CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents and discusses about some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here.

2.1 Teaching Speaking in Junior High School

Teaching speaking in Junior High School should be based on standard of competence and basic competency as stated in the standard of graduate competency. Mulyasa (2008:109) asserts that related to the school-based curriculum, National Education Department has prepared standard of competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school. Teaching and learning English in Junior High School level must be reaching at literacy level. Literacy level is one of theoretical and practice consideration in application of School Based Curriculum. In other word literacy level is used as attainment priority at stage of education. The school that the researcher wants to do the research is using 2013 Curriculum (K13). This curriculum focuses more on the students than the teachers, it's called student's center. The curriculum designer's hope can make students more active to improve their knowledge. Starting from the academic year of 2013/2014, the Indonesian Government has mandated schools in Indonesia to start implementing the K13 (Education and Culture Ministerial Regulations no. 81 A, 2013). This new curriculum is actually weaknesses of the 2006 curriculum.

Depdiknas in wells (1987) determine 4 types of literacy; per formative, functional, informational, and epistemic. In prerogative level, students are hoped will be able to read, write, and speak by using symbols which is used. In functional level, the students are hoped will be able to use language to fulfill their daily need such as read newsletter. In level informational, students are hoped to access knowledge by using their language ability. Then, in level epistemic the students are hoped will be able to transform knowledge by using English. In junior High school level the teaching and learning English is targeted to reach functional level in which students learn language as communication tool. It is line with teaching and learning purposes in junior high school that is develop communication competence in the form of written or oral in order to achieve literacy level of functional. Therefore, it is clear that teaching speaking in junior high school should be able to reach

interpersonal, transactional, and functional function in which students can use language as communication tool in their daily life.

2.1.1 Aspect of Speaking

There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension that should be mastered by learners in order to have better speaking skill (Brown, 2001).

1) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures that the speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world. Accent focused on pronunciation. When speaker say, they will give an emphasis to certain words suitable and pronunciations.

2) Grammar

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

3) Vocabulary

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

4) Fluency

Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students" speaking ability goal. It deals with the quality of the way they speak fluently.

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It will help students

speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008:16). As proposed by Harris and Hodges (1995:14), fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

5) Comprehension

Comprehension is a capacity to process and perceive stretches of discourse, Formulating demonstrations meaning of sentences. According to Hornby (1995:235), comprehension is the power of understanding. It means that comprehension is one of important aspect in the speaking process. For oral communication certainly requires a subject to respond and speech as well as to imitate.

Comprehension of second language is not easy to learn since it is not straight observable and must be understood from nonverbal and overt verbal responses, by the intuition of the researcher or teacher or by artificial instruments. Comprehension points to the fact that members fully know the nature of the research assignment, even when the process are complicated and involve risks (Cohen et al., 2005:51). As a result, in speaking can be stated that the comprehension points to the speaker's understanding about what they are speaking to the listeners in turn to keep away from misunderstanding information additionally; it is purpose is to create the listeners easily to receive some information from the speakers.

From some explanations above, it can be conclude that if people want to speak clearly, so they should mastering component or aspect in speaking skill, if the people less one of them so their spoken language will difficult to be understood by listener. By practicing every day they will be able to master all of the components of speaking skill.

2.1.2 Student's Problem in Speaking

Even speaking has been taught since elementary school but junior high school students often get difficult in speaking English. According to Nawshin (2009), one of the student's problems in speaking skill is in grammar item. Grammar item taught in a deductive manner. Many times the teachers referred to grammar books and presented grammar rules with explanations of the structures. The researcher think a better way to teach grammar is to write sample sentences on the blackboard and discuss those sentences, which will eventually make the structure clear to the students.

Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept or thought in a certain way, they can just use other ways of saying those things. They may commit some

mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it does not give the listener much of a problem understanding them. On the other hand, the mistakes many non-native speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That is exactly the reason why non-native speakers have to study grammar more than native speakers.

2.1.3 The Concept of Grammar Mastery

Mastering grammar means mastering the meaning and the function to use them in context. The grammar, then, is what we know. It represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized unconscious set of rules that are part of grammar of every language. It means that by mastering a great number of grammars, the students can learn foreign language easier. In other words, that grammar mastery is students' ability to comprehend and use the properties of word in English.

