CHAPTER II

THREE STEP INTERVIEW TECHNIQUE IN TEACHING SPEAKING SKILL

A. Speaking

1. Definition of Speaking

For people who learn a language, including English learner, certainly they need to master speaking skill. With speaking, a person can communicate with other person to convey their meaning to each other. According to Flutcher (2003 : 23), "speaking is the verbal use of language to communicate with others". Thornbury (2005 : 1) also states that "speaking is so much a part of daily life that we take it for granted".

Moreover, Mackey in Bygate (1987 : 5) summarized speaking, the oral expression, as follows: "Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning". Harmer (2001: 269) defines "speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Bailey cited in Nunan (2003 : 48) says that "speaking is the process of producing systematic verbal utterances to convey meaning".

In other words, Burns and Joyce in Florez (1999 : 1) defined "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information." Yet, Brown (2001 :

267) stated that "the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language".According to Harris (1969 : 81) states "speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates".

Based on explanation above, the researcher can conclude that Speaking is skill in producing systematic verbal to do communication orally for expressing or conveying the meaning, information, utterances of speakers in daily life by using right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. Speaking can be said as a complex skill which involves producing, receiving, and processing information, it means that in communication the people also need to listen for responding or answering questions that always there in a conversation daily.

2. **Types of Speaking Performances**

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

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

8

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

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

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

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

3. **Aspects of Speaking**

According to Syakur (1987 : 3), there are at least five aspects of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency. The explanation of those aspects below:

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct grammatical sentences in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary is the most part of speaking skill. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Mastering vocabulary means that we can choose the appropriate diction which is used in communication in any kinds of situation.

d. Pronunciation

Pronunciation is the way for students' to produce clear language when they speak. It deals with the phonological process that refers to the component of grammar made up of the element and principles that determine how sounds vary and pattern in language.

e. Fluency

Fluency can be defined as the ability of students to speak fluently and accurately in communication. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed and only a small number of pause and 'ums' or 'ers.

Based on the students' problems that already mentioned in the research background, so the researcher will take all of the aspects above as the

indicators in teaching speaking in the classroom that used to measure the students' speaking skill progress in every cycle.

4. Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001:270). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity. There are some characteristics of successful speaking activity such as:

a. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or they want to contribute to achieve a task objective.

b. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious but often most time is taken up with teacher talk or pauses.

c. Participants is even

Classroom discussion is not dominated by a minority of talk active participants. All get chance to speak and contributions are fairly evenly distributed.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to each other and of acceptable level of language

accuracy. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation.

B. **Three Step Interview Technique**

1. **Definition of Three Step Interview Technique**

    As English is a second language for many students, so the teachers need methods or techniques to promote language acquisition. In Dr. Spencer Kagan's book which titled " Cooperative Learning" the teachers can find some techniques to improve students in each skill, for example students' speaking skill. The speaking or oral communication can be improved with one technique which named "Three Step Interview".

    Three Step Interview was created by Kagan when he looked in the class, the students is only fluent to share with a partner than asked to share with a team or with the whole class. So, Kagan decided to make an interview in pairs then make a new team from the pairs. After Partner A interviewed B, and B interviewed A, I could have students in the team do a RoundRobin, each briefly sharing what they had learned in the interview (Kagan, 2009 : 22).

    Three Step Interview is technique which designed to maximize oral communication development and ensure each student has the opportunity to talk and listen (Kagan,2009:36). Three-Step Interview technique is an

effective way to encourage students to share their thinking, ask questions, and take notes (Bennett and Carol 2001 : 167). Lipton and Wellman (1998 : 55) defined "Three Step Interview Technique is a cooperative structure that helps students personalize their learning". Kagan in Jacobs et all (1997 : 80) suggested Three Steps Interview Technique is used as a technique in teaching speaking because it includes interaction activities that appropriate in supporting teaching speaking. By applying Three Steps Interview Technique, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English. According to Kagan (1994 : 157) defined that "Three-Step Interview is a technique that is effective when students are solving problems that have no specific right answers".

