

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes some theories related to the study. They are speaking, Dramatic Activities, Inside-Outside Circle Method.

#### **A. Speaking**

This point describes the concepts of speaking. They are the definition of speaking, teaching speaking, the element of speaking and characteristics of speaking.

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

There are four basic skills of the English language learning, i.e. listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, while the productive skills are speaking and writing.

Speaking is an important skill to be mastered in learning English as a foreign language. Burns (1997) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its meaning are dependent on the context in which it occurs, including the participant themselves, their collective experience, the physical environment, and the purpose for speaking. It is often spontaneous , open-ended, and evolving. However speech is not always unpredictable.

There are some definitions of speaking stated by experts. Brown (2000: 267) cites that when someone can speak a language it means that he can carry on a

conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Furthermore, Brown (2004) divides speaking skills into micro and macro skills. He relates the micro skills to bring into being smaller chunks of language, for instance, phonemes, morphemes, words, collocations and phrasal units. On the other hand, the macro skills have something to do with focus of the speaker on the greater elements, for example, fluency, discourse, function, style, cohesion, non verbal communication, and strategic options.

The action of conveying information or expressing one's feelings in speech is speaking. Then Brown (1994) suggests description of speaking to be consisted of four levels. The first one is novice level. This level ability is to communicate minimally with learned material. Then, the second one is intermediate level. The ones that categorized in this level is able to combine and recombine learned elements. They are still, in the most part, are being in a reactive mode, initiate, use a simple way basic communication such as basic task, ask, and answer questions. Next, the advanced level, is determined by speaker's ability to satisfy requirements of daily situations, routine school, and work situation. The last, superior level, which can be seen by the speaker's ability to participate effectively in formal and non-formal conversation on practical, social, professional and abstract topic as well as ability to support opinion and hypothesize using discourse strategy.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Derived from Brown and Yule (1989), they said that speaking skill is a productive skill which enables one who has this skill to express the needs-request, information and service. It, actually, entails to greater extent than merely pronouncing the words.

From the descriptions above, through speaking people can communicate easily. They can express what they are thinking automatically by using language in order to be understood by other people. They also can convey messages by using sounds or uttering words, or responding what their partners say or feel.

## **2. Teaching Speaking**

### **a) Teaching Speaking as a Communicative Competence**

Brown (2001:69) states that communicative competence is the goal of a language classroom. Communicative goals are the best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual needs. Therefore, speaking as the communicative competence for the students is must be emphasized by the teacher.

At the same time, Halliday (1970: 145) Wilkins (1972), Widdowson (1972:15-18), and Brumfit and Johnson (1979) emphasize the functional and communicative potential of language. They saw the need to focus on communicative proficiency rather than on mere mastery of structures (Richards and Rodgers, 2001: 153).

The various pedagogical principles of a teaching speaking to language teaching can be expressed in more or less detail. Brown (2001: 275-276) discussed the principles of teaching speaking that can be summarized as follows:

- 1) Use technique that cover the spectrum of learners needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.

Those principles are very important for the teachers. Teachers must make the speaking activity based on those principles. Those principles will be the guidelines for the teacher to make a good activity.

#### b) Teachers' Role in Speaking

Harmer (2001: 275-275) states that teachers need to play a number of different roles during the speaking activities. There are three particular relevancies if we are trying to get students to speak fluently, those are:

##### 1) Prompter

As a teacher, she/he should be able to help students who get lost, cannot think what to say next, or maybe lose the fluency teacher expect of them. teacher can help them by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop

the sense of frustration that some students feel when they come to a dead end of language or ideas.

## 2) Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussion or role plays themselves. However, teacher has to be careful that they do not participate too much.

## 3) Feedback Provider

The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

### **3. The Element of Speaking**

According to Harmer (2001: 269-271), there are two elements of speaking. They are presented as follows.

#### a) Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following: (Harmer, 2001:269)

##### 1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use

fluent „connected speech“ (as in I did have gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

## 2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

## 3) Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stage of an interaction.

## 4) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

## b) Mental/social processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates. (Harmer, 2001:270-271)

### 1) Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.

### 2) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do.

### 3) (On-the-spot) information processing

Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for „the penny to drop“ the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

#### **4. Characteristics of Good Speaking**

Implementing and developing inappropriate approach, method, and technique in teaching and learning process may create some new problems. The students felt bored with the activities run in the classroom, most of them felt sleepy when the activities running, and finally, their motivation in following the lecturing activities decreased slowly. Ur (1996: p.120) also provides some characteristics of successful speaking activity:

- a) Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.
- c) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

#### **B. Dramatic Activities**

This point describes the concepts of dramatic activities. They are the definition of dramatic activities, step in using dramatic activities and the advantages of dramatic activities.