In communication, grammar plays an important role, without mastery of grammar it is impossible to make communication through language. Maxom says that around the world there are thousands of languages, each with its own grammatical system. This means that students can easily get it wrong when they try to put words together to make a sentence in English10. It means that grammar is the vital part of language, without mastering grammatical system we could not make our communication well. We will get difficult to share our point to our partner of speaking.

Grammar is one of the most important aspect of learn foreign language. In learning English, learners have to know grammatical system. Grammar should be mastered in language learning especially in teaching and learning English. Learning grammar is important, if we mastering the grammar we are able to speak, write, and listen nicely.

From the statement above, the writer assumes that grammar mastery is learners' ability to speak clearly and easily. It means that mastering grammar useful in teaching learning process especially in English. Learners that have mastery grammar well can convey their feeling, ideas, though in spoken or written. When we get a conversation with foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

2.1.4 Speaking Ability

Ability is something special that have by student. Rokhmawati (2010) says that ability is a natural or acquired talent or skill that have by students. In other word, speaking ability is

the ability to communicate or to express ideas, opinion or message orally. Even though speaking ability is not easy for students to master it, because the ability to speak is not only speak in a good pronunciation or apply grammatically orally but students have to know when and where to use the sentences and to whom in order the listener can understand what actually students talk about.

Speaking ability is one of important skill that should be mastered for students besides listening, reading and writing as the curriculum of learning English. Based on curriculum 2006 for junior high school, in term of speaking, students are expected to be able to express the meaning of simple conversation for interpersonal and transactional occupation, short functional text and short monologue text on formal and informal situation to communicate related to the environment and academic context. In order in speaking, students are not only can do conversation with teachers, friends or others but also can speak to deliver message orally or speak in monologue text.

Therefore many students think that speaking skill is somewhat difficult because it is different with their native language. Moreover to speak is not a simple as we think but we have to understand the components of speaking to make our speaking is able to be understood. According to Harris (1969) there are five components that are generally recognized in analyses of the speaking process: pronunciation, grammar, vocabulary, fluency and comprehension.

2.1.5 Teaching Speaking

Teaching speaking is needed by the students. It can stimulate student's motivation in learning English. The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy (Brown, 2007).

Mackey in Magiono (2007:3) states that teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary. The ability is to use the right words in the right order with the correct pronunciation. The second is function transaction and interaction: knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building).

Teaching and learning process of English in Junior High School is based on the curriculum of the school. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

a. Language as a means of communication is used to express meaning grammatically.

b. Learning a foreign language is how to communicate of using language itself as a target language, written orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Harmer (2001:271) stated that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

Some important points are applied in teaching speaking process. They are:

1. The Principle of Teaching Speaking

According to Thornbury (2005), there is discovery approach in teaching speaking goes through three stages such as raising awareness, appropriation and autonomy.

a. Raising Awareness

Raising awareness is the first stage in teaching speaking that aimed to make learners more aware of language and improve their understanding, but do not involve learners in using the language themselves. When the teacher teaches, he/she starts by raising learner's awareness. The starting point should be a recorded spoken text: a conversation. The choice of the conversation is of paramount importance. Awareness involves three process, they are:

- Attention
- Noticing
- Understanding

b. Appropriation

Appropriation is the second stage in a speaking lesson. Scott Thornbury (2005: 63) states that appropriation is the "act of taking over the ownership of something". In line with

social constructivism, this stage is other regulated. Through collaborative work and interaction, appropriation aims at self-regulation by the end of this stage. Appropriation it can be called as guided activity because here the students still guiding by the teacher.

The example of appropriation activities are drilling, chants, memorizing scripts, task repetition, writing, reading aloud, and communicative tasks. This practiced control attempts to foster the spoken language features highlighted at the awareness-raising stage. These features can be some discourse markers, lexical chunks, stress and intonation.

c.   Autonomy

After the appropriation stage, learners reach a level where they have to use the language with minimum intervention on the part of the teacher. Autonomy is thus the result of "the increased automaticity of the learner's language production". In fact, the skill to automatize the more mechanical features of a task contributes to freeing attention for higher-level activities. According to Scott Thornbury, the following features characterize autonomy activities:

- Productivity
- Purposefulness
- Interactivity
- Challenge
- Safety
- Authenticity

The autonomy stage includes activities such as presentations and talks, stories, jokes, and anecdotes, drama, role play, simulations, discussions, debates, conversation and chat. This stage is meant to give free vent for learners to use the language to carry out a task.

2.1.6 The Roles of Teacher in Speaking Class

Speaking is a way to communicate with other people. The problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for teacher to make students to speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Irtatik (2009:11) the teacher must be facilitator communication in the classroom. In this role, one of the student's responsibilities is to establish situations likely to

promote communication. Teachers should play such of different roles in teaching speaking. Harmer (2001:275) states the roles as follow:

a. Prompter: It means that students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.

b. Participant: It means the teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

2.1.7 Assessing Speaking

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher with others can give different score of speaking. Such as giving ranging score from 5 to 1 is very difficult to do because the lines of dissimilarity between stages are quite not easy to identify. According to Brown (2004:140) stated that to solve that problem, teacher requires giving various scores for each answer and every score stand for one of various scores for each answer and every score stand for one of various features such as grammar, fluency, comprehension, pronunciation, and vocabulary use. There are two key methods for assessing oral speech. Those are analytical and holistic scoring. The analytical scoring is final product by breaking down into criteria parts and every part is scored separately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance. The process of this method engages the separation of a variety of features of a

convention (Park, 2004 in Tuan, 2012:1). This process is used to know the weakness or strength and detailed feedback from student's performances.

However, the use of holistic method employs numeric rating to give score of student's performance (Iwashita and Grove, 2003:26). The process of this method is seeing the achievement of learners in language learning. Each method has advantages and disadvantage. The advantage of holistic method is quick scoring, efficient for bis group scoring, more realistic, and provides an impression of students' achievement. It does not over detailed information, it is not easy for scores to make a decision on one overall score and it does not diagnostic. On the other hand, disadvantage of analytic scoring is needs much time to score speaking performance, offering more essential diagnostic information of students' speaking ability.

Assessment has main role in teaching learning process. By assessing students, teacher can measure their student's understanding materials that have been giving in their classroom. That is one of the significant aspects to test student's comprehension. According to Fulcher and Davidson (2007:196), assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching learning process, learners have to more lively to practice what have done explained by the teacher in classroom. The function of assessment is as guide teacher to give score to students and help them to recognize what knowledge, activities, and understanding which help their progress.

From that explanation, it can be conclude that assessment in speaking skill has main role in language teaching process. From those activities, we can know which task or strategy that can help students understand material and can measure their ability that they get in the class.

2.2 Three Steps Interview Technique

2.2.1 Definition of Three Steps Interview (TSI)

Three steps interview is one of cooperative learning method. Lipton and Wellman (1998) defined Three Step Interview (TSI) is a cooperative structure that helps students personalize their learning. It also teaches them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to other person.

On the other hand, according to Barkley, Cross, and Major (2005:63), in Three Steps Interview students pairs take turns interviewing each other, asking questions that require a student to assess the value of competing claims, and then make a judgment as to the best.

This technique needs all students' participations. Johnson and Holdback (2010:4) stated that, every student try to get the maximal result which gives some advantages for them and for their group members. Based on those statements, known that Three Steps Interview proves the students' participation. It is an in group technique, which every group members will be active during the implementation and get the advantages on it.

Darsini (2013) in her study found that Three Steps Interview (TSI) is an effective way to encourage students to share their thinking, ask questions, and take notes. It works best with four students per group, but it can be modified based on class situations. Three Step Interview (TSI) techniques can be used to get the concept in depth or can be used as an ice breaker for team members to know one another. Each member of a team chooses another member to be a partner. During the first step students interview their partners by asking clarify questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. This technique can help the students to improve their speaking skill by paraphrasing their pair's opinion when they are sharing it with the team's member.

2.2.2   The Procedure of Three Steps Interview (TSI)

Three Steps interview promotes a simple method to ensure individual accountability. The procedure drives students to be active in the learning process. Consequently, they will get experience in the teching and learning process. The following is the procedure of Three Steps interview implementation in the classroom based on Kagan (2009) is as follow:

1. Teacher makes a group of 4 students and gives them labeled. It can be A, B, C, D,
2. Teacher pairs the student A with student B, and student C with student D,
3. Teacher gives topic to the student,
4. Students are in pairs, one is interviewer and the other is interviewee,
5. Student An interview student B. Student C interview student D,
6. Students reverse roles, and
7. Each shares with team member what was learned during the two interviews.

Three Steps Interview techniques is one of Cooperative Learning in which student's works in a group consisting of 4 persons. Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three Steps Interview techniques will also help students speak in English, because they have to make an interaction with their partner in order to share the ideas orally. So, Three Steps Interview Technique is very useful to be used by the teacher to improve students' speaking skill.

Three Steps Interview has detail steps. If the teacher did not guide the action, the class will be uncontrolled. And the students will not get the advantages after implemented it.

Besides, the researcher used Two Stay Two Stray technique to teach control group students. The procedure of Two Stay Two Stray technique can be seen as follow:

1. Teacher introduce and explain the learning model using *Two Stay Two Stray*;
2. Teacher divide the students into some groups, each group consist of 4 students;
3. Teacher prepare short text and worksheet;
4. Teacher determine 2 students who become *"stayers"* and 2 students who become *"stayer"*;
5. Each group get short text and worksheet from the teacher;
6. *Stayers* of each group discuss first;
7. After that, *stayers* visit to the other group to convey the content of short text to the *stayers* group orally;
8. *Stayer* in the group visited should discuss for making short text;
9. After finished, *stayer* back to the real group of them;
10. Next, one of students who became *stayer* should convey the result of discussion that is making a short text that hasbeen made in front of the class.

2.2.3 Advantages and Disadvantage of Using Three Steps Interview (TSI)

By applying Three Steps Interview (TSI), there are many benefits that can be gained, such as stated by Bennet and Carol (2001) as follows:

1. Three-Step Interview (TSI) creates simultaneous accountability,
2. Students share and apply different questioning strategies, and
3. Over time, students can be introduced to different taxonomies of thinking to extend their ability to use different levels of questioning and thinking.

Based on the advantages of Three Steps Interview (TSI) above, there is also disadvantage of it, such as:

1. If the teacher could not use the time effectively and efficiently it can make the students crowded by her/him. So, the researcher should manage the time as well as possible in order to make the learning process effectively and efficiently.
2. Students' need many vocabularies to present, where the most EFL students, especially in Indonesia, lack of vocabulary.

2.2.4 Teaching Speaking by Using Three Steps Interview (TSI)

Teaching speaking is prominently for the students' oral functions. In teaching speaking, teacher needs to assess some aspects, namely grammar, pronunciation, vocabulary,

fluency, and also comprehension (Brown: 2004:172). So, the students must speak in the teaching and learning process.

This research uses Three-Step Interview technique to improve the students speaking ability. As Barkley, Cross, and Major (2005:121) said that, Three-Step Interview creates the opportunity for the students to network and to improve specific communication skills. It means that, Three-Step Interview provides the students to speak actively, in order to gain the information from the interviewee.

This research uses topic to be develop in the interview session. As Underhill (1987:54) said that, interviewers usually have a prepared list of written or memorized questions to ask, or topic to bring up. Citravelu, Sithamparam, and Choon (2005:59) also said that, when person speaks, he cannot just speak about nothing. He needs to speak about something. It means that Three-Step Interview needs a problem or topic which will be discussed in the interview session.

2.2.5   Review of Related Study

There are several previous studies that support this strategy which can be implemented effectively and efficiently in the class. The first previous research was done by Nasiroh (2012) conducted a research entitled "The Implementation of Three Steps Interview Strategy in Teaching Writing to the Tenth Grade Immersion Class Student of Hasyim Asy'ari Bangsri Jepara". The aim is to know the effectiveness of three steps interview strategy toward student's writing skill. The research conducted in experimental research design by using one group pre-test post-test design. The findings of the research showed that the students get better score after using three step interview strategies than before taught by using three step interview techniques. This implies that the implementation of three step interview strategy gives the positive effects on improving students' skill in writing English.

The second study is conducted by Rika Irawati (2011) entitle "The Effectiveness of Three-Step Interview Technique to Teach Speaking Viewed from the Students' Language Anxiety". The method of the research is experimental study. The objective of the research is to examine whether Three-Step Interview Technique is more effective than Dialogue Memorization to teach speaking to the first semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2011/2012. The result showed that Three-Step Interview technique is an effective technique in teaching speaking. The effectiveness of the technique is influenced by the students' language anxiety.

The third previous study is by Nadhifatuzzahro (2017) entitle "The Effectiveness of Three Steps Interview (TSI) Technique towards the Students' Speaking Ability at the Tenth

Grade of MA Al Maarif Tulungagung". The design is using quantitative approach with pre-experimental design. The population was the entire students of the tenth grade of MA Al Ma'arif Tulungagung that consists of three classes. The sample of this study is a single group that is VII-A consisting of 25 students that is chosen by purposive sampling. The instrument used in pretest and posttest is speaking test. In analyzing the data, the researcher uses SPSS calculation. The aim is to find out the advantages and disadvantages of guessing game on student's speaking skill in order to improve teaching and learning process. The result shows that TSI is effective to improve students' speaking ability.

The fourth researcher was conducted by Pindha Kaptiningrum (2015) entitle "Three Step Interview to Improve Students' Speaking Ability in Islamic Higher Education of Bakti Negara Tegal". The design is using classroom action research (CAR). The researcher has used test to measure the students' speaking ability. The result of analyses has shown that in general students' speaking ability in terms of the overall impression of their speaking, their fluency, their pronunciation, their grammar and vocabulary, and content/message in the two cycles have improved, particularly in cycles I and II. The aim is to improve students' speaking ability by using three step interviews. Finally, the result of the study showed that three step interview was helpful and effective to teach speaking materials. The success of three step interviews was supported by the result of the questionnaire, observation sheet, and test. It was proven that the students have been motivated to speak English fluently.

The fifth is conducted by Rani Candrakirana (2013) entitle "Improving Student's Speaking Skill through Three Steps Interview Technique". The research conducted in Classroom Action Research design with (CAR). The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of ten grades, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in the forms of interview transcripts, field notes, photos and questionnaire scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. There were three cycles applied in conducting this study. The students enjoyed the activity using Three-Step Interview technique in class by having discussion, sharing and cooperating well. The result of this research their speaking test results which increased from test every cycle.

The sixth previous study is Rahmawana (2017) entitle "Using Three Steps Interview in Teaching Speaking to The Second Grade Student of SMAN 6 Soppeng". The design is using quantitative research and the aim is to determine the use of three steps interview

technique in improving student's speaking skill at the second grade of SMAN 6 Soppeng. The result showed that the use of three steps interview as technique in teaching speaking was effective in improving the students' speaking ability because the students' score of post-test was higher than pre-test. Rahmawana's study is not complete yet because in his study did not show the score of each aspects such as pronunciation, vocabulary, grammar, comprehension, and fluency. So, the reader did not know the students' score of each aspect. The researcher directly calculates overall using classification, frequency and percentage. It can make the reader confused how to give the student's score.

The last is conducted by Vera Rahmadi (2013) entitle "The Effect of Using Three-Step Interview Strategy Toward Students' Speaking Ability of the First Year Students at SMA Muhammadiyah 1 Pekanbaru". The design is using quantitative design. The aim was to find out the improvement of students' speaking ability through Three-Step Interview Strategy and to find out the effectiveness of Three-Step Interview Strategy in improving students' speaking ability. In the previous research, the highest score increase is in comprehension and vocabulary aspect. But for the other aspect, such as accent, grammar, and fluency still get under 65 score. In the previous research, the teacher provide news item text to the students and ask the group to read it then the other group as interviewer ask that group about news items text that they have been read. So that is why the students get high score increased is in comprehension aspect. Because they can comprehend the news item text well. The teacher more emphasize in comprehension aspect without checking the grammatical error. So that, the students can comprehend it well and can deliver it but they do not know whether they speak up with correct grammatical or not. In the previous research, the teacher does not explain what tenses that should be used in new item text. It make the students do not know what tenses that should use when they deliver news items text. The students just can speak for deliver new items text with appropriate content without correct grammatical. Here the researcher want to use simple present tense in procedure text as the material to teach seventh grade students in the second semester, because the researcher should matching the material that used in the school. The researcher also wants to drill the students in order that they can use appropriate grammar.

From those previous studies, researcher assumes that three steps interview strategy was flexible method to help students' understanding in the teaching learning process. Therefore, researcher will apply three steps interview strategy in speaking class to know the effect of using three steps interview strategy on speaking ability. Based on the previous studies above, there are differences and similarities between those previous studies with the

present study. For the differences is in the level of implementation and also research design. Next is about the ability, because this research will conduct in speaking ability. The last is about the focus between those previous studies and this study are almost the same which is all of those studies are identify achievement, improvement, effect, attitude of students by using three steps interview technique in the learning process. For the similarity, the researcher focus on the implementation of three steps interview technique as teaching strategy in the class.