# CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter the researcher describes key sub-headings such as The nature of speaking, the important of speaking English, the teaching speaking, the objective of teaching speaking at junior high school, Three-step interview strategy, Recount text.

#### A. The nature of speaking

Speaking is one of the important English skills that require students to produce some words or sentences. Brooks as quoted by Richards and Rodgers the primary medium of language is speech. Since many languages do not have a written form and we learn to speak before we learn to read or write, than language is primarily what is spoken and secondarily what is written. People use the language more orally than written, is because they need to interact to each other. It is in line with Fulcher who says, Speaking is the verbal use of language to communicate with others. It means that we will find a lot of difficulties in communication if we can't speak. We can imagine if there is someone who can't speak, she or he will find a lot of difficulties to communicate with other people although he or she uses the body language.

In language learning, speaking is also very important. The language learning will not be reached if the students can't speak. It does not have any

meaning that learning language is done without learning to speak the language. Larsen-freeman argued the purpose of language learning is to learn how to use the language communicate<sup>12</sup>. While Oller states that speech is the most manifest of languages abilities<sup>13</sup>. If a person can't write, we do not consider him as not having language. But speaking ability is more fundamental. We are apt to that a person who can't fluently produce a language does not know or has not fully learned the language. One who has thoroughly mastered the spoken form of language on the other hand is said to know it is some fundamental sense independently of whether or not he can read or write it.

There are some definitions of speaking ability. Lado defines speaking ability based on two different approaches-situations outside the language and the elements of language.

Speaking ability is described as the ability to express oneself in life situation in prices words, or the ability to converse, or to express a sequence of ideas fluently 14

Normal communication situations the signaling systems of pronunciations, stress, intonation, grammatical structure and vocabulary of the foreign language at a normal rate of delivery for the native speaker of the language<sup>15</sup>

<sup>&</sup>lt;sup>12</sup> Larsen freeman, Diane, Technique and principle in language teaching, (London: Oxford university

<sup>&</sup>lt;sup>13</sup>Jhon W Oller Jr, Language test at school, (London: Longman group Ltd, Inc, 1979)p306

<sup>&</sup>lt;sup>14</sup> Robret lado, Language testing the construction and use of foreign language test, (Longman: London, 1961)240 15 ibid P 241

In situations outside the language approach, speaking means someone's ability to express him self in daily life by using some words in some sentences. It is also an ability to converse with others. Moreover, it also means as an ability to express systematized idea in accordance with the context fluently in real life communication. While the elements of language approach, speaking is defined as an ability to use the language elements such as pronunciation, stress, intonations, grammatical structure and vocabulary of the target language at a normal speed as those of the native speakers. From those definitions we can conclude that speaking is an ability to express someone's idea by using some words and language elements such as pronunciation, stress, intonations, grammatical structure and vocabulary of the target language fluently as those of the native speaker in daily life communication.

#### B. The important of speaking English

As an international language, English plays an important role in global communication. All people in the world use English as the main tool of communication, especially facing the free trade era like nowadays. Moreover, English is also used in all aspect in human life such as science, education, technology, business, trade, and health and politic. Crystal in Larsen freeman and Diane describe; English is a second language for business and commerce, science and technology, and international language relations and diplomacy. For us who

can't speak English, we will be left behind therefore, mastering speaking English is become the important thing.

In addition, one of the most requirements in getting a job is being able to speak English whether actively or passively. The fact most of the enterprises use English in doing interview for the applicants. It shows that mastering and communicating in English is really important to choose the carrier and continue our life if we don't want to be life behind.

Furthermore, speaking English is also important for teachers, especially teachers who teach in international school. They are demanded not only mastering the subject that they teach but also speaking English. It is because English is used as medium in teaching and learning process.

Knowing the essential of speaking English, teachers should think hardly know to make the students mastering speaking English. They can choose one of the techniques or strategy in teaching speaking English in order to they can improve the speaking ability of their students.

### C. Teaching of speaking

Based on the broad communication goal which has been taken from curriculum frameworks general language proficiency stated that the students should an active participant in activities organized related to the use of the target language that is why students will acquire communication skill in the target language. Furthermore they can widen their network of interpersonal relations, have direct access to information in the target language, and use their language manipulating physical arrangement to promote speaking practice. Most students think that speaking English as foreign language is more difficult than the other skill. Why speaking is harder than other. Because speaking is happens in real time. Most of students prefer to just listening whatever the teacher say and they do not any effort to speak English in the class. Moreover this situation is caused by traditional classroom arrangement of desk facing forward toward the teacher' zone<sup>16</sup>. That is why it is necessary to change the physical environment in order to encourage speaking activities itself, for example Tango seating is a simple seating arrangement which used for students' oral communication in information gap tasks that involve drawing pictures following maps or creating designs or structure from verbal disruption<sup>17</sup>. By using these

<sup>&</sup>lt;sup>16</sup> Khatlen M Balley, Practical English language testing speaking, (The Mc Graw hill Companies Inc: New york, 2005)p39

17 ibid P 40

principles the teacher can give the students some exercise types to help students' speaking practice and develop teachers' material for their students.