## **1. The Definition of Dramatic Activities**

Drama is a teaching method which gives the opportunity to involve all students senses, interaction, feelings and further experiences as well as it broadens and stimulates imagination. Kelly (2000), states that drama provides a perfect opportunity for working on language generally, and pronunciation in particular careful study on the script (if one is used) is necessary before performance of it, and in particular, the ways in which stress placement contributes to the meaning of the lines, clearly it makes sense to combine this with the study of particular grammatical structures and lexical areas.

Dramatic activities have been used in language teaching in many names such as creative play activities, drama techniques, dramatic activities. However, the sub characteristics of drama activities is the integration of various activities by using mime, role-playing, improvisation, simulation, language games, story-telling, dramatization (Praputkit, 1983). Maley and Duff, (2201) defined dramatic activities that they provide the opportunity for learners to use their personal characters in speaking skill; they can role-play via gestures, facial expression, imagination, memories and potential experience in the past to act the roles assigned. In addition, Davies (1990) mentioned that dramatic activities, if the teachers know how to use them effectively, they will help reinforce the individuals to develop their communicative skill though the dramatic activities are only the role plays.

## 2. Steps in Using Dramatic Activities

According to Maley and Duff (2005), there are some steps to teach dramatic activities :

### a) Step 1: Distribution of scripts

The class is divided into groups according to the number of acts in the play (five groups for the title of play), with attention given to the number of characters appearing in each act.

Each group receives a script that contains:

- 1) The main characters and their roles in the play
- 2) The main events of each act summarized in a few sentences
- 3) Two or three short quotes for each act, usually among the most well-known or important ones. These quotes are provided for the following reasons:

The teacher gives students a framework.

- The teacher gives students some contacts with the actual lines of the play. So, students can memorize some of the most famous lines easily.
- The teacher ensures that the students as audience will listen more carefully to their peers' performance to identify "real" lines.
- The teacher will help students to become more aware of the rhythm, style, and manner of expression in play as opposed to modern, every day speech, and hopefully.

### b) Step 2: Assignment of roles

The teacher explains to the students that they are to interpret the action any way they like in a three- to five-minute dramatization of the act assigned to them.

They are to use their imagination to create gestures and dialogue to illustrate the events of the particular act they are to perform.

c) Step 3: Rehearsal of the play

Each group of students is encouraged to creatively imagine what kind of action their roles require and to rehearse their act to prepare for the performance of the drama. Rehearsal should last about twenty minutes, with the teacher walking around the classroom, helping students with pronunciation, vocabulary, the interpretation of each group's rendition.

It is important to emphasize here that this activity is not supposed to be analytical or intellectual; it is dramatic, and students are encouraged to imagine how actors' characters felt in a particular situation and to represent those feelings and actions in their own way. Through this activity, students will enjoy the text. Before performing drama, the teacher can explain the unknown vocabulary in the script, but the difficulties of scripts' language should be smooth over.

### **3. The Advantages of Dramatic Activities**

According to Fleming (2006), drama benefits work through a series of paradoxes. Specifically, participants are able to:

- a) Be emotionally involved but at the same time distant, since they know that the situation is merely fictional;
- b) Act being serious but with no responsibility, as the fictitious context releases them from being responsible of their actions;
- c) Be actors as well as audience;

- d) Bring personal experiences into the fictitious context, but also create new ones within the symbolic frame of drama.

Similarly, Ulas (2008) summarises the scope of creative drama through six principles:

- a) A student learns meaningful content better than other content.
- b) Learning occurs as a result of a student's interaction with his environment.
- c) The more sensory organs a student uses while learning, the greater the retention of the lessons.
- d) A student learns best by doing and experiencing.
- e) Effective participation is important in learning emotional conduct.
- f) Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

Dougill (1987) lists seven main advantages of drama when used in a language class, which confirm what we have discussed about so far:

- a) They provide a framework for communicating.
- b) They allow for unpredictability in language use.
- c) They provide a bridge between classroom and the real world.
- d) They allow for creativity and involve the "whole person".
- e) They provide physical involvement and release.
- f) They develop confidence and can be motivating.
- g) They help cater for mixed-ability classes and large numbers.

