

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will describe about the theories that are able to support this study. It consists Speaking, Teaching Speaking, Cooperative Learning, Media of Cue Card, Descriptive Text, Implementation of Inside-Outside Circle Method and Previous Study.

2.1 Speaking

Speaking is a part of English skills that is very important to be learned besides listening, reading, and writing. Speaking is a one of speech activity by using oral speech. According to Tarigan (1987:3) "Speaking is the ability to utter articulate sounds or words to express and convey thoughts, ideas and feelings". He also gives the other argument that speaking is a means to communicate ideas organized and developed according to the needs of the listener. the main purpose of the speak is to communicate in order to convey your thoughts effectively. From definition above we can say that speaking is a sign of system that can be heard and looked that utilizes a number of muscles and tissues of the human body for the purposes and objective ideas are combined.

According to Brown (2001:142), there are 5 basic types of speaking:

1. Imitative. This activity focus on the pronunciation practice. In this types the learners just simply parrot back (imitate) a word or phrase or a sentence if it is possible.

2. Intensive. Intensive speaking is one step beyond imitative. In this type learners practice some phonological and also grammatical aspects of language.
3. Responsive. In this type the learners do the interaction with the other. At least they have very short conversation, standard greetings and little talk, simple comments and request.
4. Interactive. This type is more than responsive. The difference is just in the length and complexity of the interaction.
5. Extensive. It is the highest types of speaking. In this part learners are in the top of stage in learning speaking ability, learners can speech, oral presentations, and also story telling.

The types of speaking above have the correlation each other. It can be seen that there is a continuity between one type with another type, how the learners start from they can imitate until they can develop their speaking skill. Seventh grade of junior high school students can be categorized in the second type “Intensive” because restrictiveness of knowledge.

2.2 Teaching Speaking

In this section the researcher will discuss about the characteristic of successful speaking activity and the technique of teaching speaking.

2.2.1 The Characteristic of Successful Speaking Activity

Every teacher in all schools expects that their students can study English successfully in learning process, especially in speaking. Based on Ur (1996:120) there are four characteristics of successful speaking activities as follow:

1. Learning Talk a lots

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most of times are taken up by teacher's talking or pauses

2. Participation is even

All of learners get the chance to speak, and contribution are fairly evenly distributed

3. Motivation is High

Giving motivation to them can make the students are interested the topic and have something new to say about it.

4. Language is of an acceptable level

Don't force them to use their own utterances, most of them are enjoy when they spoke using their utterances.

From the categories above, the researcher uses Inside-Outside Circle method by using cue card because it fulfill all of categories succesful of speaking which it can can be expected that students get the goal of speaking by using this method.

2.2.2 The Technique of Teaching Speaking

In this case there are some techniques to help learners speaking English so well. According to Harmer (2007: 348) there are some techniques of teaching speaking:

1. Communication of Games

This is the good technique for learners to learn speaking. Because in this technique the learners are carried to be enjoy their learning speaking. In this case

learners learn speaking while playing in the class such as solve the puzzle or describing picture.

2. Discussion

Teacher can use the topics that will generate varying opinions rather than having everybody does agree such as discussing about advantages living in the city and living in the villages. In this technique is suitable to work in group.

3. Questionnaires

It is not about questionnaire about students' respond but this involves choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a difference opinion. It is good for the advanced levels.

4. Prepared talk

The real uncontrolled conversation sometimes breaks out in class. This can be where students communicate something about themselves and the others are interested in. If the time is allowed it will be better if continuing this type of conversation because it has a real communication purpose.

5. Simulation and Role play

This involves students taking on a role and have a discussion with each person who is playing in their role.

6. Acting from a script.

The teacher can ask their students to act some action which the script is made by themselves.

Those are some techniques that can be used by teacher to teach speaking in class. Teacher is able to choose one of them to teach her material in the class. In this

research, the researcher uses communication games because the researcher trusts that it is very interested to be taught in junior high school students.

