

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter present the result of reviewing literature dealing with the topic of the study covering definition of speaking, type of speaking, element of teaching speaking, Inside Outside Circle Technique, narrative speaking and previous studies ;

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is the one of productive skill. Speaking includes some aspects of language, such as pronunciation, grammar, accuracy, comprehensible, and fluency. To get a better speaking practice, it is better to do the practice with a partner, in order to know about the response of our partner's feeling regarding to our speaking. Besides that, Speaking involves interaction with one or more participants, in which an effective speaking involves a good deal of listening, and an understanding of how the other participants are feeling. Its means that speaking involves the speaker and the listener. Lindsay and Knight (2006: 57) said that speaking involves at least two people, a speaker and listener.

Speaking is the verbal use of language to communicate with others. 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.” It means when people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning. In other words, Speaking is an interactive process of constructing meaning that involves producing, receiving, processing information (Brown 1994: 98).

From the definition based on expert above, it can be concluded that speaking is ability to say articulation sound or word to express feeling or idea. In addition, speaking ability is related for daily activity and social interaction, such as to describing something, share information, to give report, instruction, advice, complaint, apologize, agree, disagree, to entertain people with joke, complain about something, to give comment and so much means by speaking.

## **2. Types of speaking**

Brown (2004: 141) categorizes four basic types of speaking. The first category is imitative, intensive, responsive, extensive. The explanation about those categories is stated as follows:

### 1. Imitative

The ability to simply imitate a word or phrase or possibly a sentence. And the teacher concern on student's ability to pronounce words correctly.

### 2. 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.

### 3. 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.

### 4. Interactive

In this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.

## 5. 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.

Based on the explanation above, the researcher hope that five type of speaking can be consideration for the teacher to decide suitable technique in speaking learning.

### **3. Component of Speaking**

The aim of teaching English as foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently. In evaluating students' speaking skill, Brown (2004:140) suggests some form as follows:

#### 1. Grammar.

According to Ur (1996:75) Grammar is sometimes defined as 'the way words are put together to make correct sentences'. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

## 2. Vocabulary

One of the important aspects that supports speaking in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays important role in speaking skill. It cannot be ignored in speaking learning. Ur (1996:60) stated vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post *office* and mother-in law, which are made up of two or three words but express a single idea.

## 3. Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something; ability to get knowledge that has earned. It is derived from the student themselves who are able to understand the lesson.

## 4. Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt (2009:151) said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with the speed and ease without holding up the flow of talk. It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

## 5. Pronunciation

Pronunciation means the way in which a language or a particular word or sound is pronounced. Therefore, as an English teacher, you not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

Based on explanation above, speaking has five component. To be master in speaking english the learners should master the four components in speaking.

## 4. 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, the student shy to speak because they feel bad pronunciation and have low ability to speak english.

### **B. Inside Outside Circle Technique**

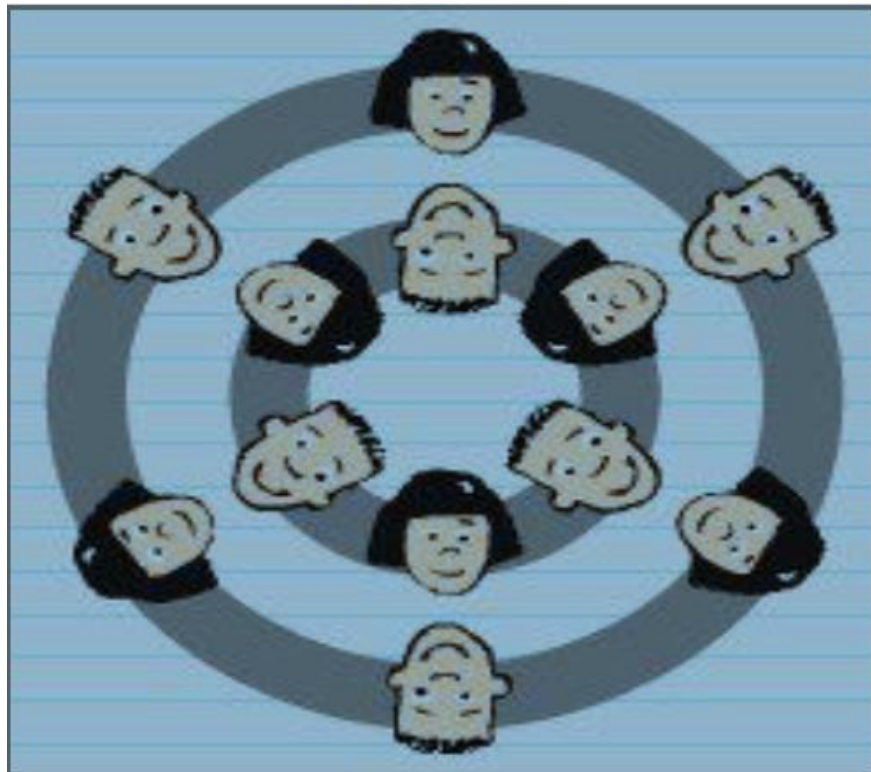
There are many technique can be used in teaching speaking. One of the them is Inside Outside Circle Technique. Nation (2009) in Wahyuni, Mukhaiyar, & Kusni (2013 : 22) named Inside-Outside Circle as Walk and Talk. He used this technique in teaching lesson regarding students' activities in the past. The students form two circles with a person in the inside circle being paired with a person in the outer circle. The person in the inside circle tells their partner what they did during the weekend. Then they move two persons to the right and tell their new partner. Later, in the whole class a few students tell what their partners have told to them.

