses another member to be a partner. During the first step individual interview their partner by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. If any groups get difficulty to share about their opinion the teacher can help the students by giving clue.<sup>11</sup>

## **B. Speaking Ability**

### **1. Definition**

Speaking is one of language ability which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with

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<sup>9</sup> George M. Jacobs, Gan Siowck Lee, Jessical ball, *Op.Cit.*, p. xvii

<sup>10</sup> *Ibid.*,

<sup>11</sup> *Ibid.*,

others.<sup>12</sup> Speaking is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.<sup>13</sup>

According to Hall speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating.<sup>14</sup> Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.<sup>15</sup> In short speaking can be as the way to carry out feeling through words, even conversations with other.

From the definition, we can conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning techniques.

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<sup>12</sup> Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

<sup>13</sup> Ane Burns & H. Joyce, *Focus on Speaking*, (Sidney: National for English Language Teaching and Research, 1997), p.4

<sup>14</sup> *Ibid*, p. 21

<sup>15</sup> A S Hornby, *Oxford Advanced Learners, Dictionary of Current English*, (NY: Oxford University Press, 1987), 6th Ed, p. 827.

## 2. The Important of Speaking

The main purpose of studying English is to help the students to be able to use the target language. This can be gained if the students can active, have responsibility and speak during the teaching learning process. Sometimes they were afraid and shy in communicating or in express their ideas or answer both orally or in written English form. It was known that the students cannot be ignored in teaching learning process because it was an important in determining the success of teaching English.

Harmer stated there are the important of teaching speaking skill in the classroom.<sup>16</sup>

- a. Speaking activities provided rehearsal opportunities chances 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 languages they know provide feedback for both teacher and students
- c. Students have opportunities to active the various elements of language they have stored in their brain. As a result, the students gradually become autonomous language users. This means that they will be able to use the words and phrase fluently without very much conscious thought.

## 3. Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

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<sup>16</sup> Jeremy Harmer, *Just Listening and Speaking*, (London: Marshall Cavendish ELT, 2004), p. 123

a. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices

Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

c. Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

d. Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what



we are saying.<sup>17</sup>

Theories above describes that we often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above.

#### **4. Characteristics of Spoken Language**

Speaking ability is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:<sup>18</sup>

##### **a. Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

##### **b. Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

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<sup>17</sup> Jeremy Harmer, *the Practice of English Language Teaching*, (Pearson Education limited England: 2002), 3rd Ed., p. 269.

<sup>18</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.<sup>19</sup>

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<sup>19</sup> *Ibid.*,

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking ability of its richest component: the creativity of conversational negotiation.<sup>20</sup>

The theories show how easily speaking ability can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

## 5. Types of Classroom Speaking Performance

The teacher has important roles in the class. She/he has to help the student to be active in speaking. According to Harmer, there are five types of learning and teaching activities:

- a. Acting From Script. We can ask our students to act out scenes from plays and or their course book.

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<sup>20</sup> *Ibid.*,

- b. Communication Games. Games was designed to provoke communication between students frequently depend on an information gap.
- c. Discussion. One of the reason that discussion fail is that the students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not.
- d. Conversation. Teachers often tend to assume that conversation in the language classroom involves nothing more than putting into practice the grammar and vocabulary skills taught elsewhere in the course.
- e. Simulation and Role Play. Reality of function, the students must not think of themselves as students, but as real participants in the situation.<sup>21</sup>

Brown identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom they are:<sup>22</sup>

- a. Imitative. Imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;
- b. Intensive. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2004), p. 271-274

<sup>22</sup> H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman Inc, 2001), p. 266-268.

practicing some grammatical aspect of language. It can be in the form of self-initiated or pair word activity;

- c. Responsive. Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;
- d. Transactional. In this case transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language;
- e. Interpersonal. Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;
- f. Extensive. Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

## **6. Teacher Roles in Teaching Speaking**

The requirement to be attractive teacher that teacher is not only teaching and delivering the subject, but she/he has to control her/his students. When the students get chatting or they feel bore, it means, she/he must control her/his students well while teaching.

