

## CHAPTER II

### THE IMPLEMENTATION OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

#### A. Theoretical Review

##### 1. Concept of Speaking

###### a. Definition of Speaking

Speaking is one of language skill which is very important to be mastered by student. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>1</sup>

Speaking can be considered as the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills in unpredictable and unplanned situation. On the other hand, speaking can be viewed as the easiest skill since one can use body language, demonstration, repetition, and various other strategies to make oneself understood.<sup>2</sup>

Speaking has gained primacy status in language teaching and learning. It is about language productive skill,

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<sup>1</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

<sup>2</sup> Marianne Celce-Murcia, Elite Olshtain, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press)p. 164.

which requires direct response, spontaneity, and automatic, as the urgency of immediate response is there. There are particular natures of spoken form of language-transient, oral channel and salient. Transient means when a word is produced, there is an ongoing context of place and moment surrounding. The production of language is carried out through oral channel. It is presented by hand-in-hand work of vocal, cords, tongue, and lips. Salient aspect suggests a meaning that spoken material is spontaneous and face-to-face discourse.<sup>3</sup>

According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.<sup>4</sup> Moreover, in *Webster New World Dictionary* speaking is to utter words orally, to talk; to communicate as by talking; to make a request; and to make a speech.<sup>5</sup>

We can conclude that, 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

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<sup>3</sup>Listianing Sumardiyani, *Speaking for Instructional Purpose*, (Semarang: IKIP, 2007), p. 11

<sup>4</sup> A. S. Hornby, *Oxford Advanced Learners' Dictionary*, p.1140

<sup>5</sup> David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), p. 754.

by using sounds or uttering words, or responding what their partners say or feel.

### **b. Speaking Element**

According to Jeremy Harmer, in *The Practice of English Language Teaching*, there are some speaking elements that necessary for speaking<sup>6</sup>:

#### 1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as saying / would have gone) but also the use fluent 'connected speech' (as in I've gone).

#### 2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, very volume and speech and show by other physical and non-verbal (paralinguistic) means how they are feeling ( especially in face to face interaction).

#### 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.

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Great Britain: Pearson Education Limited, 2001), 3<sup>rd</sup> Ed, P.269-270

4) Negotiation language

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

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants by mastering those elements.

**c. 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.<sup>7</sup> 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

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<sup>7</sup> Victoria Bull, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 193

people know and use.<sup>8</sup> 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.<sup>9</sup> Comprehension can be the main point in speaking since it requires the skill of both speaker and listener.

#### **d. Types of Speaking**

##### **1) 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. The word ‘conversation’ comes from the old French ‘converser’ (‘con’ means ‘together’), which

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<sup>8</sup> Victoria Bull, *Oxford Advance.....*, p.494

<sup>9</sup> Richa Rubiati, *Improving Students’ Speaking Skill through Debate Technique*, (Semarang: IAIN Press, 2010)

means to keep company with, and this implicit meaning is important-conversation is keeping company through words. It is at the heart of social interaction. It is always done with others, another word we use to describe conversation is. 'Dialogue' which mean 'words'. Dialogue then means the speaking that passes backwards and forwards between two or more people.<sup>6</sup>

Conversation must not only be considered one of the aims of an English course. It is the means to the desired end. Only by speaking the language can we ever hope to learn it.<sup>7</sup> To most people, mastering threat of speaking is the single most important aspect of learning a second or foreign language and success is measured terms of the ability to carry out conversation the language.<sup>8</sup>

Two major approaches characterize "current" teaching of conversation, an indirect approach in which learners are more or less set loose to engage in interaction and indirect approach that "involves planning a conversation program around the specific micro skill, strategies, and processes that are involved in fluent conversation". The indirect approach implies that one

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<sup>6</sup> Rebecca Stott, *et.al. Speaking Your Mind*, (England: Pearson, 2001), p. 6

<sup>7</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2007) p. 124

<sup>8</sup> David Nunan, *Language Teaching.....*, p.39

does not actually teach conversation, but rather that students acquire conversational competence, peripherally, by engaging by meaningful task. Direct approach explicitly calls students' attention to conversational rules, conventions, and strategies.<sup>9</sup>

## 2) 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. Though logical consistency, factual accuracy as well as some emotional appeal to audience are important elements of the art of persuasion, in debating, one side often prevails over the other side by presenting superior "context" and or framework of the issue, which is far more subtle and strategic.<sup>12</sup>

Debates can present opportunities for students to engage in using extended chunks of language for a purpose. The debate is probably more often used in content areas classroom than in ESL (English as second

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<sup>9</sup> Jack. C. Richards, *The Language Teaching Matrix*, (Cambridge: Cambridge University press, 1990), p. 76-77

<sup>12</sup> Wikipedia, “*Debate*”, <http://en.wikipedia.org/wiki/Debate>

language) classrooms. Debates require extensive preparation by learners, call for interaction in groups, and make use of at list the following language function.