## D. The objective of teaching speaking English at junior high school.

Most of speaking takes information with one or more speakers for certain situation. It that an effective speaking also involves how to listen and understand the other speaker well and how they share the information or knowledge including how to take turning or allow others to do so 18

Basic this interaction includes communication, where students comprehend and express some information, thought, feeling and develop the knowledge, technology and culture. That is why the objective in studying English for senior high school students is the students can reach the functional level where students communicate in oral and written in order to cover their daily problems (Standar Isi, 2006) in details, there also some purpose of learning English for junior high school students. The first is the teacher has to try to develop competency of oral communication and written in order to reach the functional level. Second is both students and teacher realizing the important of English in order to improve the national competition in trade era. Third is teacher tries to develop the students comprehension of English connection with culture. Therefore teachers

<sup>&</sup>lt;sup>18</sup> J Harmer, *The practice of English Language teaching* (Third edition person education limited: Enbrug,2001)p271

should engage their students in teaching and learning process. They have a great capacity to learn, a great potential for creativity and passionate commitment to thing that interest them. The teacher attempts to avoid a boring situation by managing and controlling them well. Sometimes students are being disruptive in classroom. Students need some help to enjoy the learning in addition they have some difficulties in doing the task/exercise but they don't like to show up their problem/difficulties. Therefore the teacher always helps the students' problems rather than shouts<sup>19</sup>. Considering the students at this age group, they usually try to search for individual identity. They would much happier if problems do not exist but they are much happier and they get some challenges especially in learning process. It will improve their enthusiasm in teaching and learning process.

Based on standard competency which is stated in standard of Content 2006 especially for speaking skittle, explains that expressing meaning in transactional conversation and interpersonal short text in order to interact with the environment. Here the conversation is a one of the tasks that help the students to reach target language. Carrying on a conversation In English involves selecting vocabularies, applying the grammar ruler, pronunciation the English sound and understanding the other person even

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<sup>&</sup>lt;sup>19</sup> J Harmer, How to teach English (Longman: Enbrug, 1988)p7

though it is very difficult for junior high school students to do it at once, but Herbert Puctha and Michael Schartz that the teacher should engage students speaking ability by giving some tasks which they are able to do rather than humiliating them. The teacher gives text and situations with their own thought and experience, rather than ask them to answer the questions and do the abstract learning activity. The conversation more emphasize on the content rather than the form. It will make them explore their ability to speak English even though there are some grammatical mistakes pronunciations in its conversation. Students' mistake in carrying out the conversation is natural process in the teaching a learning process.

#### E. The definition of Three-step interview

Three-step interview is proposed by Dr Spencer Kagan that are rarely used the process of teaching and learning English in the classroom. Three-steep interview is an affective way to encourage students to share their thinking, asking and answering question, share their experience and take note.<sup>20</sup>

According to Liptol, L., & Wellman, B Three-step interview strategy is cooperative structure that helps students personalize their learning and listen to appreciate the ideas and thinking others. Active listening and paraphrasing by the interview develops understanding and empathy for thinking of the

<sup>&</sup>lt;sup>20</sup> Lipton, L., & Wellman, B., pattern and practice in the learning-focused classroom (Guilford vermant: pathway publishing, 1988)

## interview.21

Heather coffey stated that three-step interview take a place of the traditional group discussion because each person in the group must produce and receive information. In the first two step of the cooperative learning structure, students interact in pairs, interviewing each other about topic. Then, in the third step, students take turn sharing what they have learned from their partners with the rest of the cooperative learning group. This step promote to equal participation where only one person in the whole group or class is talking at once. Three-step interview helps the students develop listening and language skills while promoting individual accountability. <sup>22</sup>

From many definitions above, we can conclude that Three-step interview strategy is a strategy that invites students to share their thinking, answering and asking question, and to be confidence when participate whit their friends, group or their pair.

## F. The activities of Tree-step interview

The activities of Three-step interview strategy consist of three steps. The first students work in pair One is the interviewer the other is interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details. The second student's pair

<sup>22</sup> http:// www.learnnc.org/lp/pages/4773

<sup>21</sup> http://www.eworkshop.on.ca/edu/popup.cfm?p...3-step\_interview.pdf

reverses roles, repeating the interview process. The third each pairs joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand

According to Slavin interview consists of the following step: first the teacher has students gather in teams. Second,