Based on the explanations above, the researcher can concludes that Three Step Interview is technique that designed to maximize oral communication development or an effective way to teach speaking because it includes interaction activities cooperatively that appropriate in supporting teaching speaking where students will be encourage to share their thinking, ask questions, and take notes about their learning.

2. **Procedure of Teaching Speaking by Using Three Step Interview Technique**

Actually the original version of Three Step Interview Technique has three procedures. In Olsen and Kagan (1992:88) described the procedures of three step interview technique that consists of 3 steps, as follows: (1)

students are in pairs; one is interviewer and the other is interviewee. (2) students reverse roles. (3) each shares with team member what was learned during the two interviews.

Since 2009, Kagan (2009:71) stated a new procedure of Three Step Interview technique by using structure of inside-outside circle that makes students interview each other more fun and variety. The reason from the use of inside-outside circle structure is to have students respond their partner where they will stand and face to face with their partner in a circle, and also the teacher can be easier to control the students' activity where the teacher is on the central of circle.

There are some versions of Three Step Interview Technique. One of the version is According by Kagan (2009:71) that describe procedure of Three Step Interview technique by using structure of inside-outside circle then the teaching procedure of Three Step Interview technique, as follows;

Step 1.**Fun Interview.** While students are standing in the Inside-Outside Circle, they do a Pair Interview with their face partner, each interviewing the other on a fun topic like dream vacation, favorite food, or ideal profession. (The Pair Interview is the first two steps of a Three-Step Interview).

Step 2. **Pairs Selected.** The teacher selects two adjacent pairs to team up to form a team of four and sit down as a team.

Step 3. **Pairs Pair.** A gap is created when the first team leaves the circle. Pairs from each side walk toward each other to close the gap.

14

When they meet, they leave to sit down as a team. The process is repeated to form additional teams. If there is an extra pair, steal a person from one of the groups of four to form two groups of three and have them sit next to each other.

Step 4. **Timed Round Robin.** When students are seated as a team, they do a Timed RoundRobin, each introducing their partner by sharing what they learned in the Pair Interview. For example, "My new friend, Steve, would spend his dream vacation...." (The Round Robin is the third step of the Three-Step Interview.) We don't tell students in advance that we will be moving from Inside- Outside Circle to random teams. Thus it comes as a surprise when pairs pair to form a group of four, and as another surprise when students are asked to take turns introducing their partner. Occasional unexpected events in our class create stimulation.

In the first step, student will do an interview, student A interview student B, then they reverse roles. In the second step, two pairs of students will be selected by teacher to make a new team (this team can do timed-round robin to complete the procedure of three step interview technique). But, the third step still needed to make the other teammates randomly. After all pairs have team, the last step is Round robin, the students can do over all communication where they have a chance to speak in turns.

The improvement of students speaking is occurs in the first and the last step where students have chances to speak up and practice their

English. The students must pay attention and listen when their partners ask question, they have to understand what their partners mean (comprehension). the students have to speak clearly in pronouncing the English words to make their partners know about they said (pronunciation). The students may use various English words in their speaking (vocabulary). The students have to able speak by using limitation time that given by teacher, so they have to control their pauses (fluency). The students also learn to use English structure well like form of *verb, tobe,etc*. (grammar)

After looked the useful of Three Step Interview Technique procedure that described by Kagan (2009) above, The researcher decides to apply Three Step Interview Technique by using circle inside-outside structure in the Classroom. It is because the procedure of Three Step Interview technique by using structure of inside-outside circle are more specific, fun and involving the students to be active in the classroom.

3. **Advantages and Disadvantages of Three Step Interview technique**

The advantages and disadvantages of Three Steps Interview technique described by Bennet and Carol (2001 : 167). The advantages of the use of Three Step Interview technique are;

1) Three-Step Interview creates simultaneous accountability.

2) Students share and apply different questioning strategies.

3) Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

Meanwhile, the disadvantages of the use of Three Step Interview technique are;

1) Students have to be able explore the types of questions of interview to get the point of the answer that related issues.

2) Timing or duration is maybe problem for students to take or manage well the time for each question of interview.

To cover the disadvantages above, the researcher will help students in exploring questions that related issues by giving questions guidance and for the timing, the researcher will give time limitation for every interviews.