Based on Wahyuni, Mukhiyar, Kusni (2013: 21) 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.

In addition, Kagan (1992) in wahyuni, et al (2013: 21) defined procedures in Inside Outside Circle Technique as people in outside circle exchange ideas with the person facing them in the inside circle. Then, in the inside circle rotate to face

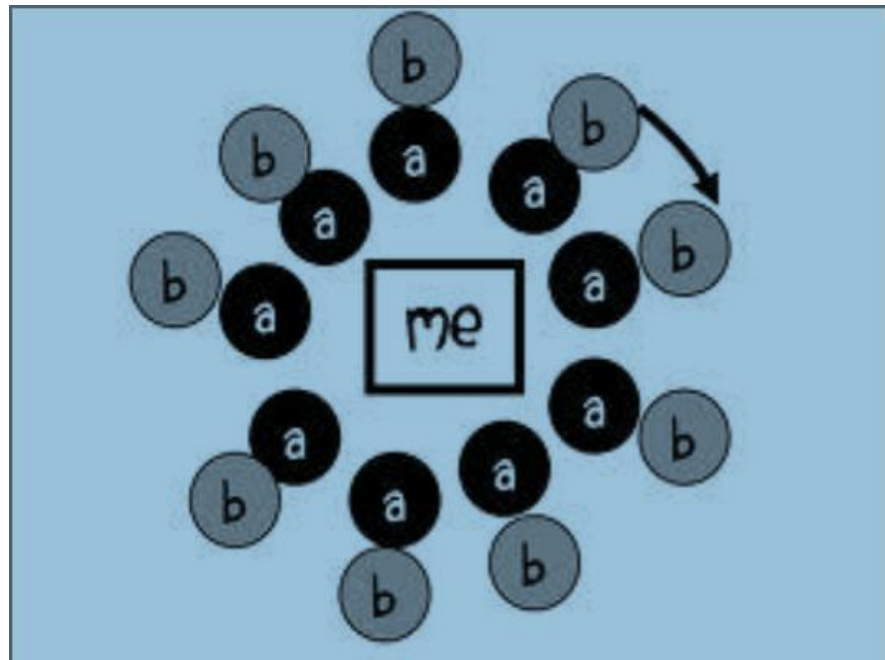
different person in the inside circle. The following are pictures showing the formation of the technique ;

**Picture 2.1 Illustration of Inside Outside Circle (IOC) Technique**





**Picture 2.2 Illustration of Inside Outside Circle (IOC) Technique**



Moreover, Inside Outside Circle (IOC) is 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 (McCafferty et al 2006: 165).

The researcher concludes that Inside Outside Circle, the students stands in two concentric circle, the first is inside circle which the students facing outward, and the second is outside circle which the students facing toward for students in the inside circle. In this technique, the students work in pair and they can share information with their partner in the same time. Meanwhile, the roles of teacher in

implementing this technique are to monitor the students' activities and help them when they get difficulties in speaking such as pronouncing the words.

### **1. 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 follows:

- 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 applied the procedures of Inside Outside Circle (IOC) technique are modified from Kagan (1990: 14). Here are the steps of this activity:

- a. The teacher divided number of student in the class into 2 group (Group A and Group B)
- b. The teacher distributes a narrative story for each students. The students in group A and B get the different title of narrative story. They must read and understand for 15 minute.
- c. The teacher ask the students (Group A) to stand up and make circle as inside circle so they have to face out.