Teammates count of -1, 2, 3, 4, or more one member for each teammate. Third, The teacher inform the students that it is 1's job to interview 2, 3's job to interview 4's and so on, for few minutes. The aim of the interview is gets information that will be use to introduce each person to his or her teammates. Interview topics may be suggested, such as hobbies, unusual experience, favorite movies, and life goal. Interviewing tips may be provided, such as how to follow the lead of the other person rather than suggesting topics of interest you're self. Fourth, Introductions are carried out within group each interviewer has one minutes to present to the group the person he or she has interviewed. Fifth, Step 3 and 4 are repeated with students switching roles: 2 interviews and present 1, 4 interviews and present 3, and so on. Sixth, the team attempts to discover through discussion the "positive sentence" of each teammates so that he or she can be describe an adjective or very brief phrase, such as "gusty", "adventuresome", "caring". Or "nature girl" students are instructed to look for the teams in the interview responses that will help them capture the positive essence of the person. Seventh, Team member introduce their teammates to the class by talking turns stating the adjective of phrase that best capture the positive essence of the team member and providing a sentence or two of explanation.<sup>23</sup>

Before the strategy at begin there are several hints and managements must prepared by the teacher; The first questioning, before try this strategy, explore the types of question reporters ask and at what point in the interview they ask them, second reinforcing the need to "take time" talk about the issue of taking time to think or deciding whether or not to answer a question during an interview. Third using recording sheet consider providing students with recording sheets to use when they are in the role of "reporter", fourth determining the length of time for each interview. Depending on the age of your students and their experience with this cooperative learning strategy, you may have it adjust the length of time for the interview.<sup>24</sup>

The statements above help to the teacher to try Tree-step interview strategy in teaching speaking especially speaking recount text.

#### G. Recount Text

1. The nature of recount text.

Recount is type of spoken or written text deals with past experience. Its purpose is to tell the sequence of events and activities in

<sup>&</sup>lt;sup>23</sup> Robert E slavin(cooperative learning theory, research, and practice second edition, prentice hall: New jersey, 1995)p137-138

<sup>&</sup>lt;sup>24</sup> http://www.wanpradace.eq.edu/curriculum/blackspalace/bptree\_pdf

the past in order to inform and /or to entertain the listeners or the readers. Recount is principally not the same as Narrative although both of them talk about past events Narrative deals with problematic events and usually it is function while recount does not have to come to a serious complication. Recount is almost as same as anecdote dealing with the purpose the main differences is that anecdote has funny element

#### 2. The social functions of Recount text

Three are two types of recount text

- a. Personal recount (the writer was personally involved in)
- b. Factual recount (it is a note of event, such as: experiment report, history)

#### 3. The generic structure of Recount text

- a. Orientation: provide the setting and introduces participant.
- b. Events: tells about what happened, in what sequence.
- c. Re-orientation: tells how the participant fells on that experience.

#### 4. The language feature of Recount text

- a. Past tense
- b. Action verb (walked, wrote etc)
- c. Linking verb (was, were, saw etc)
- d. Chronological connection (then. first)

## H. The example of recount text

#### My Rush Time as a Journalist

I usually woke up at eight o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. The United Nation officials or disaster mitigation team usually held it.

It was challenging to visit different refugee camps to find soft stories, human-interest stories. After that I went back to the Press Center to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I always feared that the Internet would come crushing down.

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.

#### VISITING BALI

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

## My Horrible experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured

## I. Review of previous related researchers

To prove the title of this study the researcher gives two previous studies that are relevant. Firstly, a study conducted by Claudia yanive prieto Castillo (2007) entitled "Improving eleventh grades' oral production in English class through cooperative learning strategies." In her thesis the writer use four main cooperative learning strategies to help the teaching speaking process they are: jigsaw, numbered heads, think pair

<sup>&</sup>lt;sup>25</sup> Claudia yanive prieto castilo, *Improving eleventh grades' oral production in English class through cooperative learning strategies*, (Unpublish thesis: Columbia,2007)

share, and three-step interview. In her thesis the writer conducted her research on action researcher design. Subject of this are 35 students at colegio de bachillerato patria. This school is located in the north of Bogota in Chico neighborhood. This school belongs to army schools. The writer took field note, survey, and audiotape recording as the instruments to check and record everything that happened during the implementation of cooperative learning strategies. The data were collected from field note, survey, and audiotape recording then was analyzed in the descriptive qualitative form. The result after using cooperative learning strategies the students learn more and had more opportunities to participate orally in the class, they felt comfortable using English in the class. Secondly, a study conducted by Sri handayani (2010) entitled "The implementation of think pair share for teaching speaking to the eight grade of junior high school"<sup>26</sup>. Think pair share is a technique in cooperative learning it purpose to practice students in collaborative learning. In her thesis the writer conducted her research on descriptive qualitative research. The subject was junior high school students on class VIII F of SMPN Sedati 2 Sidoarjo. The writer took observation checklist and field note as the instruments to check and record everything that happened during the

<sup>&</sup>lt;sup>26</sup> Sri handayani, The implementation of Think pair share for teaching speaking to the eight grade of junior high school, (Unpublished thesis: Surabaya, 2010)

implementation of Think pair share process. And the data were analyzed on descriptive qualitative manner. The result of this research the students become active participant in exploring their ideas and their opinions and open a wider information an knowledge both of teacher and students.

From the previous studies above, it can be seen that the techniques in cooperative learning give positive effect toward the students' language skill especially speaking.