CHAPTER II

RELATED LITERATURE

This chapter presents the related literature used in this study. It discusses about the theories related to teaching speaking, descriptive text, technique and Inside-Outside Circle technique.

A. Speaking

1. Definition of Speaking

Speaking is the most effective form of communication to build a meaning that involves the production, reception, and processing of information. Nunan (2003: 48) said that speaking was the productive oral/aural skill. It means that speaking is the process of being able to produce a utterance or idea to convey ideas, feelings, or thoughts. The verbal utterances are the representation of meanings that the speakers convey. To define what speaking is, Malley and Pierce (2006: 59) offer a viewpoint, Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listeners. It means that speaking is a process of conveying ideas to listeners. This process requires production skill in order to adjust the meanings.

Speaking is a language that is used in communication with other. Fulcher (2003:23) defines speaking is the verbal use of language to communicate with other. It means that speaking is a verbal language for communication. It issupported by Tarigan (2008:16) also saysspeaking istool to communicate ideas that are compiled and developed in accordance with the listener and receiver.

Based on the statements above, it can be concluded that speaking is a productive skill. By this skill, people may convey their ideas, messages, opinions, or feelings orally. Speaking involves producing systematic verbal utterances to convey meaning. In other words, it is a

process of producing language. Speaking is the verbal use of language to communicate ideas which is constructed to develop based on listeners needs.

2. Characteristics of Speaking Skill

Speaking skill is the ability to express ideas or thoughts by using spoken language. It involves not only the knowledge of language but also the context of speaking. Therefore, speaking skill has its own characteristics.

The characteristics of speaking skill are different from other language skills in some cases. The first reason is about the time. At the same time, people need to speak and others want to hear. The second reason is that people do not have any chances to edit and revise the utterances that they want to express. In short, speaking skill must be performed in real time without editing and revision.

Characteristics of speaking also can be seen from different point of view. Lierin Nunan(2003: 48) offers some characteristics of speaking skill as spoken language; auditory, temporary; immediate reception, prosody (rhythm, stress intonation), immediate feedback, planning and editing limited by channel. It means that speaking skill involves others as auditors or listeners, and needs immediate reception and feedback. It also requires the speakers to perform stress intonation without editing and revision.

Based on the statements above, it can be concluded that speaking skill has some characteristics. First, it occurs in real time. Second, it does not offer time of editing and revision. Third, it involves auditors or listeners. Fourth, it requires immediate reception and feedback.

3. Teaching Speaking

Speaking is one of the skills of English language learning beside writing, listening, and reading. Speaking is a productive skill that can be directly and empirically observed Brown (2004:140). Generally, the learners purposes in learning english is in order to be able to

communicate or speak english well because what they learn can be practiced immediately. Speaking is the productive aural or oral skill, Nunan (2003:48). So, speaking needs special attention because it relates to the students ability in communication.

The conclution was speaking is one of the English skills that must be mastered by learners. Speaking is important in our daily life. Speaking is essential tool for communication, thinking, and learning.

Nunan (2005:2) defines speaking is an interactive process of constructing meaning that involves producing and receiving and processing inform. It means that speaking is a process of producing, receiving, and processing information to construct meaning.

Speaking is the one of skills in studying language. Nunan(2000:39) states speaking is the single most important aspect of learning language and success in measure in the terms of ability to carry out a conversation in the language.

4. Speaking Competences

The focus of teaching speaking is providing students with a high quality of speaking skill. Based on the opinion of Edge (2001: 116), the skills of language production are to develop the meanings clearlyand logically, to express unambiguously, and to use language appropriate for the addressees. It means that students need some competences to produce language. They must be able to convey appropriate meanings, express unambiguous utterances, and make the addressees understand the utterances.

Concerning with speaking competences, Malley and Pierce(2006: 59) offer a viewpoint because it involves the negotiation of meaning between two or more people. It means that speaking skill involves the context in which a conversation exists.

It means that speaking skill also requires social contexts. The reason is that language deals with society. In society, people are members of social group, and the use of language in

its context takes place. In this case, the way people speak is influenced by the social contexts in which they are talking. The social factors also concern with the addressee and the setting.