2.2.3 Principles for Teaching Speaking Skill

In teaching speaking, there are some principles which should be followed by the teacher in order to make an effective teaching and learning process. This part will review eight principles of teaching speaking proposed by Brown (2007:275-276).

1. Focus on both fluency and accuracy, depending on your objective.
Teacher needs to keep in mind the learners need from language – based on accuracy the messages – based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques. Try to get the students know how the learning activities will benefit for them.
3. Encourage the use of authentic language in meaningful contexts. Teacher should provide students with a good learning atmosphere in order to get all of students involved in teaching and learning process. Even it is not easy to do but teacher has to give every student to keep coming up with meaningful interaction as much as possible.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Listening and speaking are the two skills that are most widely used in classroom interaction. So teacher should integrate these two skills.
7. Give students opportunities to initiate oral communication.
8. Encourage the development of speaking strategies.

From the principles above the researcher summarizes that the teachers must pay attention and do the principles above if they want to make an effective teaching and learning process besides for teaching speaking, the principles above needs badly in order to make the succesful of goal speaking..

2.3 Nature of Cooperative Learning

Brown (2007:47) stated that cooperative learning give the students to work together in pairs and group. They need to share information and help each other in finding a solution for a certain problem successfully. According to Suprijono (2011:89) the techniques of cooperative learning are:

1. Jigsaw
2. Think-Pair-Share
3. Numbered heads together
4. Group investigation
5. Two stay two stray
6. Make a match
7. Listening team
8. Inside-Outside circle
9. Bamboo dancing
10. Point-counter-point
11. The power of two

In this research, the researcher uses of one of kind cooperative learning. It is Inside-Outside Circle because it has more advantages if used as method at seventh graders. For more explanation, it will be discussion below this case.

2.4 Nature of Inside – Outside Circle

Inside – Outside Circle is one of cooperative learning techniques that can be applied in the speaking class. Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle forms the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle. Students in the inside and outside circle have to ask as many as questions to find the correct partner. (Kagan, 1997:20-21)

2.4.1 The Advantages of Inside-Outside Circle

By implementing this technique, students are expected to interact with others by use of two concentric circles with student facing each other at the same time. By doing that, students can practice to have conversation with different partners as many as possible. According to Ur (1996:121) students can increase the amount of time to speak in the target language by doing pair work and group work. Besides, students are able to increase their ability to cooperate and communicate with their friends. Learning by group work also reduces the students' anxiety. Spada (2006) states anxiety is dynamic and dependent on a particular situation and circumstances. By means, students feel anxious when they are interacting with peers in group – work.

Moreover, the activity when students have to rotate quickly to get the different partner will make students enjoy the learning atmosphere. Klein (2005) states that young learner like the activities that need much body movement since they have a very strong sense of play and fun

2.4.2 The Implementation of Inside-Outside Circle in Teaching Speaking

The implementation of inside-outside circle in teaching speaking begins with the formatting of group. The group is made by dividing the class into three groups with the same number of member. Teacher will divide them into group one is the inside circle and another group is the outside circle. The inside circle group is facing outward and the outside circle is facing toward, so they will face each other. And the next, teacher will give each student in outside circle group a cue card that contain the different pictures and for the inside circle group will be given the keyword about the person or something which they have to find the correct partners or match the pictures and the keyword. However, they don't allow mentioning the name or person or something in the beginning of the process. So they have to ask as much as possible to the partner until they find the correct partner. In the end of this activity, the teacher asks to the students to grip her/his partner fast. This activity is limited for only one minutes. The activities can be illustrated as:

Inside group : is he/she dancer, singer, or artist?

Outer group : he is a singer

Inside group : does he has straight hair?

Outer group : he has curly hair

Inside group : how is his skin?

Outer group : he has white skin

Inside group : is he soloist or group singer?

Outer group : he is the one of member of "Coboy Junior"

Inside group : is he Bastian?

Outer group : yes, you're right

In each one minutes, teacher gives the instruction that means they have to rotate once. The outer group will rotate one position to the left and the inside group will one to the right. Indirectly, they will face with a new partner. It will be stop if they have found the right partner. By doing so, it is hoped that the students can have conversation as much as possible. It is also hoped that they can reduce their anxiety to speak since they do it in group.

