

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literature of this study about the theory of speaking, teaching speaking in Junior High School and the theory of Inside-Outside Circle Method.

A. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁵ Its meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. One of the four skills in English is speaking. Speaking is an ability to say sounds or word to express or state thought, ideas and feelings.¹⁶

Speaking is an activity used by someone to communicate with other. It takes places very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. Here he or she also shares information to other thought communication.

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.¹⁷

¹⁵ Burns, A., & Joyce, H. *Focus on Speaking*. (Sydney: National Center for English Language Teaching and Research, 1997)

¹⁶ Henry Guntur Turigan, *Berbicara Sebagai Keterampilan Bahasa*. (Bandung: Angkasa Bandung, 1998), p.2

¹⁷ David Nunan. *Practical English Language Teaching: Speaking*, (New York: The Mc Graw Hill Companies, 1991), p.2

B. Teaching English Speaking in Junior High School

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁸ From the statement above, it can be concluded that teaching is an activity that includes guiding, it means that the teacher gives the students a knowledge or instructs them to do the activities in learning; facilitating which can be done by giving some kind of facilities such as material, technique of learning and also teaching media; enabling the learner to learn to make them understand about the knowledge given; arranging a good atmosphere of learning to make the learner focus on what the learning itself and to reach the learning purpose by designing a certain circumstance that is placed off study with its equipments such as table, chair, board, etc.

There are four skills included in teaching English at Junior High School, they are: listening, speaking, reading, and writing. Those skills influence students' achievement in learning English. The function of teaching English in the Junior High School is to introduce English as the first foreign language to the pupils in order they will be able to communicate in simple English. In addition, the students will be prepared to achieve science and technology.

Teaching speaking is sometimes considered a simple process. Commercial language school around the world lives people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.¹⁹ So, teaching English speaking means a process of teaching in which the teachers show and help students to learn how to communicate with other people and produce communication well in English especially in daily life.

¹⁸ H. Douglas Brown, *Principles of Language Learning and Teaching fourth edition* (Addison Wesley Longman, Inc, 2000).p.07

¹⁹ David Nunan. *Practical English Language Teaching: Speaking*, (New York: The Mc Graw Hill Companies, 1991), p.40

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectation, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.²⁰

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhyme, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.²¹

C. Inside-Outside Circle Method

1. Definition of Inside-Outside Circle Method

Inside-Outside Circle is the learning method that begin with the formation of the group. At the beginning, the class divided to two large groups. In each group divided in small group. Each student is given different task, so that each partner is dealing in a circle, they can exchange information with each other.

²⁰ Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Klancar-SpeakingSkills.html> Accessed on November, 27th 2014

²¹ Ibid.

Teacher gives an introduction about the global topic. Then, teacher will divide students into two groups. For example, there are 20 students in the class then teacher should make two large groups. Each group consists of 10 students (group A and group B) who given different task (task A1-A10 and task B1-B10). Then, for member of each group have to stand face to face. It means 10 students will stand in front of 10 students. After discuss, the students will back to large circle and will share their information which they was given from another group.

Inside-Outside Circle method can help students to communicate easily with their partner, giving a confidence which enables them develop important skills. Inside-Outside Circle also help students review information while they got to know their classmates. It was particularly useful for review and for mastering new vocabulary and sentence patterns. Students with language problems can be seen to make progress while participating in a fun activity. Suggestion for which Inside-Outside Circle to use can be found at the end.

2. Steps of Inside-Outside Circle Method

There are six steps in Inside-Outside Circle method, they are:

- a. The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.
- b. The teacher divided the class into two large groups. If there are 20 students, then the large group consists of 10 students.
- c. In a large group that consists of 10 students divided again into small group that consist of two students and they have to stand facing each other so that there are 10 couples of students.
- d. Then the teacher handing out different topics of each couple to discuss. In this step, the teacher give enough time to students, so they could discuss the material well.
- e. After discussion, all students in every large group move in a clockwise direction. From this way, every learner gets new partner and share information differently. A move clockwise stop when learners back into the origin of their place.
- f. After discussion in a small group, all of members have to back on the large group and present or share the result which they have discussed on the small group.

3. The Advantages of Inside-Outside Circle Method

This learning model used for material that requires the chance of experiences and information between minds of learners. Therefore the advantages of this method are:

- a. Students can exchange experiences with each other in the learning process.
- b. Increase cooperation among the students.
- c. Increase tolerance among the students.