According to Harmer, he defines three have particular relevance if we are trying to get students to speak fluently:

- a. "Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them.
- b. "Participants": teacher should be good animators when asking students to produce language. However, in such circumstances too much, thus dominating the speaking and drawing all the attention to them."
- c. "Feedback Provider: the vexed question of them and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches".<sup>23</sup>

## 7. Speaking Assessment

Grading score of assessing speaking test is the next step to do. The writer has found several books resources that presented the sample of various sample of oral test rating scale.

Harold S. Madsen in his book said that there are five criteria in evaluating speaking skill; they are comprehension, pronunciation, grammar and word order, vocabulary, and general speed and sentence length with grading scale between 0-5 points.<sup>24</sup>

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<sup>23</sup> Jeremy Harmer, *Op.Cit.*, p.275-276

<sup>24</sup> Harold S. Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983), p. 168

J.B. Heaton states in his book that there are five components with six points range of rating speaking test scale, six points scale is used in order to avoid a middle level.<sup>25</sup>

The writer quotes one of the ways in grading speaking scale used by Madsen and Harris. It is the most applicable in our speaking rating system since we would have 1 - 10 or 10 - 100 range points. Like Madsen, Harris has categorized five component in analysis of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of speech), and comprehension, besides that a six point scale is also frequently used, it becomes difficult to compare mutually exclusive behavioral statements for each level of the scale.<sup>26</sup>

All good speaking tests must be rated by the following criteria. David P Harris said:

**Table 2.1**  
**Five components of Grading Scale**

| Elements of Speaking | Note   | Score |
|----------------------|--|-------|
| Pronunciation        | 1. Have a few traces of foreign accent.                              | 5     |
|                      | 2. Always intelligible, though one is conscious of a definite accent | 4     |
|                      | 3. Pronunciation problems necessitate concentrated                   | 3     |

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<sup>25</sup> J.B. Heaton, *Classroom Testing*, (New York: Longman Group, 1990), p.

<sup>26</sup> David P. Harris, *Testing English as a Second Language*, (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977), p. 84

|         |   |  |
|---------|---|--|
|         | <p>listening and occasionally lead to misunderstanding.</p> <p>4. Very hard to understand because of pronunciation problems. Most frequently is asked to repeat.</p> <p>5. Pronunciation problems to severe as to make speech virtually unintelligible.</p>   | <p>2</p> <p>1</p>                            |
| Grammar | <p>1. Makes few (if any) noticeable errors of grammar or word order.</p> <p>2. Occasionally make grammatical and/or word order error which do not, however, obscure meaning.</p> <p>3. Makes frequent errors of grammar and word order which occasionally obscure meaning.</p> <p>4. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and /or restrict him to basic patterns.</p> <p>5. Errors in grammar and word order as severe as to make speech virtually unintelligible.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |



|            |   |   |
|------------|---|---|
|            |   |   |
| Vocabulary | 1. Use of vocabulary and idiom is virtually that of a native speaker.                               | 5 |
|            | 2. Sometimes uses inappropriate terms and/ or must rephrase ideas because lexical inadequacies.     | 4 |
|            | 3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. | 3 |
|            | 4. Misuse of words and very limited vocabulary make comprehension quite difficult.                  | 2 |
|            | 5. Vocabulary limitation so extreme as to make conversation virtually impossible.                   | 1 |
| Fluency    | 1. Speech as fluent and effortless as that of a native speaker.                                     | 5 |
|            | 2. Speed of speech seems to be slightly affected by language problems.                              | 4 |
|            | 3. Speed and fluency are rather than strongly affected by   | 3 |

|               |  |  |
|---------------|--|--|
|               | <p>language problems.</p> <p>4. Usually hesitant; often forced into silence by language limitations.</p> <p>5. Speech is as so halting and fragmentary as to make conversation virtually impossible.</p>   | <p>2</p> <p>1</p>                            |
| Comprehension | <p>1. Appears to understand everything without difficulty.</p> <p>2. Understands nearly everything at normal speed, although occasional repetition maybe necessary.</p> <p>3. Understands most of what is said slower-than normal speed with repetitions.</p> <p>4. Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</p> <p>5. Cannot be said to understand even simple conversational English.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |