**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

**2.1 Theoretical framework**

**2.1.1 Definition of Conversation**

Conversation is “*a type of speech event*” that is distinct from lectures, discussions, interviews and courtroom trials (K Methold, 1981). Conversation is *social,* meaning it establishes rapport and mutual agreement, engages in phatic communication, maintains and modifies social identity and involves interpersonal skills (Richards, 1980 , Thornbury and Slade, 2006).

Conversation is “*multi-sensory* “This entails paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Scott Thornbury, 2005). It is hard to distinguish for an interview, but the distinction is useful. The difference is one of attitude or intention, rather than technique: in a discussion/ conversation, the interviewer keeps overall control but is willing and able to yieled the inisiative to the learner to stir the conversation or bring out a new topic. More accurately, the topic discussed and the direction taken by the conversation are the result of the interaction between the people, involved in a kind of negotiation below the surface level of the words. Tone of voice, pitch and intonation, and expressions of fake and body language all contribute to this negotiation. These are features of natural conversation which make this procedure, when is succeeds authentic and communicative**.** In reality, conversation may be difficult when the two speaker have different level of knowledge about topic. The two speakers must adjust to topic.it is posibble that a speaker dominates the conversation because he knows more about the topic or he wants off his knowledge. When this happpens, the conversation does not flow smoothly .

**2.1.2 Free Conversation**

A conversation can be fiewed from different situation or purposes. From the reality of comunication in english, conversation is said to be free or spontaneous. The speakers just talk and develop the topic that they have to anwer from the conversation. Spontaneouns conversation occurs because we talk when we think. In another words they just start talking and then move from the topic to another. The topic maintenance is kept going on until both speakers feel that there is no more to tell in the talk. This has been observed by Reador (1987) : “of course, people are not always conscious of the rules they are using to guide the conversation. many rules are impicit. They do not have to be brought to a high level of consciousness for us so use them”

A free conversation contains incomplete utterance such as mm,er,hm.in other grunts such as oh, my... there and so on. When it is recorded the free conversation shows a special characteristics of how the speaker actually want to express their thoughts. This happen because of the limitation of time. The speakers want to use the time most effectively. Besides, thinking is a constrain to the accuracy of the grammar. they have to think so hard for give the best anwers from their thoughts and probably through their experience to make the speaker interest.

The word fluency is mostly viewed. Fluency involves many factors. A fluent speakers knows how to express his ideas smoothly without much obstruction. There can be hesitation but once he starts talking; his ideas seem to flow naturally. They have mastery in conversation with full comprehention of the question. There are no constraints of every question that the speakers gave. principles of conversation. It likes playing a game in question anwer which the players know what they want to do automatically conversation( Mathews , 1985).

In conversation a speaker can do so by asking in details. This is the difference between speakers who knows a little about the topic. His vocabulary is limited and so he cannot continue the talk to the extent that he sound verv fluent. This implies that there are fluent speakers and slow speakers. A slow speakers seems to be unable to pick up the right word express his thoughts. The over personality is also an important factor. A person who likes other people has a positive attitude to a fee conversation. He can easily start a conversation with self- confidance without feeling any guilt of making mistakes. In using english, for example, mistake must be taken as a natural effect learning the foreign language.

a fluent speaker is not ashamed of making mistakes because his focus is not to produce accurate utterance but to get a message across. He wants to tell everything that he knows about the topic manipulating the grammar of the language. This possible bccause speakers never restrict themselve to appication of rules. Thcy are free to say anything that is relevance to the conversation. Also, there is no restriction to what type topic is accepted or rejected The points is that the speakers never realize that they have shifted on topic to another topic. Conversation is a direct talk which aims at sharing information for social life,business or transmission of knowledge and science (Mathews, 1985)

**2.1.3 Guide Conversation**

Conversation is tended to teach learners how speak the target more communicatively (Hatch, 1983). Usually the approach the writing of guide conversation is based on the grammatical accuracy. The guided conversation sound artificial.in this conversation the grammatical rules or features are that focus on the talk rather than the free expression. Perhaps this conversation is unlikely for the native speaker of english who have the same situation or context. Thus, a guide conversation does not represent the real and practical conversation by two or more speakers. A real conversation must be kind of negotiation of meaning between the two speakers. If there is no share cultural knowledge about the topic. Then the conversation can lead to confussion or misunderstanding. Through the conversation between two people it will get a lot of information by each other through the question and anwer. The questioner will gave some of question and the anwerer will tell and discribe so wide about the question and it will show how much the wide of words or knowledge that they have. And it continously created the situation like in the interviews of people.

There are four essential rules in the conversation (Brown , 2001)

they are:

* 1. Attention Getting

Before starting the conversation, of course the attention of the hearer should be done the get linguistic production there for the attention getting within each language, both verbal nonverbal need to carefully assimilated by the learner.

* 1. Topic Nomination

Usually, a person will simply start on an issue by making statement or a question which leads to particular topic. The hearer (listener) may talk about their feelings or emotional condition, the want to build a social relationship or they also can discuss their reaction to certain event.

1. Topic Development

In developing topic, the conversation is used the speaker or listener will get through exchange the infomation and listener may assume that they knowing someting about the topic or question that the speakers give to cooperate to sustain the conversation to their benefit in communication process.The speaker and hearer are allowed to share the information or their knowledge.

1. Topic Termination

The topic termination is conversation usually refers to thr closing the conversation. it can be said that in the topic termination, the participant have to know how the ending or terminating the conversation made. Example : the speaker say,”well, see you”, “bye-bye”, etc.

**2.1.4 Strategy of Conversation**

Conversation is defined as a multifaceted construct (Thornbury ,2005) point out that this complexity derives from conversation being so ubiquitous in our daily language usage. Conversation as a discourse with a structure, namely an opening, content and closing (ending). In the opening, speaker apossibly stars with stereotyped expressions such as *Good Morning. Hello or Hi.* The greeting is then answered by speaker have the continuation. Then,both of them think what to say next. This is topic or content the conversation. The topic can be maintained or shifted depending on the situation . This is the part that makes a conversation last song. If the the topic requires much information, the two speakers will tell us as much as posibble. The ending or closing will tell what happen as the two posibble. The ending or closing will tell what happen as the two speaker agree to stop talking.

Conversation is one of strategy that can give many advantages either for the students or for the teacher according to Nic Underhill (2004) guide conversation is oral text is a direct meeting between two or more people, and it can provide result that we can get from conventional written text. Due to the teacher is be able to know how well the students are speaking and the teacher also can get information conveniently through looking at the result of students’ conversation.

Conversation can be used as a strategy to make students speak in english appropriately and correctly, this strategy often implemented cause it gives many advantages for improving the students

A conversation can get boring quickly if one person is doing all the talking while the other is trying to get a word in edgewise. When that happens whoever is not talking begins to tune out and there is no conversation. There can be many reasons for a lack of give and take. Sometimes nervousness can get in the way and you ramble on without realizing it. Or, nervousness can make we freeze and we don't knw what to say next. If we find our self freezing up, take a deep breath and do our best to focus; smile, and then reflect on what we want to say. If the other person is the rambler and we've tried several times to interject but haven’t been able to, then excuse our self politely and move on.

. Yet so many dull conversationalists believe that's what people want to hear from them Who hasn't been stuck with someone at a social event who blathers on about their family history, latest job interview, or the like?

**2.1.5 Conversation Ability**

In conversation Mathews(1985) says that the word fluency is mostly viewed.A fluent speakers knows how to express his ideas smoothly without much obstruction.The conversation ability, like any art is a skill of elegance, nuance and creative execution. When it comes to the strategy of conversation we've all met people who seem to have knack for it. They can talk to anybody about anything and they seem to have to do it with complete case and while it’s true that there are those who are born with the gift of gab, luckily for the rest of us, conversation abilitys can be developed and mastered.

In my research good communication skills key to any success for English learning, is talk about the importance of being a good communicator and give tips on how to convey ideas and information successfully. Many of the same tips hold true for developing good conversation. Conversation is a form of communication; however, it is usually more spontaneous and less formal. We enter conversations for puroposes of pleasant engagement in order to meet new people, to find out information and to enjoy social interactions.

