

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is intended to give a brief description of what is related and discussed in this research. This chapter discuss about speaking ability, teaching speaking, cooperative learning, and inside-outside circle (IOC)

A. Speaking

1) Speaking Ability

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.¹

While another expert, Theodore Huebner said “ Language is essentially speech, and speech is basically communication by sounds”. And according to him, speaking is the ability used by someone in daily life communication. Whether at school or other place. The ability is acquired by much repetition: it primarily a neromuscular and not an intellectual process. It consists of competence in sending and receiving messages.²

From the definition above, it can be infer that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and to entertain that can be learnt by using some teaching – learning methodologies.

Speaking ability is an important thing in the process of language learning. Getting students to speak in class sometimes can be easy. In a good class atmosphere, students

¹A.L Chaney and T.L Burke, *Teaching Oral Communication in Grades K-8* (Boston: Allyn & Bacon, 1998), p. 13

²Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960), p. 5

who get on with each other and whose English is at an appropriate level will often participate freely and enthusiastically when the teacher gives them a suitable topic and task. Clark and Clark define speaking that it is fundamentally an instrumental act.³ Speakers talk in order to have some effects on their listeners. They assert things to change their state knowledge. They ask them questions to get them to provide information.

The purpose of produce text that to develop students' basic ability to comprehend and respond appropriately to simplify spoken English and to produce basic spoken English in academic and social situations. The students could made the text orally.

They understand that the advanced skills of comprehending narrative and informational texts, literary response and creation the text depend on a foundation of solid vocabulary and word-recognition skills. The students know how to use visual structures comprehend or produce text, how to comprehend or produce narrative, expository, persuasiveand descriptive texts, purposes,organizational patterns, and how to have a command of written and oral English-languageconventions.

2) Types of Speaking

Brown, has stated five types of speaking. Those are:

a. Imitative

At the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive

³Clark, H. H. and Clark, E.V,*Psychology and Language: An Introduction to Psycholinguistic* (New York: Harcourt Brace Jovanovich Publishers,1997), p. 223

A type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into intonation, stress, rhythm, or juncture).

c. Responsive

Responsive assessment task includes interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and so forth.

d. Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.⁴

In junior high school, students are expected to master the intensive and responsive types. Intensive includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture cued tasks including simple sequences and

⁴Douglas Brown, *Language Assessment (Principles and Classroom Practice)*, (America: San Francisco State University, 2004), p. 141-142

translation up to the simple sentence level.⁵ While, responsive includes students' interaction and they just speak short conversations standard.

B. The Evaluation of Speaking Skill

The speaking measurement contains components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency, and comprehension.⁶

They are:

1. Accent

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

2. 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 length and complexity of the utterances in addition to the ability to use the subordinating clauses.

3. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking.

4. Fluency

Hughes defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation. Otherwise, the communication will break down because listeners will lose their interest.

5. Comprehension

⁵Douglas Brown, *Language Assessment...* p. 141

⁶Arthur Hughes, *Testing for Language Teachers* (London: Cambridge University Press 2002), 131-133

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts.

Speaking evaluation used to easier the teacher evaluated the students were successful in achieving the material or not.

The Pearson Test of English Academic (PTE Academic) is an English language test designed to assess the readiness of non-native English speakers scores. Based on PTE Academic, to classify the students' ability in speaking, there are 7 levels to classify the students' speaking based on their ability to easier the lecturer in giving score.⁷ They are:

1) Level 1 - Beginning/Preproduction (Entering):

A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

2) Level 2 - Beginning/Production (Beginning):

A pupil shall be classified level 2 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.

(b) The pupil understands parts of lessons and simple directions.

3) Level 3 - Intermediate (developing):

A pupil shall be classified level 3 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

⁷Wida Wisconsin, *English Language Proficiency Levels*, (from: <http://studyusa.com/en/a/96/pearsons:-pearsons/scores> (accessed on february 1,2013))

(b) The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

4) Level 4 - Advanced Intermediate (Expanding):

The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

5) Level 5 - Advanced (Bridging):

A pupil shall be classified level 5 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English well.

(b) The pupil requires occasional support.

6) Level 6 - Formerly Limited-English Proficient/Now Fully-English Proficient:

A pupil shall be classified level 6 if all of the following criteria are met:

(a) The pupil was formerly limited-English proficient and is now fully English proficient.

(b) The pupil speaks and comprehends English within academic classroom settings.

7) Level 7 - Fully-English Proficient/Never Limited-English Proficient:

The student was never classified as limited-English proficient and does not fit

the definition of a limited-English proficient student outlined in either state or federal law.