The relationship between speaking and its social context is also represented in three concerns of speaking that are recommended by Wetherell, et. al. (2001: 57). The first concern is about ways of speaking. In this case, patterns of talk are different from a particular group of people to another. The second concern is about speech communities. The third concern is about native terms of talk. In this case, particular groups of people carry out communicative practices that index their symbolic importance and meaning. Based on these three concerns of speaking, it can be stated that speaking does not only produce verbal utterances, but also including ways of speaking and speech communities in which the utterances exist.

Since ways of speaking are influenced by their context, speaking skill also relates to the purposes. In other words, purposes for speaking determine ways of speaking. It means that speaking skill requires the purposes for speaking. The purposes for speaking can be casual conversation such as making social contact with people or having conversation in leisure time with friends. The purposes for speaking also can be formal conversation such as expressing opinions in official meetings or clarifying information.

Bashir (2011: 38-38) identify speaking competences must be performed by students. The speaking involves three areas. Those are:

a. Mechanics (grammar, vocabulary and pronunciation).

b. Functions (interaction and transaction).

c. Social and cultural rules and norms (rate of speech, turn-taking, relative roles of participants and length of pauses between speakers).

The conclution is that speaking competences involve express appropriate meanings, unambiguous utterances, and social contexts. All of these speaking competences are used to conduct spoken communication that is suitable with the purposes of speaking.

5. Speaking Assessment

The researcher uses the assessment to evaluate the students' speaking ability. Assessment takes an important part in teaching speaking. Speaking assessment consists of scoring categories. Brown (2004: 172-173) offer oral proficiency scoring categories as follows.

No	Element	Criteria	Score
1	Pronounciation	Equivalent to and fully accepted by educated native speakers.	5
		Errors in pronounciation are quite rare.	4
		Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Accent is intelligible though often quite faulty.	2
		Errors in pronounciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
2	Grammar	Equivalent to that of an educated native speaker.	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
		Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
		Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. .	2
		Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
3	Vocabulary	Speech on all levels is fully accepted by educated nativespeakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent	5

		cultural references.	
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Able to speak the language with sufficientvocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
		Has speaking vocabulary sufficient to express himselfsimply with some circumlocutions.	2
		Speaking vocabulary inadequate to express anything but the most elementary needs.	1
4	Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	3
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
		(No specific fluency description. Refer to other four language areas for implied level of fluency.)	1
5	Comprehension	Equivalent to that of an educated native speaker.	5
		Can understand any conversation within the range of his experience.	4
		Comprehension is quite complete at a normal rate of speech.	3
		Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	2
		Within the scope of his very limited language experience, can understand simple questions and statements if	1

		delivered with slowed speech, repetition, or paraphrase.	

Based on the element number one, Pronunciation is scoring categories of speaking skill. In pronunciation, the high score if equivalent with educated native speakers and the lowest score if error in pronunciation.

Based on the element number two, Grammar is scoring categories of speaking skill. In grammar, the high score if equivalent with educated native speaker and the lowest score if error in grammar.

Based on the element number three, Vocabulary is scoring categories of speaking skill. In vocabulary, the high score if speech on all levels is fully and the lowest score if speaking vocabulary inadequate to express anything.

Based on the element number four, Fluency is scoring categories of speaking skill. In fluency, the high score if has complete fluency in the language, and the lowest score no specific fluency description.

Based on the element number five, Comprehension is scoring categories of speaking skill. In comprehension, the high score if equivalent with educated native speakers, and the lowest score if within the scope of his very limited language experience.

It can be concluded that speaking assessment involves pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation is a basic quality of language learning. Evaluating pronunciation focuses on *clearly articulated words, appropriate pronunciations of unusual spellings, assimilation and contractions in suitable places, and* intonation. Evaluating vocabulary relates to how large students have **production vocabulary and recognition vocabulary**. Evaluating grammar is a way of listening for the grammatical structures, such as the use of multiple tenses. To evaluate the fluency of speaking, the teacher may see how comfortable students speak or how easily the words come out. Fluency is a

judgment of this ease of communication and is an important criterion when evaluating speaking.