As far as types of conversation, they vary anywhere from intellectual conversations and information exchanges to friendly debate and witty banter. While there is more to having good conversation abilitys than being a comedian, dramatic actor, or a great story teller, it is not necessary to become more gregarious, animated, or outgoing. Instead, you can develop the ability to listen attentively, ask fitting questions, and pay attention to the answers - all qualities essential to the art of conversation. With diligent practice and several good pointers, anyone can

improve their conversation abilitys.

**2.1.6 Definition of Job Interview**

A job interview is a process interview consisting of a conversation about a job applicant, interviews are one of the most popularly used devices for employee selection .The student in the senior high school have to prepared about their plan job to face their carier in the future after graduated from their school. Interview is the dialogue or question-answer exchange which is considered as the primary learning. (Tehudi and Mitchell,1999).

Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, give the opportunity to the students to demonstrate that they communicate freely in English. There are various reasons to apply this technique. If adolescents are more future oriented they may be more likely to actively work toward being successful in the future. Perceived teacher support also plays an important role in adolescents’ career planning and development (Khasawneh, 2010).

**2.1.7 The Reason for Using Job Interview Technique**

The influence of school environment has also been recognised as an important factor affecting students’ career planning. Student’s perceived efficacy rather than their actual academic achievement is the key determinant of their perceived occupational selfefficacy and preferred choice of work-life (Bandura, Barbaranelli, Caprara, Pastorelli, 2001). Interview are a useful method to :

Investigate issues in an depth way

Discover how individuals think and feel about a topic amd why they hold certain opinions

Inform decision making, strategic planning and resource allocation

Sensitive topics which people may feel uncomfortable discussing

Add a human dimension to impersonal data

Deepen understanding and explain statistical

**2.1.8 The Advantages Of Job Interview**

Meier (2018) from his article he said that the advantages of interview which provide the opportunity to gain an overall understanding of who the candidate is. There are some advantages of job interview, there are:

1. Forms deeeper understanding of candidates
2. Builds a faster assessment process
3. Facilitates learning about creative qualities
4. Helps develop a personal connection
5. Lets you take note of body language
6. Enables broad data collection
7. Create a memorable experience

**2.1.9 Teaching Conversation by Using Job Interview**

For help a student to prepare the real world of job applications, a difficult enough in one’s first language and even more intimidating in a second language, before they leave the classroom. Here is how you can help a students boost their confidence and get ready for the one on one meeting that can change the course of their lives.

For a students, the interview will probably be the most intimidating part of the job application process. Often, a student’s English education has focused more on conversation, so a real life situation that demands fluent speech and can be nerve wracking. Not only that, when a nonnative speaker becomes nervous or emotional, speaking accurately in a second language becomes even more difficult and can help the students by giving them a chance to practice the interview process before a job is on the line. Even on the section of interview the student can get the class of conversation practice throughout the process.

According to Kuligowski (2019) in his article he said that we should prepare a few question of our own to ask during the interview, not only does it give you the opportunity to gain deeper insights into the company,role and culture. And the most asked question to expect in an interview, there are:

* What are you strengths?
* What are your weaknesses?
* Why are you interested in working for (company name)?
* How did you hear about this position?
* Describe yourself
* What is your dream job
* Discuss your educational background
* Tell me how you handled a difficult situation
* Why should we hire you?

The example of the dialog in job interview:

Mike: Good Morning, John. I am Mike.

John: Good Morning.

Mike: How are you doing?

John: I am doing fine. Thank you.

Mike: How was the traffic coming over here?

John: I am so glad that the traffic was light this morning. No traffic jam and no accidents.

Mike: That is good. John, let’s start the interview. Are you ready?

John: Yes, I am.

Mike: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

John: What type of qualifications do you require?

Mike: I require a four-year college degree in Finance. Some working experience would be helpful.

John: What kind of experience are you looking for?

Mike: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

John: That is great!

Mike: John, tell me a little bit about yourself.

John: I was a student at West Coast University, and I just graduated with a Bachelor degree in

Finance. I have been working part-time as a payroll clerk for the last two years.

Mike: What are you looking for in a job?

John: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

Mike: Anything else?

John: I also hope that it will help me grow in my field.

Mike: What are your strengths? Why should I hire you?

John: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

Mike: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

John: No, I do not.

Mike: Can you handle pressure?

John: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Mike: Do you still have any questions for me?

John: No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

Mike: John, nice meeting you. Thank you for coming.