Based on PTE academic score, junior high school grade was in beginning production speaking level. They understand and speak conversational and academic English with hesitancy and difficulty, understand parts of lessons and simple directions

Table 2.1
Score Description

Score	level	Level Description
90-100	<i>Production level</i>	Students can use variety of descriptive vocabulary and expression in transferring the instruction. Students can express him/herself fluently and spontaneously without much obvious searching for expressions. Can produce clearly, well-structured, detailed text on complex subjects, grammatically correct in transferring the instruction.
80-89	<i>Production level</i>	Students can use variety of descriptive vocabulary and expression in transferring the instruction. Students can produce simple connected text on topics. Responding inappropriately in transferring the instruction with correct grammatical with more occasionally errors in transferring the instruction.
75-79	<i>Production level</i>	Students can use a little variety of descriptive vocabulary and expression in transferring the instruction. Responding inappropriately in transferring the instruction with correct grammatical with more occasionally errors in transferring the instruction.

The latest curriculum in Indonesia decided	70-74	<i>Production level</i>	Students can use variety of descriptive vocabulary and expression in transferring the instruction. Responding inappropriately in transferring the instruction but still communicates acceptably and speak with some hesitations that infers with communication in transferring the instruction.
	Below 70	<i>Production level</i>	Students can use only basic vocabulary and expression in transferring the instruction. Responding inappropriately in transferring the instruction and communicates with much hesitation that infers with communication in transferring the instruction.

ed that in teaching English from primary level to the high level is to aim make students master in English. Students are expected to master the four basic skills that inseparable and supporting one another because English used to communicate orally, written and in their daily life communication. Speaking is an important thing that should be learned by the students because the purpose of speaking skill is to communicate with other people. It means that they can use both oral and written in their daily life communication. In addition, they are expected to learn daily communication to used in their action when playing at schoolyard, attending classes, interacting with other people, interacting with their teacher, etc.

The goal of teaching speaking today is to improve the students' communicative skills because by mastering communicative skills the students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances.

Speaking is a crucial part of second language and teaching. However, its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just a repetition of drills or memorization of dialogue. The main goal of teaching and learning foreign language is to make the students are able to communicate using the target language. The opportunity to speak in group should be given to the students as much as possible in order to facilitate the students in using the target language. Nunnan states that learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate.⁸

The teacher's purpose of "low level students speaking" here defined as having English language skills at approximately with some, but only extremely limited, knowledge of English. The teacher's purpose that students ability in produce text orally become purposeful and active. The principle that the students speaking should be communicative. Hoped that the students directed to have life skill for communication to meet the need for job opportunity, besides they can continue their study to the higher level.

In fact, even though the teacher has already done some efforts in order to activate the students in speaking class, but they are mostly not willing to do it. According to River, there are three factors why students prefer to be silent in speaking class.

- a. They have nothing to say.
- b. The teacher may have chosen the topic which do not relate to him about whom he has nothing to express whether in native language or the foreign language.

⁸David Nunnan, *Practical English Language Teaching*, (New York: McGraw Hill Companies, 2003), p. 51

- c. They may be very conscious of their limitation in their foreign language and feel that by expressing themselves in it, they open themselves to be ridiculed.

C. Inside- Outside Circle Technique

Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members.

Cooperative learning as a group of learning activity that has already organized so that this learning is dependant on the socially structured in which exchange of information between learners in group, than each learner is held accountable for his or her own learning and is motivated to increase the learning of others.⁹

This technique is introduced by Spencer Kagan.¹⁰ Inside outside is a terrific cooperative learning strategy that really engages English language learners. This technique can give chance to all students to share information at the same time with different partner in a short time and in such structural way. Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in. Students ask questions to their partner, or they may take turns responding to the teacher's question. Partners switch roles: outside circle students ask, listen, then praise or coach. After each question or set of questions are already answer, students in the outer or inner circle rotate to the next partner. Depending on the size of the class, teachers may have students move more or fewer times to complete the activity. Inside-Outside Circle holds

⁹Caroline Kesler. *Cooperative Language Learning: A Teacher's Resource Book* ,(New Jersey: Practice Hall Regents, 1989), 8

¹⁰Anita Lie, *Cooperative Learning for ESL Students*,(USA: Cross Currents,2002), 65

all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.

The objective of this technique is improving students' speaking ability. Besides the teacher also be able to check students' pronunciation when they are speaking.

Steps

Teacher decides the students, which students will be in each circle (inside and outside). Then, teacher puts a question or statement on the board and give students at least ten seconds to think on their own ("think time"). After thinking time passed, ask students in the inside circle to share their response with the classmate facing them in the outside circle. When they have done this, ask them to say "pass", at which point the students in the outside circle will share their responses with the classmate facing them in the inside circle. Have the outside circle move one step to the left or right and discuss the same question with the new partner. Option: post a new question for another discussion.

Picture 2.2

The Activities of inside Outside Circle Technique:¹¹



This picture is about inside-outside circle technique. People in the outside circle exchange ideas with the person facing them in the inside circle. Then, those in the

¹¹<http://Funelfblog.blogspot.com> (accessed on June 30, 2012)

outside circle rotate to face a different person in the inside circle. The activity also encourages community building among students while they are incorporating movement and interaction. Means, that all of students must be ready with their explanation because each partner has a different question.