B. Inside – Outside Circle Technique

1. The Nature of Inside – Outside Circle

Inside-Outside Circle is a teaching technique of cooperative learning Inside Outside Circle is a kinesthetic activity that involves all students in the class and that facilitates short exchanges between students. Arends and Kilcher (2010: 315) recommend, Inside Outside Circle is a technique which is introduced by Spencer Kagan. Inside Outside Circle is a terrific cooperative learning strategy that really engages students. 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. Kurniasih and Sani (2015: 92) says the technique of inside outside circles is a very dinamic learning model when practied correctly. Because this model provides wide opportunities for students to be able to share information at the same time. In other words, Inside Outside Circle can be used to gather variety of information, generate new ideas and solve problems.

a. Procedures of Inside-Outside Circle Technique

Inside-Outside Circle technique has some procedures. According to Kurniasih and Sani (2015: 94), during this technique, students form two different circles, half of the group stands in a circle facing outward while the other half forms a circle around them facing inward. The students exchange information until the teacher signals the outer circle to move in one direction. The students now have a different partner with whom to exchange. The procedures of Inside-Outside Circle technique are:

1) Decide which students will be in each circle (inside and outside).

2) Put a question or statement on the board.

3) Give students at least ten seconds to think on their own.

4) Ask students in the inside circle to share their response with theclassmatefacing them in the outside circle. When they have done this, ask them to say "pass", at which point the students in the outside circle will share their responses with the classmate facing them in the inside circle.

5) Have the outside circle move one step to the left or right and discuss the same question with the new partner.

6) Post a new question for another discussion.

Inside-Outside Circle technique requires students to form circles in which they share information. According to Arends and Kilcher (2010: 315), Inside-Outside Circle has certain procedures. Groups of students form two concentric circles, with half of the students on the inside circle and half on the outside circle. Inside students face out, outside students face in, and students pair up. Each pair engages in a discussion or a question and answer exchange using flash cards. After five minutes, the inside students rotate clockwise to create a new pair.

Based on the description above, the procedures of Inside-Outside Circle technique are:

1) Form two concentric circles containing the same number of students. Students in the inside circle face a partner standing in the outside circle.

2) Ask students from the inside circle to share something with their partner in timed activity.

3) Have students reverse roles. The students on the outside circle share with their partner.

4) Control the timing, for example by saying "Outside circle, it's your turn to share for one minute."

5) Have the inside circle rotate and the students turn to face their new partner.

6) Repeat steps 2 and 3.

In conclusion, Inside OutsideCircle is a technique introduced by Spencer Kagan. This technique can give chance to students to share information at the same time with different partner in a short time and in such structural way. Besides the teacher also be able to check students pronunciation when they are speaking. The students are ask to speak out to tell the information which has gotten before from their partners, it means that students' listening skill also can be measured by the teacher through this technique. So that, this technique is good to use in teaching speaking and listening skill in one time and one topic;although, there are also some weaknesses in this technique it doesn't a big problem because the strengths in this technique is dominant than the weaknesses.

2. Inside-Outside Circle Technique to Teach Speaking Skill

Inside-Outside Circle is a teaching technique frequently applied in cooperative learning. Arends and Kilcher (2010: 315) recommend that this teaching technique is one of cooperative teaching techniques. This teaching technique requires students to have partners and share information each other. Therefore, this teaching technique is suitably applied in teaching speaking.

In this study, teaching speaking by using Inside Outside Circle promotes three stages; opening the class and presenting, practicing the activity, and closing the class. Each stage has classroom activities described as follow.

a. Opening the class and presenting

1) The teacher comes into the classroom and greets the students.

2) The teacher and students say prayers together.

3) The teacher calls each student's name for checking the attendance.

4) The teacher explains to the students about the speaking material.

5)   The teacher guides the students to the speaking material by giving them some questions.

6) The teacher explains the students about the procedures of Inside-Outside Circle technique.

b. Practicing the activity

1) The students are put in two circles; an inside circle and an outside circle.