- d. After that, the students (Group B) make another circle outside the first circle (inside circle) so they have to face in.
- e. This formation show that each students of inside circle have a pair with students of outside circle. (If there are 24 students in the class, that group A consist of 12 students and group B also consist of 12 students)
- f. The first step, the students which exist inside of circle (Group A) must retell story (legend) that they have read for (Group B) that stand up in outside circle.
- g. After that the students which exist inside of circle not move, meanwhile the students which exist outside of circle move one step to the right. From this movement, automatically each student has a new partner.
- h. The second step, the students in Group B which exist outside of circle retell a story (legend) to group A which exist in inside of circle.
- i. The teacher give feedback on their grammar and pronunciation.

## **2. The Advantages and Disadvantages of Inside Outside Circle Technique**

As one of the cooperative learning technique which gives the students chance to work in group, Inside Outside Circle Technique has advantages , such as ;

- a. Inside Outside Circle Technique gives the students opportunity to share the information with different partner in the same time.
- b. This technique can improve student's communiation ability and explore their ideas.

- c. This technique engages all students to active in learning process.
- d. This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.
- e. This technique can minimize the students boredom of the classroom activities.

Meanwhile, the technique has disadvantages in its practice, such as;

- a. This technique requires a large classroom if applied in the class, because it will be difficult if the class too small.
- b. This technique has long process, so it requires long time to do.

### **C. Narrative Speaking**

Narrative speaking is the students retell a narrative story about the legend. Narrative story is a story which relates a series and chronologically related event. Furthermore, Rebecca (2003: 2) stated that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, narrative story is a story that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The purpose of narrative story is to amuse or to entertain the reader with a story. Moreover, narrative story is story with complication or problematic events and it tries to find the resolution to solve the problem. It can be conclude that a

narrative story is a story which contains a series of connected events. And the social function is to entertain or amuse the reader or listener.

### **1. Generic structure of narrative**

Narrative story has the following generic structure ;

- a. Orientation : it is about the opening paragraph where the characters of the story are introduced
- b. Complication : where the problems in the story developed
- c. Resolution: where the problems in the story is solved

Sometimes the arrangement (generic structure) of narrative can contain: orientation, complication, evaluation, resolution and reorientation. Although the “evaluation” and “reorientation” is optional: maybe added. Evaluation provides assessment/ evaluation of the course of the story or conflict. While re-orientation contains content inference ending.

### **2. Language Features of Narrative**

Narrative has the following language feature ;

- a. Past tenses (killed, drunk)
- b. Adverb of time (once upon time, one day)
- c. Time conjunction (when , then, suddenly)
- d. Specific character; The character of the story is specific, not general.  
(cinderella, Snow White, Alibaba).

- e. Using action verb; A verb that shows an action (killed, dug, walked)
- f. Direct speech; It is to make the story lively. (Snow White said," My name is Snow White). The direct speech uses present tense.

#### **D. The Previous Study**

There several previous studies that have been conducted by some researchers related to the topic of the study. Khoiriyah (2017) conducted a study entitled “ The Effectiveness Using Inside Outside Circle Technique Toward Student’s Achievement on Speaking of The Eighth Grade Students at Mts Sunan Kalijogo Rejosari Kalidawir. The researcher used Pre-Experimental research design with one group pretest-post test design. The researcher used VIII-B class consist of 28 students in which the number of male is 17 and female is 11 at MTs Sunan Kalijogo Rejosari in academic year 2016/2017 as the sample and used recount text as material. The result of this research that Inside Outside Circle Technique was effective to improve the student’s achievement in speaking in the form of recount of the eight grade student’s of MTs Sunan Kalijogo Rejosari Kalidawir.

Another research was conducted by Alfiana (2014) entitled” Improving Students’s Speaking Mastery Through Inside-Outside Circle (IOC) Technique in the Second Year Students of SMA Negeri 1 Welahan, Jepara Academic Year of 2013/2014” The researcher used Classroom Action Research design and the subject of research is XI IPA 3 class of SMA N 1 Welahan in the academic year

2013/2014 .The class consists of 13 male students and 23 female students and the researcher used describe someone as material. The result of the research shows that the use of Inside-Outside Circle technique can improve the students motivation, interest, and achievement in speaking English.

The previous studies above were different from the present study in term of design, in the term of topic and the subject. Methodologically, the previous studies used Pre-Experimental and Classroom Action Research, meanwhile the present study used Quasi-Experimental. Related to topic and subject, the previous studies used to describe some one and recount text as a topic where the subject were VIII classes and second grade at state Senior High School. Meanwhile, The difference that used by the present study, the subject was tenth grade at state Senior High School 1 Rejotangan Tulungagung and the material was narrative story. In addition, in this research the researcher used three genre of narrative story like fairytale, legend and fabel as material. The researcher also used familiar narrative story such as Malin Kundang, Snow White, The Legend of Mounth Bromo, The Ant and The Dove, Timun Mas, The Legend of Sura and Baya etc as topic or material to make students easy to understand the story.