The strength of inside –outside technique which are: when students have appropriate “think time”, and the quality of their responses improves. Then, students are actively engaged in thinking with different questions and different partners. The activity in inside-outside circle encourages community building among students while incorporating movement and interaction. So, many students find it safer or easier to enter into a discussion with another classmate rather than with a large group.

For other case, it is emphasizes the need for careful listening and encourages everyone to be engaged in the activity and it is very fun because students can try their speaking skill when students use this technique. The interesting aspect of this activity is the variety of responses from students with the same role. It is important to ask individual students what another student said or did, so in my opinion this technique is appropriate to improve their ability in speaking skill and listening skill.

The weakness of this technique in teaching learning process is: the students get a little bit information because they get limited time for thinking about what they said before so they just responses what they think before. In other hands this technique can be classroom management can become a problem because they will be noisy when they use

this technique in the class, and the students must be trained in this method of learning in the requires an equal number of groups.¹²

Inside-Outside Circle holds all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place. If the teacher stands in the center of the circle, he/she can easily monitor students' responses.

D. Review of previous study

There are several previous studies that use IOC technique, especially in speaking activity. The first thesis written by Muhammad Yunus, entitled "Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang". In this study, he uses inside outside circles the strategy in the teaching English at the first grade students of SMA Wahid Hasyim Malang to solve the students' incompetency on speaking skill. As the result of the preliminary study indicated that the students' problems toward their speaking competence can be grouped into four problems: (1) lack of vocabularies, (2) the poorness of producing utterances, (3) lack of ideas to speak, and (4) afraid to speak. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by repeating conversations for many times in the activity of guided questions through inside outside circle and also demanding the students to involve actively, the students' speaking skill improved and the students' participation in the classroom was highly positive. The differences of this research are the subject (senior high school), and the strategy or technique used.

¹²Douglas Penn, *Tips for Teaching*, (from: <http://oame.on.ca/lmtips/files/TIPSForTeaching> (accessed on August 18, 2012))

The second thesis by Dinar Wirantika, entitled “ The Implementation of Inside-Outside Circle Method Using Origami to Improve Students’ Writing Ability in Producing Procedure Text of The Eight Graders in SMP Negeri 2 JetisMojokerto”. In this study, she conducted a research in order to know how was the organization of cooperative learning. She used IOC as a technique to improve students’ listening skill. She used IOC technique and conducted with origami as a teaching media. Finally, the researcher showed that IOC using origami as teaching media was successfully implemented in teaching learning process. The differences of this research are the skill, grade, and the strategy or technique used. She used origami as a tool in implementing the technique.

The third thesis written by Adinda Kusuma W, entitled “ Improving The Eleventh Year Students’ Speaking Achievement and Active Participation through Inside - Outside Circle Technique at SMK Farmasi Jember “. The purpose of her research is to improve student’s speaking achievement and active participation by using Inside-Outside Circles technique. Based on the finding from the first cycle, she found the weaknesses that caused the students had not got the target score yet. The researcher made the revising some aspects by maximizing the roles, explaining the material clearly, and giving more topics. Moreover, the results of observation showed 78.9% students were active in the first meeting, and 81.5% in the second meeting. In other words, the target in this research had been achieved. The differences of this research are the subject and the target skill. The researcher focus on students’ speaking achievement and active participation. But, in this thesis the writer focus on students’ speaking in producing text.

The fourth written by Kunti Muntafi’ah, entitled “Increasing Students Vocabulary Mastery in the Learning Process in Class VII at MTs

TegalsariJetisPonorogo in the academic year 2010/2011 through Inside-Outside Circle technique". Based on the preliminary observation, there were some problems found; the students were activeness, difficult to understand new vocabulary, and less achievement in study English. The teacher's problem was that she found difficult in handling the students during teaching – learning process. The effort to solve the problem is by designing and using Inside-Outside Circle technique. When the students worked in pairs, the students can share the information in the text and asked the meaning of vocabulary which didn't know. In the last evaluation, students' vocabulary increase until 30words. So the Inside-outside Circle can increase students' vocabulary at MTs Tegalsari. The result of this study shows that Inside-Outside Circle activities effective to increase students' vocabulary in teaching English. It was different with this research. That research focuses on students' vocabulary while this study focuses on speaking.

Over all, this research will be different from the studies above. The difference of those previous studies is that this research focused on developing students' speaking ability. The writer would use Inside-Outside Circle technique to improve students' speaking ability of VII-A on MTs al-Hidayah Betojokauman Gresik. While, students on the first grade is in the transition from primary to secondary school. They still love to play. So, the writer wants to know whether the implementation of Inside-Outside Circle technique could improve students' speaking ability of the seventh grade at MTs al-Hidayah Betojokauman Gresik or not.