### **C. Inside-Outside Circle Method**

This point describes the concepts of inside-outside circle method. They are the definition of Inside-Outside Circle Method, step in using Inside-Outside Circle Method, and the advantages of Inside-Outside Circle Method.

#### **1. The Definition of Inside-Outside Circle Method**

Inside-Outside Circle is one of Cooperative Learning Techniques introduced by Kagan (1994). This technique 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.

Usually, Inside-Outside Circle is used to smooth the process of practicing dialogue between students, which helps community building at the beginning of term. It is an effective technique for introducing movement and variety into a lesson.

Kagan defined procedures in Inside-Outside Circle techniques as people in the outside circle exchange ideas with the person facing them in the inside circle. Then, those in the outside circle rotate to face different person in the inside circle.

Furthermore, Hadfield (2002) explained how to do Inside-Outside Circle at first meeting activity. The teacher should divide the class into two groups of equal size. Then, the groups are asked to form two circles, one inside the other. The learners should face each other in pairs. Afterward, the pairs are asked to introduce themselves to each other. Everyone in the outer circle is asked to move

a step to the right so that they are facing new partner. Then, everyone in the outer circle is ordered to continue moving around until they have gone all the way around and go back where they started.

This Inside-Outside Circle technique can be modified or adjusted. Thornbury (2005) has modified this Inside-Outside Circle into three techniques; Onions, Poster Carousel and Headlines and Art Gallery.

a) Onion

This is named due to the shape of cut Onion. This activity, basically, employs two concentric circles. The difference is, instead of standing, chairs are arranged in two circles (inside circle facing in and outside circle facing out) and learners sit on the arranged chairs. If in original Inside-Outside Circle technique the learners have to interact face to face, in this Onion technique, the learners will have to sit back to back in doing their speaking activities. Reversing roles and rotating done in this Onion are similar to Inside-Outside Circle technique.

b) The Poster Carousel

Actually, it is exactly the same with basic Inside-Outside Circle which is done by standing. What makes it different is the learners equip themselves with posters which they have previously created with verbal interaction. The posters may be done individually or in small group.

c) Headlines and Art Gallery

As variations of the Poster Carousel, this Headline and Art Gallery use Headline previously prepared by the learners and Art Work taken or self-created by the learners.

Finally, Nation (2009) 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.

## **2. Steps in Using Inside-Outside Circle Method**

Teaching speaking is not as easy as we think. It needs a strategy that can make the students more active and they are able to share what they want to say. In Inside-Outside Circle, they have to speak in front of their partner for a minute in a each circle. Here are the steps of this activity: (Kagan, 1994:6.27)

- a) Half of the students stand up with the inside circle facing out. First, the teacher divides the class into two groups, group A and Group B. If there are 40 students in the class, so group A consist of 20 students and group B consist of 20 students too. The teacher is asked the group A to divided on A1 and A2 and to stand up with the inside circle facing out and group B same as group A, it means that each students have a partner.
- b) The students which exist inside circle (Group A) must answer the teacher's question and speak up for 1 minute. For example: the teacher's question is "what is your favorite song? why?"
- c) If the group A finished, the students in Group B which exist outside circle, they must answer the question too to their partner, the students in Group A which

exist inside circle. The teacher gives the same time for each student to speak up. And each group will share the information they get.

- d) Then the teacher asks each student to tell information that is gotten from their partner. The teacher asks the students in Group A which exist inside circle and the students in Group B which exist outside circle to tell information that they have got from their partner. They must tell the information orally to their classmate.
- e) After that the students which exist inside circle don't move, but the students which exist outside circle move to the right. Automatically each student has a new partner. They must describe someone too to their new partner and go on.
- f) The last, the students in Group A which exist inside circle do not move, but the students in Group B which exist outside circle move to the right. Automatically each student has a new partner . They must answer the different questions from the teacher like cycle 1 and 2. The teacher gives same time to do it (1 minute for each student). This activity is continuous until the last student. And the questions are different in every cycle.

### **3. The Advantages of Inside-Outside Circle Method**

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

- a) This technique can make the students get different information at the same time on the material being taught.
- b) These techniques can make students easier and fun in learning English.
- c) This technique can make the students improve vocabulary and also to review the vocabulary terms.