**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **General Definition of Speaking**
2. **The Nature of Speaking**

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Based on the statement above, there should be a good balance to practice in classroom. Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech[[1]](#footnote-1). Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.

There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. Speaking is one way of learning about one self. In speaking, someone must face problems that have history and relatively to other people, groups, and the predictions we have formed for living together. Speaking that is gotten by the children preceded by listening skill. After getting the language input the students are able to master speaking skill. So that, speaking is the way to express our idea and feeling to one another.

1. **Element of Speaking**

In speaking, it is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to Harmer, a language features such as the connected speech, expressive devices, lexis and grammar, and negotiation language.[[2]](#footnote-2) Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning).

An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning. Then lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth. Those make students can produce at various stages of an interaction. Lastly, negotiation language is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant a speaking ability.

According to Vanderkevent (1990:8), there are three components in speaking.

1. The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opninion or feelings to the hearer. So if there are no speakers, the opinion or the feelings won’t be stated.

1. The listeners

Listeners are people who receive or get he speakers opinion by writing.

1. The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

Furthermore, the other element of the speaking is mental/social processing except the language skill for the speaker, but the rapid processing skill is also necessary, such as language processing, interaction, and information processing. The language processing is the effective speaker to convey their intention to someone else and they process the words or retrieval of words or phrases from memory to communicate with people. It helps the students to develop habits of rapid language processing English. Then, interaction is the student interacting with the other and they understand each other. Lastly, information processing is related to the perception of some else concerning the response to other feeling in using the language. Consequently, the mental has important role to succeed the communication particularly in speaking ability.[[3]](#footnote-3)

1. **The Functions of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, “The functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”.[[4]](#footnote-4) Below are the explanations of the functions of speaking:

a. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other[[5]](#footnote-5). In transaction, talk is associated with other activities.

c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmit information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language.

1. **Aspect of Speaking**

In presenting language, speaker cannot speak as he likes. Speakers should consider to the listener and some aspects of speaking. There are some aspects of speaking:

* 1. Pronunciation including the segmental features-vowels and consonants, the stress and intonation patterns.
	2. Grammar as the result for forming words and making sentences.[[6]](#footnote-6) Grammar is not only about forming words to be sentences, but grammar also tells that a word can be a sentence in certain situation.
	3. Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use.[[7]](#footnote-7) Speaker needs to use understandable words and pronounce them well.
	4. Fluency: the ease and speed of the flow of speech. Indeed, the term fluency is not only talks about the speed of speech, fluency also talks about the pause of speech. A fluent one not only talks quickly, but also pause the speech appropriately.
	5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.[[8]](#footnote-8) Comprehension can be the main point in speaking since it requires the skill of both speaker and listener.
1. **The Nature of Teaching Speaking**

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[[9]](#footnote-9) Based on the statement above that teaching conversation to the students in foreign language is simple. Because learning spoken language sometimes ignores the grammar rule and the other hand the students need to form good habit in English speaking practice.

Furthermore, the writer will elaborate the notion of teaching according to oxford advanced learner’s dictionary teaching which means giving the instruction to someone else: give someone else (knowledge, skill, etc.).

The notion of teaching according to some expert as follows:

* + 1. Teaching is action to increase the odds that potential learners will learn.
		2. Teaching is action to point learning toward desired to accomplishment by learners.
		3. Teaching is action to make knowledge create sense.
		4. Teaching is to present learners a live opportunity to learn.
		5. Teaching is action to enhance the persons who are learning.

Moreover, teaching speaking skill emphasizes on the activities to make the students active and creative. To increase students’ speaking mastery the teacher must concern with the student–to–student interaction. The great part of time in the process of learning speaking is dominated by students. Afterwards, it’s dominated by the instructor. This maximizes the students’ competence in speaking. The students learn what they are going to say with other in front of the class and try to develop their creativity orally.[[10]](#footnote-10) Therefore, the writer tries to give definition of teaching speaking is the instruction of the teacher/tutor to the students to encourage them in using the language orally to express their ideas, feeling and opinion to someone else and also encourage the potential of the learners to develop their speaking skill naturally.

1. **Types of Speaking**
2. Conversation

Human who able to speak or communicate are needs to interact with other. They need to transfer much information, so they conduct conversation. Conversation can occur in many places, many situations, and to fulfill purposes. In daily life, people always conduct conversation to communicate. Dialogue then means the speaking that passes backwards and forwards between two or more people.[[11]](#footnote-11)

1. Debate

Debate or debating is a formal method of interactive and representational argument. Debate is a broader form of argument than logical argument, which only examine the consistency from axiom, and factual argument, which only examine what is or is not the case or rhetoric which is technique of persuasion.[[12]](#footnote-12)

1. Oral Conversation

In an effective presentation, the content and structure are adjusted to the medium of speech. When listening, we cannot go back over a difficult point to understand it or easily absorb long arguments. A presentation can easily be ruined if the content is too difficult for the audience to follow or if the structure is to complicate. Give your presentation a simple and logical structure. Include an introduction in which you outline the points you intend to cover and a conclusion in which you go over the main points of your talk.