John: Nice meeting you too. Thank you for seeing me.

Expressions used in the conversation

I am so glad

Let’s start the interview

First of all

As soon as possible

Entry-level position

On a daily basis

I am willing to

That is great!

Work part-time

What are you looking for in a job?

Put into practice

Hard-working person

Fast learner

I get along fine with everybody

I do not mind

Work long hours

I can handle the situation

Have an opportunity

Nice meeting you

**2.2 Previous Research**

Several journal related to the topic of research that found,there are:

1. Rani Candrakirana Permanasari.2014 conducted an analysis related to the study with the tittle is Improving Student’s Speaking Skill Through Three Steps in Interview Tehnique. The research method used was an action research. This study conducted five meetings for two cycles. The first cycle was conducted in two meetings and the second cyle was conducted in one meeting. One meeting was for pre-test and the last meeting was for post-test. The intruments used in this study were speaking tests, observation check list, an observation list, and a questionnaire. The result of the study showed that the students’ responses in learning speaking was good. They enjoyed the activities using Three Steps Interview Technique in class by having a discussion, sharing, and cooperating well. The students’ improvement was proved by their speaking test results which increased from test to test. In pretest, all of students final scores were under 50. In the cycle one test, no one of them got final score less than 50. From the cycle two test, most of the students got final score more than 70. Then, the data of post-test showed that all of the students got score more than 70.

Based on the result above, Three Steps Interview Technique can be used as an alternative teaching technique to improve students’ speaking skill. The researcher suggest the teachers to use a topic variation to make the learning process more enjoyable. Then, for the next researchers, they could use this study as a reference to do deeper research about teaching method. Finally, for the English learners, they should keep practicing speaking English every day to make their speaking ability better.

1. Marcus Otlowski.2008 conducted an analysis related to the problem with the title is Preparing University EFL Students for Job Interviews in English: A Task-Based Approach. The approach taken in the context where this research was carried out seems to meet the parameter of particularity, when writing about his post-method approach. Particularity, taking into account the local realities, in the form of negotiation and open-endedness concerning materials and tasks, helped my students in creating personal authenticity and autonomy. However, as this research took place in one local context, it can offer only the beginnings of a global recipe for the emergence of personal authenticity. Therefore teachers need to experiment in their own contexts, with the help of reports from other teachers, and report on their findings, to be able to contribute to the discussion on personal authenticity. Therefore teachers need to experiment in their own contexts, with the help of reports from other teachers, and report on their findings, to be able to contribute to the discussion on personal authenticity. It is important to establish whether the trends exposed in this article are prevalent in other contexts.
2. Tria Romauli Sianipar. 2015 conducted an analysis related to the method with the title is Improving Student’s Speaking Skill Through Interview Tehnique : An Action Research Study. The purpose of this research is to improve students’ speaking skills by using interview technique. This research used a classroom action research as form of research. Based on the research findings and the discussion of the previous chapter, the writer describe the conclusion that Interview Technique improves students’ speaking skills as shown by improvement of students’ score in every cycle. the first cycle was 48% which was categorized poor. In the second cycle the mean score of students was 59% which was categorized poor to average. Then, in the third cycle the mean score of students was 72% which was categorized average to good.

**2.3 Conceptual Framework**

In the teaching learning a language, conversation ability is not easy can be mastered. The problems may become from the students, the teacher, the material or the class activity. The students have to give some opportunities to improve their ability to speak in english especially in the coversation that focus on interview job carier to prepare the student after the graduation .

There is a popular approaches used by teacher to encouraged student to speak and open the section interview with a short talk. Through the job interview activities the student can try to practice and learn to speak english and the student can express their opinion, background of theirself and their skill to other by using section question and answer in the job interview how important the conversation ability in real life , especially in English.

Job interview in English is really easy to implementation for students and effectively for making the short conversation to practice the student speak in English well. Through this interview section the students’ conversation ability will be increased. The students have more opportunities to “speak” answer the question by interviewers. During the interview,interviewers and students should come to some mutual understanding and it can be the benefits for studentsin determining their future training and supervisory needs. The job interview is an important step in the student’s progress toward becoming a confident and able participant in the world of work, the process of applying for a position and discusing their qualifications in an excellent learning opportunity.