CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories from experts which related to the study to support the discussion of findings. The discussion focuses on Speaking and Inside Outside Circle (IOC) technique.

A. Speaking

1. Definition of Speaking

According to Chaney in Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context. It means that people not only produce some utterances to express their idea or feeling but they also use their gestures, body language and facial expressions in the process of doing communication with other. In other definition, speaking is the active use of language to express meaning so that other people can make sense of them (Cameron, 2001: 40). Therefore, speaking is a good way to exprees the idea or feeling to others in the form of spoken language. Beside that, there must be at least two person in the process of speaking. It is as Lindsay and Knight (2006: 57) said that speaking involves at least two people, a speaker and listener.

Furthermore, speaking is an interactive process of constracting meaning that involve producing and receiving and processing information (Brown, 2004: 140). In the same aspect, it is also stated by Widdowson (1996:59) that the skill of speaking involves both receptive and productive

participation. Receptive aspect of speaking is the skill which is conventionally referred to as "listening". While productive aspect of speaking referred to as "saying". Thus, speaking is a productive skill which could not be separated from listening because it is a process of conveying the messages or information which involved both receptive and productive participation.

2. **Types of Speaking**

According to Brown (2000, 271-274), there are six categories of speaking that students are expected to carry out in the classroom. It has been classified into several basic types of speaking performance, they are as follows:

a. Imitative

Learners practice an intonation contour or try to pinpoint a certain vowel sound of. Imitation of this kind is carried out not for the purpose of meaningful interaction, but focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; sort replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentique.

d. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversation are a little trickier for learners because they can involve some or all of the following factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis and sarcasm.

f. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

3. Types of Speaking Tests

Thornbury, Scott (2005: 125) stated that there are five spoken tests which is the most commonly used, they are as follows:

a. Interviews

They are relatively easy to set up, especially if there is a room apart from classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out one by one for their interview.

b. Live monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other sudents take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

c. Recorded monologues

They are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport or passtime. The advantage of recorded test is that the assessment can be done after the event and the result can

be 'triangulated' that is others examiners can rate the recording and their ratings can be compared to ensure standardization.

d. Role-plays

Most students will be used to doing at least simple role play in class, so the same former can be used for testing. The other role can be played either by the tester or another student, but again, the influence of the interlucotor is hard to control. The role play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best.

e. Collaborative task and discussion

There are similiar to role-plays except that the learners are not required to assume a role but simply to be themselves. The performance of one candidate is likely to affect that of the others, but at least the learners' interactive skill can be observed in circumtances that closely approximate real-life language use.

4. **Assessment of Speaking**

Assessment is the procedure to collect data of the student in order to measure the effectiveness of the technique which is used in the research. It is supported by Brown (2004:4) stating that assessment is an ongoing process that encompasses a much wider domain than simply measuring the students' performance at identifiable times in a curriculum. In speaking assessment there are several components that should be emphasized as Hughes (1989:111) mentioned, they are as follows:

a. Accent

An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent.

b. Grammar

According to IELTS cited by Hughes, the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the lenght and complexity of the utterances in addition to the ability to use the subordinating clauses.

c. Vocabulary

Hornby in Aziz (2015) stated that vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having many vocabularies it is impossible to make sentences in communication and express their feelings. In communication through language, vocabulary holds the most important role to express the ideas clearly.

d. Fluency

Nunan in Sari (2014) mentioned that a speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a

speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

e. Comprehension

Harris in Alfiana (2014) stated that comprehension for oral communication certainly requires a subject to respond to speech as well as to initiate it.

5. Problems in Speaking English

According to Ur (1996: 121), there are some fundamental problems that appear in speaking class, they are as follows:

a. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.

b. Nothing to say. Students have no motive to express themselves.

c. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Learners often feel afraid to say things in foreign language classroom.

In addition, most of students will be confused what they should say when the teacher asked them to speak up. It is as Astuti (2016) said that

learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should speak up.

6. **Teaching Speaking in Junior High School**

According to BSNP (2006), learning English in Junior High School is targeted for students in order to reach one of the literacy level that is functional level in which students are able to use language as communication tool in the form of written and oral to solve the problems related to daily life activities. Further, based on standard competence and basic competence in 2006's school based curriculum, teacher should help the students to express the meaning in both transactional and interpersonal conversation. Therefore, it is clear that teaching speaking in Junior High School should reach interpersonal, transactional, and functional function in which students can use language as communication tool to interact each other in daily life. For standard competence and basic competence in 2006's school based curriculum can be seen at the table 1.1 below:

Table 2.1 The Standard Competence and Basic Competence of Eight Grade of Junior High School in Second Semester for Speaking Skill

Standard competence	Basic competence
9. Expressing meaning in transactional and interpersonal simple conversations to interact with surrounding environment.	9.1 Expressing meaning in oral functional text and simple short monolog to interact with surrounding environment in the form of asking, giving, refusing help, asking, giving, refusing thing, asking, giving and refusing information, asking, giving, and refusing opinion 9.2 Expressing meaning in oral functional text and simple short

	monolog to interact with surrounding environment in the form Asking, giving agreement, response statement, giving attention to speaker, beginning conversation and end the conversation
10. Expressing meaning in oral functional text and simple short monolog in the form of recount text and narrative text to interact with surrounding environment	10.1 Expressing the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment 10.2 Expressing the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment in the form of recount text

B. Cooperative Learning Method

Slavin in Sari (2014) stated that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. It can be an appropriate method to use in teaching learning process to improve students speaking skill since it is a method that divides the class member to several groups and arranges the students to work in a group. Thus, this method is useful to encourage the students' activeness and responsibility to their own self and their team members.

Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. It is in line with Darsini (2013) that cooperative learning method has some techniques that can be applied in the teaching learning process. All of the techniques are

appropriate to improve the students' ability; they are Three Steps Interview (TSI) technique, Think Pair Share (TPS) technique, Talking Chips technique, Round Robin, Inside Outside Circle (IOC) technique and Numbered Head Together (NHT) technique.

C. Inside Outside Circle (IOC) technique

1. Definition of Inside Outside Circle (IOC) Technique

There are many techniques of cooperative learning method that can be used by the teacher in teaching speaking. One of them is Inside Outside Circle (IOC) technique. Kagan in Sari (2013) stated that Inside-Outside Circle (IOC) is a technique that places learners facing each other in two concentric circles, one within the other. It will be more effective if it is done with six or more students, half in each circle. This Inside-Outside Circle technique facilitates verbal interaction between learners which give them opportunity to practice more with their rolling pairs. The illustration of Inside Outside Circle (IOC) technique can be seen at picture 1.2 below:

Picture 2.2 Illustration of Inside Outside Circle (IOC) technique

http://3.bp.blogspot.com/inside-outside-circle-model.

In addition, McCafferty et al (2006: 165) stated that Inside Outside Circle (IOC) is a student engagement strategy that requires partener responses. Where, in this strategy two concentric circles of students stand and face one another. After the teacher gives a question, the partners talk for a short time. Then outer circle rotates one position to the left to face a new partner. And the conversation continues for several rotations. In this strategy each student will have conversation with different partner during the activities.

2. Procedures of using Inside Outside Circle (IOC) technique

There are several procedures of Inside Outside Circle (IOC) technique that can be used in speaking class. According to Kagan (1990: 14), the procedures of Inside Outside Circle (IOC) technique are as folows:

a. Students stand in pairs in two concentric circle.

b. The inside circle faces out; the inside circle faces in.

c. Students use flash card or respond to teacher question as they rotate to each new partner.

In this study, the researcher applies the procedures of Inside Outside Circle (IOC) technique are modified from Kagan (1990: 14), they are as follows:

a. Teacher asked a half of the students in the class to stand up and make circle as inside circle so they have to face out. Teacher can name the students of inside circle such as 1, 2, 3, 4, and so on.

b. Another half of students make another circle outside the first circle (as inside circle) so they have to face in. Teacher can name the students of outside circle such as A, B, C, D, and so on.

c. In this case, the students of inside circle will have pair with students outside circle such as student 1 will be in pair with students A and so on.

d. Students will do conversation in pair about their personal experience based on the questions guide from teacher.

e. Teacher asks the students of outside circle to move one step continually after two minutes so that they face a new partner such as student 1 with student B and so on and they do conversation as step d.

3. **The advantages of using Inside Outside Circle (IOC) technique**

According to Bennett, B and C. Rolheiser (2001), the advantages of Inside Outside Circle (IOC) technique are as follows:

a. When students have appropriate "think time", the quality of their responses improve.

b. Students are actively engaged in thinking with different questions and different partners.

c. The activity encourages community building among students while incorporating movement and interaction.

d. Many students find it safer or easier to enter into a discussion with another classmate rather than with a large group.

e. No specific material are needed for the strategy, so it can be easily in coorporated into lesson.

D. Previous Studies

There are some relevant studies related to the use of Inside Outside Circle (IOC) technique to improve students' speaking that had been conducted by the previous researchers.

The first is the study that had been conducted by Alfiana (2014) entitled "Improving Students' Speaking Mastery trhough Inside Outside Circle (IOC) in The Second Year Students of SMA Negeri 1 Welahan, Jepara Academic Year of 2013/2014". She used Classroom Action Research (CAR) as research design. The result of the study showed that there was improvement of the students' speaking achievement at grade XI of Senior High School in Welahan, Jepara after being taught by using Inside Outside Circle. It is proved by the means of pretest and posttest is 59,44 to 68,33 in cycle I and the mean of pretest and posttest is 63,22 to 70,55 in cycle II.

Another study was conducted by Rahmawati (2013) entitled "Implementation of Inside Outside Circle Technique to Develop Speaking Skill for The first Grade of SMAN 1 Toroh in 2012/2013 Academic Year". She used classroom action research as a research design. The research finding showed that there was a different mean between two cycles which is conducted in the study. The mean of pretest score is 61,2 and the mean of posttest score is 74,9. Further, the improvement result of the implementation is

13,4. It proves that Inside Outside Circle (IOC) technique was effective to improve students' speaking skill at the first grade in SMAN 1 Toroh.

Based on those previous studies, the researcher wants to conduct the same study that is in implementing Inside Outside Circle (IOC) to improve students' speaking. However, the study is different with the previous one since it is conducted in Junior High School. Besides, the researcher uses pre-experimental as research design. Thats all, the researcher concludes that this study is different on research desain, school and students level with previous studies above.