### **3) Oral Presentation**

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 too complicated. 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.

People vary in their ability to speak confidently in public, but everyone gets nervous and everyone can learn how to improve their presentation skills by applying a few simple techniques. The main points to pay attention to in delivery are the quality of your voice, your rapport with the audience, use of notes and use of visual aids. Voice quality involves attention to volume, speed and fluency, clarity and pronunciation. The quality of your voice in a presentation will improve



dramatically if you are able to practice beforehand in a room similar to the one you will be presenting in.<sup>13</sup>

Rapport with the audience involves attention to eye contact, sensitivity to how the audience is responding to your talk and what you look like from the point of view of the audience. These can be improved by practicing in front of one or two friends or video-taping your rehearsal.

#### **e. Teaching Speaking**

Teaching speaking is activities which are intended to make students are able to speak in foreign language accurately, communicatively and bring the elements of speaking. According to Nunan (2003), teaching speaking is teaching learners to produce the English speech sounds and sound patterns, make them are able to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter<sup>10</sup>.

The teaching of speaking from a discourse perspective implies taking a pedagogical shift from focusing on linguistic performance to focus on a more pragmatic perspective. Contextual and situational features of spoken interaction must become an integral part of classroom

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<sup>13</sup>Epc, "*Presentation*" <http://ec.hku.hk/epc/presentation/>

<sup>10</sup><http://unr.edu/homepage/hayriyek> (accessed on 1/17/2014, 10:15 am)

activities and personal consideration, and choices have to be offered to students practicing speech production.<sup>11</sup>

There are four recommendations for teachers who are going to teach speaking skill. First, the activity chosen should allow students to talk a lot. Teachers should select speaking activities that demand students to talk a lot. The activity should also be able to involve all the students in the activity. Beside that, the activity should be able to motivate students participate and to talk. Therefore, the activity should be interesting to the students. The last one, the activity should be acceptable with students' proficiency level if it is too difficult or too easy for them, it will motivate than to participate.<sup>12</sup>

Teaching of spoken language in the classroom is often perceived as very difficult task for both the teacher and the students. Most of the teaching materials based on the communicative approach claim to present real communication in authentic situations but are in fact still heavily based on descriptions of written English.<sup>13</sup> In teaching of spoken language, the teacher should teach the students how to speak in English as their foreign language,

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<sup>11</sup> Marianne Celce-Murcia, Elite Olshtain, *Discourse....*,p.178

<sup>12</sup>Siti Syafa'ah, *Improving Student's Speaking Skill Through Using Fishbowl technique*, p.9

<sup>13</sup> Marianne Celce Murcia and Elite Olshtain, *Discourse....*, p.178

for then ask them to be able to pronounce the new language accurately.

According to Harmer, there are three main reasons for getting students to speak in the classroom:<sup>14</sup>

- 1) Speaking activities provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.
- 2) Speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and student. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

#### **f. Techniques of Teaching Speaking**

According to Jeremy Harmer in *The Practice of English Language Teaching*, there are some activities conducted in teaching speaking:

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<sup>14</sup> Jeremy Harmer, *How To Teach English*, (England: Pearson, 2007), p. 123

1) Acting from a script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.<sup>15</sup>

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.<sup>16</sup>

3) Discussion

One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they can not think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

One of the best ways of encouraging discussion is to provide activities which force students to reach a

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<sup>15</sup> Jeremy Harmer, *The Practice....*, p. 271

<sup>16</sup> Jeremy Harmer, *The Practice....*, p. 272

decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where the students consider the scenario in which an invigilator during a public exam catches a student copying from hidden notes.<sup>17</sup>

4) Prepared Talks

A popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script.<sup>18</sup>

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

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<sup>17</sup> Jeremy Harmer, *The Practice....*, p. 272-273

<sup>18</sup> Jeremy Harmer, *The Practice....*, p. 274

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in a design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.<sup>19</sup>

6) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students ‘stimulate’ a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they don’t necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.<sup>20</sup>

Those are activities that Harmer offers to use in speaking class, and as the title of this research, the writer chooses the last activity because according to Harmer role play can train students for specific situations, so the researcher thinks that role play has a correlation with the point of this study; that is students’ speaking skill

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<sup>19</sup> Jeremy Harmer, *The Practice....*, p. 274

<sup>20</sup> Jeremy Harmer, *The Practice....*, p. 274

improvement especially in transactional and interpersonal text, and will give a significant contribution for students' improvement in speaking especially transactional and interpersonal text. Then the researcher wants to find the effectiveness of using role play to improve students' speaking skill in transactional and interpersonal text.

## **2. Inside-Outside Circle Technique**

### **a. 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 (2003:19) 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.<sup>21</sup>

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

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<sup>21</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United States: Cambridge University Press: 2003), 2nd Ed., p. 192.

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:<sup>22</sup>

- 1) There are participants in group  
The participants here are students that do learning process in each group study.
- 2) There are group rules  
Group rules are everything that becomes agreement of all students.
- 3) There is an effort to learn by each members  
Learning is an attitude change process as a result of individual interaction with environment.
- 4) There is purpose need to be reached  
It is meant to give a direction for planning, acting, and evaluation.

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<sup>22</sup>Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2007), p. 241-242.



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.<sup>23</sup>

There are three theoretical perspectives in cooperative learning:<sup>24</sup>

- 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

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<sup>23</sup>Wina Sanjaya, *Strategi Pembelajaran....*, p.243

<sup>24</sup> Johnson. David. W, Johnson. Roger. T, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning 4*, (Massachusetts: Allyn and Bacon, 1994), p.39-41

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.

**b. 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.<sup>25</sup> 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 technique* is 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

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<sup>25</sup>Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur dan Model Pembelajaran)*, (Yogyakarta: Pustaka Pelajar, 2012), p. 144

move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

**c. The Teaching Steps in Inside-Outside Circle Technique**

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.

The way to use the technique<sup>26</sup>:

- 1) Divide students into two equal groups. One group forms an inside circle and the other group will form another circle around the outside of the first. The inside circle turns and faces the outside circle forming pairs.
- 2) 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.
- 3) 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.

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<sup>26</sup> Zainal Aqib, *Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung: Yrama Widya, 2013), p. 30

- 4) To get an accountability, the teacher will ask individuals to share what their partner said.

**d. 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.

**e. 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.

**B. Previous Research**

1. Richa Rubiati (063411083) from Tarbiyah faculty of IAIN Walisongo with her thesis “Improving Students’ Speaking Skill through Debate Technique (A Classroom Action Research with

First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)". This study is classroom action research that was done in two cycles. The data collection was done using observation and test. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively. The participant of this study was 31 students in class TBI 1B. The result of this study shows that using debate technique can improve students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 65.3 and in the second cycle students got 76.6.<sup>27</sup> Both her research and this research are using action research. The difference is this research uses *inside-outside circle technique* and her research used debate as the technique to improve speaking skill.

2. Siti Syafa'ah (Student Number: 063411077) from Tarbiyah faculty of IAIN Walisongo Semarang with her thesis "Improving Students' Speaking Skill Through Using Fishbowl Technique (A Classroom Action Research With Student's of 5B at MI Tarbiyatul Banin Pekalongan Winong Pati in the Academic Year of 2009/2010)". This study is a classroom action research that was done in three cycles. The researcher

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<sup>27</sup>Richa Rubiati, *Improving Students' Speaking Skill through Debate Technique*, (Unpublished Paper), p.vii

used test and observation to collect the data. To analyze the data, descriptive quantitative analysis is used; it is to present the result of study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students' speaking skill through using fishbowl conversation as technique. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using fishbowl technique, the students' average score increased. Students' average score from the first cycle was 4.8, second was cycle 5.7, and third cycle was 6.7.<sup>28</sup> Both her research and this research are using action research. The difference is this research uses *inside-outside circle technique* and her research used *fishbowl technique* to improve speaking skill.

### **C. Action Hypothesis**

Hypothesis is an assumption or prediction about something that made to explain something that often demands to do investigation<sup>29</sup>. The hypothesis of this research is the implementation of *inside-outside circle technique* can improve speaking skill of SMA Negeri 1 Bandar's students.

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<sup>28</sup>Siti Syafa'ah, *Improving Student's Speaking Skill Through Using Fishbowl Technique*, (Unpublished Paper: 2010) p.vii

<sup>29</sup>Sudjana, *Metoda Statistik*, (Bandung: Tarsito, 2005) p. 219