2) The students in the inside and outside circles stand face to face so that each of the students has his/her own pair. Each pair is ready to respond the teacher's questions.

3) The teacher gives the students a question concerning with the speaking material.

4) The students in the inside circle give their answers to the students in the outside circle.

5) The students in the inside and outside circle share information each other.

6) The students in the inside circle move clockwise two students and continue sharing information each other.

c. Closing the class

1) The researcher and students review the speaking material that has been discussed.

2) The class is finished

C. Descriptive Text

1. Definition of Text

Text can be a part of printed materials. According to SanggamSiahaan (2008: 3) text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph." Thus, a text is a part of language consists of words, sentences, or paragraphs. Knapp and Watkins (2005: 13) recommend a text can be any meaning – producing event, be it a book, film, advertisement, a phone conversation and so on. A text can be seen from two key perspectives: a thing in itself that can be recorded, analyzed and discussed; and also a process that is the outcome of a socially produced occasion". It means that a text involves meaning of any written language. The text can be

recorded, analyzed and discussed. The text is a process that is the outcome of a socially produced language.

Concerning the relationship between language and text, Knapp and Watkins (2005: 29) offers a viewpoint language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units we call texts. It means that text is a form of language used to communicate. The text involves organization as cohesive units.

The use of text relates to its context. On discussion about text and its context, Knapp and Watkins(2005: 18) recommends texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other skills.

It means that text has a close relationship with social context. The statement offers an idea that text is produced based on its social context. In other words, the social context influences on the production of text.

Based on the description above, it can be concluded that a text is the words of something written, printed, or spoken. The text is a piece of spoken or written language created for particular purposes based on its social context.

2. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According Faisal danSuwandita (2013: 242) descriptive text is a text characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual

sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A description is usually arranged spatially but can also be chronological or emphatic. The focus of a description is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile to arrive at a dominant impression.

Descriptive text has certain generic structure. Faisal dan Suwandita(2013: 242) offer a viewpoint that the generic structure of descriptive paragraph covers identification which is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains object's name, kind of the object, etc. The next is description which is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.

Thus, descriptive text has its own factual description. There are factures and example of factual description texts:

1) The topic usually about the attributes of thing.

2) Third person pronoun form is used.

3) Requirements for employment.

4) The appearance of person.

5) The details of location.

Example of factual description texts include:

a. Description of a particular building.

b. Description of specific animals.

c. Description of particular place.

d. Description of specific person.

3. Characteristics of Descriptive Text

Descriptive text has its own characteristics. According to Knapp and Watkins(2005: 98-100) there are constructing a description text and grammatical feature of a description text.

a. When describing things from a technical or factual point of view, the present tense is predominantly used; for example:

has, eats, sings, lays, swim

b. Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example:

had, was, enjoyed, seemed, sparkled

c. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example:

My favourite toy is a teddy bear because it is cuddly and friendly.

It is my friend too.

Turtles do not have teeth, they have a sharp beak instead.

Eric the Red is an old man. Eric the Red has a greatcoat.

d. Action verbs are used when describing behaviours/uses; for example:

An ant has three body parts.

Some ants have wings.

The queen ant lays the eggs.

Ants live in colonies

e. In literary and commonsense descriptions, action verbs are used metaphorically to create effect; for example:

Mia bubbled with enthusiasm. Declan smashed the record.

f. Mental verbs are used when describing feelings in literary descriptions; for example:

She felt unhappy. He liked dancing.

g. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text.

h. Adverbs are used to add extra information to verbs to provide more detailed description; for example:

Turtles swim slowly.

She was always hassling her mother.

He could think clearly.

i. Adverbial phrases are used in descriptions to add more information about the manner, place or time.

j. Sentences and paragraphs are thematically linked to the topic of description; for example:

The moon is a lump of rock that goes around the Earth.

It is grey and brown.

It is bumpy and has craters.

k. Personal and literary descriptions generally deal with individual things; for example:

myfavourite toy, my house, my big bear

l. Technical descriptions generally deal with classes of things, rather than individual things, for example:

snails, turtles, volcanoes.