1. **Assessing of Speaking**

According to Arthur Huges in assessing speaking, there are some components in speaking assessment such as accent, grammar, fluency, comprehension and vocabulary.[[13]](#footnote-13) The detail description of that assessment’s point can be seen as follow:

* + 1. *Accent*
			1. Pronounciation frequently unintelligible.
			2. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition.
			3. ‘Foreign accent’ require concentrated listening and mispronouniations lead to misunderstanding and apparent errors in grammar or vocabulary.
			4. Marked ‘foreign accent’ and occasional mispronounciations which do not interfere with understanding.
			5. No conspicuous mispronounciation, but would not be taken for native speaker.
			6. Native pronounciation, with no trace of ‘foreign accent’.
		2. *Grammar*
			1. Grammar almost entirely inappropriate or inaccurate phrases.
			2. Constant errors showing control of very few major patterns and frequently preventing communication.
			3. Frequent errors showing major patterns uncontrolled and causing occational irritation and misunderstanding.
			4. Occational errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
			5. Few errors, with no patterns of failure.
			6. No more than two errors during interview.

*c. Vocabulary*

1. Vocabulary inadequate for even the simplest conversation.

2. Vocabulary limited to basic personal and survival areas.

3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.

4. Professional vocabulary adequate to discuss special interest; general vocabulary premits discussion of any non-technical subject with some circumlocutions.

5. Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

*d. Fluency*

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven except for short and routine sentence.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.

6. Speech on all professional and general topics as effortless and smooth as native speakers.

*e. Comprehension*

1. Understands too title for the simplest type of conversation.

2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

3. Understands careful, somewhat simplified speech when engaged in dialogue, but many require considerable repetition and rephrasing.

4. Understands quite well normal educated speech when engaged in a dialogue, but require occasional repetition or rephrasing.

5. Understands everythings in normal educated conversation, expect for every colloquial or low frequency items or exceptionally rappid or slured speech.

6. Understands everything in both formal and colloquial speech to be expected of an aducated native speaker.

**Table 2.1**

**Compositing Scoring:**

|  |
| --- |
| **Speaking Proficiency Weighting Table** |
| **Proficiency****Description** | **1** | **2** | **3** | **4** | **5** | **6** | **Total** |
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |  |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |  |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |  |
| Fluency | 2 | 4 | 6 | 8 | 10 | 12 |  |
| Comprehension | 4 | 8 | 12 | 15 | 19 | 23 |  |
| **Total** |  |  |  |  |  |  |  |

However in this study, the writer just focus on three aspects five are grammar, vocabulary, fluency, accent, and comprehension.

Speaking is also the most difficult language skill to asses realibly. A person’s speaking skill usually judged during face to face interaction, in real time, between interlocutor and a candidate. The assessor has to make intsaneous judge about a range of aspect of what is being said, as it is being said. Its means that speaking can measure by interaction between a students to another one.

# Inside-Outside Circle Technique

* + - 1. **Definition of Cooperative Learning**

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks to help themselves and their teammates learn together. The definition of cooperative learning by Olsen and Kagan (1992) quoted by Richards and Rodgers is as follows:

*Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[[14]](#footnote-14)*

From the definition above, cooperative learning is an instructional strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative learning method is a series of learning activity that is done by students in certain groups to reach the planned-learning purpose. There are four important elements in cooperative learning, they are:[[15]](#footnote-15)

* + - 1. There are participants in group

The participants here are students that do learning process in each group study.

* + - 1. There are group rules

Group rules are everything that becomes agreement of all students.

* + - 1. There is an effort to learn by each members

Learning is an attitude change process as a result of individual interaction with environment.

* + - 1. There is purpose need to be reached

It is meant to give a direction for planning, acting, and evaluation.

Cooperative learning means that students are working together to accomplish shared learning goals and to maximize their own and their group achievements. The goal of cooperative learning itself is to get better achievement for individual and the group. The interesting thing from cooperative learning method is the existence of not only learning impact that is the improvement of student‟s achievement but also have an impact for social relation, the acceptance to students with low ability, time appreciation, and help one another.[[16]](#footnote-16)

There are three theoretical perspectives in cooperative learning:[[17]](#footnote-17)

1. Positive social interdependence means the interaction among students determines the outcomes of learning because cooperative learning is designed to foster cooperation rather than competition, that is the students encourage and facilitate each other‟s efforts to learn.
2. Cognitive-developmental means the cooperative discussion among students will benefit each other. In this point, the knowledge is seen as something that is constructed from cooperative efforts to learn, understand and solve problems. Group members exchange their insights, discover weak points of the group, correct one another and adjust their understanding.
3. Behavioral learning focus on the impact of group reinforcer or rewards for learning. Because cooperative learning is designed based on Skinner’s reinforcement theory, there is an assumption that actions followed by extrinsic rewards are repeated.