2.5 The Media

Using media in teaching and learning process is a big role. In short, media is used to deliver teaching materials in order to stimulate students' attention, interest, mind, and feeling in teaching and learning process. The main purpose of using media is to facilitate communication and learning.

According to Arsyad (2009:3) there are five advantages of using media in learning process. First, by using media teacher can standardize the interpretation of teaching material. Second, by using media the teaching would be more attractive,

interactive, active and affective. Third, by using media the quality of learning process will increase by it self. Fourth, by using media the learning process can happen every time and every where especially if media is arranged for individual use and the last, by using media the teacher can shift his role from the source of knowledge to advisor.

There are four types of media. They are audio aid, visual aid, audio-visual aid, and multimedia aid. The audio aid includes songs, radio, or recording. The visual aid includes a card, drawing, map, picture, photo etc. And the audio-visual aid includes animation movie or songs and lyric slides. The last, multimedia includes tutorial learning or any kind of video. In this research, media that will be used is Cue card. It belongs to the visual aid because cue card contains the picture of idol.

2.6 Nature of Cue Card

According to Bazo (2007:11) cue card is flash card with image. it is made by stuck the small photos on to card. It may only contain brief notes and key terms (Morgan, 2007). It usually is used to organize idea in presentation, you don't need to write a text but you just need to make some notes on cue card (Nunan, 2003). By using cue card students will be more interested in learning since they are able to link between the materials with the image. It is in line with Harmer (2011) who stated that cue card , with the picture on , can be used to encourage students to respond positively because of the attractiveness of the picture. Beside of that, cue card is simple, easy to procedure, and able to use many times.

2.7 Descriptive Text

This study focuses on descriptive text. Anderson (1997) stated that descriptive text is a type of text that describes a particular person, place, or things by describing its features. The real example of descriptive can be description of a particular or specific building, animal, place and person. the purpose of it actually is to describe about the subject by describing its features without including person's opinions. Basically, descriptive in this research only includes the text that has function to tell something or somebody in our daily life.

2.7.1 Generic Structure of Descriptive

There are there generic structures of descriptive. They are identification, description and conclusion. The first tells about the subject of the description to the readers. And the second is description which gives brief details about when, where, who or what of the subject. Sometimes it describes the characteristic of the subject, the hobbies, etc that is being told and usually description part consists of several paragraphs. In all in this part build a detail description of the subject. The last part is concluding that signals the end of the paragraph.

The example of descriptive text:

My best Friend

I have a best friend. His name is Jeje. He is fifteen years old. He goes to SMP Nusantara.

He is a handsome boy. He is tall. He has white skin. He has straight hair. He is also a smart boy. His favorite subject is English. He is friendly too. Everyone like to be his friend

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2.7.2 Grammatical Features of Descriptive Text

It contains as mentioned below:

1. Contains nouns
2. Using simple present tense
3. Using detail noun phrase for adding information such as *she is a sweet young lady*.
4. Descriptive adjective , e.g. *Pointed nose, smart boy*
5. Relating verbs for giving information about the subject, e.g. *I have a best friend. His name is Jeje*

2.8 Previous Study

There are some previous study studies that related to this research. First is Nurus Sholichah (2010) who conducted the study of the use of IOC to improve tenth graders' speaking ability at SMAN 1 Manyar, Gresik. This study was classroom action research since she wanted to know whether IOC is able to improve students'

speaking ability of news item or not. This study was good and could show that the technique was able to improve student' speaking ability.

Second is Dinar Wirantika (2010) who conducted the study of the use IOC using origami to improve students' speaking ability in procedure at seventh graders SMPN 2 Jetis, Mojokerto. She used action research as the research of the design. The results of this study showed success again that it can help the students reach the objectives of this study.

Although the technique used in the first and second previous study are the same as applied in this study, but the type and the research design is different. The current type of this study is descriptive, on the other side the research design uses quantitative research.