# Definition of Inside-Outside Circle Technique

*Inside-outside circle* is a technique which is introduced by Spencer Kagan (1990). 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.[[18]](#footnote-18) Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to.

Inside-Outside Circle techniqueis a simple strategy to apply in the classroom. Through Inside-Outside Circle technique, students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

The Teaching Steps in Inside-Outside Circle Technique:

1. Teacher’s preparation:
	* + 1. Find a subject and adapt it where necessary to suit your students
			2. Prepare the possible pre-teach vocabularies that may be used in applying the technique.
2. The way to use the technique[[19]](#footnote-19):
3. Divide students into two equal groups. One group forms an inside circle and the other group will the form another circle around the outside of the first. The inside circle turns and faces the outside circle forming pairs.
4. The teacher provides a question to be discussed and assigns either the inside or the outside circle to share their thoughts to their partner first. When the person finishes, the other person shares their thoughts.
5. After discussion with partner, the students (from group A/B) will be cued to rotate (clockwise or counter clockwise) and face a new partner. Now turn on the outside circle of students who gave the information.
6. To get an accountability, the teacher will ask individuals to share what their partner said.

# The Advantages of Inside-Outside Circle Technique

There are some strengths of inside-outside the circle technique, such as:

* + - 1. This technique can make the students get different information at the same time on the material being taught.
			2. These techniques can make students easier and fun in learning English.
			3. This technique can make the students improve vocabulary and also to review the vocabulary terms.

# The Disadvantages of Inside-Outside Circle Technique

As nothing perfect in the world, so does the technique. This technique has its own weaknesses, such as:

* + - 1. This technique requires a large classroom so that it is difficult to apply if the classrooms are too small.
			2. This technique is complicated to do.
			3. This technique is too long to do, so that the students become distracted in remembering the information which they have gotten from their friends.

Normally, people need to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting a discussion activity. In this research, the teacher using IOC technique in the classroom discussion activity.

According to some expert, “there are several steps that should be done by the teacher before starting discussion activity, that are: first, planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome. Second, students needs to be reminded that each person should have a specificresponsibility in the discussion, whether it be to keep time, take notes, or report results. And finally, students need to be clear about what they are to discuss, and what outcome is expected.”

In order to manage a good discussion activity, the researcher concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom, particularly, if the exchanges of opinion provoke spontaneous fluent language use.

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2. Jeremy Harmer. *The practice of English Language Teaching*. (England: Pearson Education Limited, 2001) p. 269-271. [↑](#footnote-ref-2)
3. Jeremy Harmer. *The practice of English Language Teaching., p.104.* [↑](#footnote-ref-3)
4. Jack C.Richard, *Developing Classroom Speaking Activities; From Theory to Practice*, Http://www.professorjackrichard.com/developing-classoom-speaking-activities.pdf, p.2, It was retrieved on November 1 2007 [↑](#footnote-ref-4)
5. Jack C Richards, *Developing Classroom*., p.3 [↑](#footnote-ref-5)
6. Victoria Bull, Oxford Advance Learner’s Dictionary, (New York: Oxford University Press, 1995), p. 193 [↑](#footnote-ref-6)
7. Victoria Bull, Oxford Advance....., p.494 [↑](#footnote-ref-7)
8. Richa Rubiati, Improving Students’ Speaking Skill through Debate Technique, (Semarang: IAIN Press, 2010) [↑](#footnote-ref-8)
9. David Nunan. *Practical English Language Teaching* (New York: Cambridge University, 2003) p. 48. [↑](#footnote-ref-9)
10. Endang Fauziati, *Teaching English as foreign language (TEFL)* (Surakarta: Muhammadiyah University Press, 2002) p. 145. [↑](#footnote-ref-10)
11. Rebecca Stott, et.al. Speaking Your Mind, (England: Pearson, 2001), p. 6 [↑](#footnote-ref-11)
12. Wikipedia, “ Debate”, http://en.wikipedia.org/wiki/Debate [↑](#footnote-ref-12)
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14. Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (United States: Cambridge University Press: 2003), 2nd Ed., p. 192. [↑](#footnote-ref-14)
15. Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2007), p. 241-242. [↑](#footnote-ref-15)
16. Wina Sanjaya, *Strategi Pembelajaran....*, p.243 [↑](#footnote-ref-16)
17. Johnson. David. W, Johnson. Roger. T, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning 4,* (Massachusetts: Allyn and Bacon, 1994), p.39-41 [↑](#footnote-ref-17)
18. Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur dan Model Pembelajaran),* (Yogyakarta: Pustaka Pelajar, 2012), p. 144 [↑](#footnote-ref-18)
19. Zainal Aqib, *Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif),* (Bandung: Yrama Widya, 2013), p. 30 [↑](#footnote-ref-19)