A. The Nature of Speaking

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving information. Speaking is defined as an activity to produce language and communicate the idea and thoughts orally (Nurgriyantor, 2001: 252).

Speaking is an important thing in communication. We can express our ideas easily by other ways. It means that speaking is saying or producing words or sound utterances in reaching the goal.

Tarigan (2008: 16) says speaking is an ability to express and deliver idea, suggestion, thought, and feeling.

Nunan (1987: 39) says that: “To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language, and success is measured in terms of the ability to carry out a conversation in the language”.

From the explanation above, it can be concluded that speaking is an ability to express and deliver idea, thought, and feeling as a way to communicate to other people in form of articulation.
2. Speaking Competence

Many language learners regard speaking competence as the measurement of knowing a language. They regard speaking as the most important skill. They can acquire access their progress in terms of the most of their accomplishments in spoken communication.

Speaking is producing oral utterances productively in the purposes of communication. Based on Brown (1986: 271), competence refers to ones’ underlay knowledge of system, event or fact. Students’ competence in language means that students underlying knowledge of the system of language, rules or grammar and all components of language.

There are several components of speaking competence to measure speaking competence (H. Douglas Brown, 2001: 406-407).

a. Pronunciation

It measures ones’ to pronounce English sounds correctly include its aspect like stress, intonation and accent. Someone is said to be competent in speaking when he or she can speak good in accent. Accent involves two important points: pronunciation and intonation. It will influence the listener understanding of the speaking.
b. Grammar

It refers to one’s ability to organize sentences which are grammatically correct, and the ability to apply the grammatical rulers appropriately. Grammar is mostly focused on the sequence of word to form meaningful utterances so that it can be understandable.

c. Vocabulary

Vocabulary is basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

d. Fluency

It refers to one’s ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

In this study, some proficiencies such pronunciation, grammar, vocabulary, and fluency will be evaluated. Those are used to determine students’ speaking competence in which each proficiency consists of six description (Nurgiyantoro, 2001: 282-285).
So, in this research, the aspects to be evaluated are pronunciation, grammar, vocabulary and fluency.

3. Evaluation of Speaking Competence

Evaluation is a process to measure the quality achievement of the aim. Nurgriyantoro (2001: 12) states that evaluation is a process to know whether an activity or a process an activity is appropriate with the aim or the criteria that has been determined. Speaking evaluation means a process to measure the quality of students’ speaking competence. Speaking evaluation is very important to know the students improvement in speaking.

a. The type of evaluation

In speaking evaluation, there are some types of evaluation. The writer will use questionnaire, observation, and test to evaluate the students speaking competence.

b. How to evaluate the students speaking competence

The writer will evaluate the students speaking competence based in the speaking proficiency. The components of speaking as follows: Fluency, grammar, vocabulary, and pronunciation. To make easy in measuring the students speaking, the writer will use direct test in which students perform dialogue in pairs based on the situation given by the teacher.
B. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative Learning is learning group organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is accountable held for his or her own learning and is motivated to increase the learning of others (Huda, 2011: 29).

Slavin (2009: 8) states that cooperative learning is the method learning in which the students sit together in a group to master the material that explained by the teacher.

Cooperative learning is learning together and helping each other to achieve the purpose or the task that is determined before (Isjoni, 2010: 45).

From the statement above, we know that cooperative learning is an effective method to motivate students in increasing their knowledge and their social interactions, so competition in teaching learning process is not dangerous to student.

There are many techniques in cooperative learning. According to Kagan in Anita Lie (2005 : 27), there are several techniques of cooperative learning as follows:

a. Jigsaw

b. Think Pair Share
c. Numbered Head Together

d. Two Stay Two Stray

e. Roundrobin Brainstorming

f. Team Pair Solo

g. Circle the Sage

h. Make a match

i. Inside Outside Circle

The focus of this research is on implementing Inside Outside Circle technique in speaking competence.

2. The Advantages of Cooperative Learning

According to Dewey in Huda (2011: 3-4), cooperative learning enhances students learning by:

a. providing a shared cognitive set of information between students,

b. motivating students,

c. ensuring that students construct their own knowledge,

d. providing formative feedback;

e. developing social and group skills necessary for success outside of the classroom,

f. promoting positive and socio economic groups, and

g. increasing students participation.
3. **The Disadvantages of Cooperative Learning**

According to Lie (2010: 28), those are disadvantages of cooperative learning:

a. The students will be crowded in the class because they work in groups.

b. Many students dislike if they are asked to work with their friends.

c. The students must be adapting the character with their teammates.

C. **Inside Outside Circle**

1. **Definition of Inside Outside Circle**

   Huda (2011: 144) says that Inside Outside Circle technique is a kind of cooperative learning that is developed by Spence Kagan in 1990 to allow students to share information at the same time in the class.

   Lie, (2010: 75) says that Inside Outside Circle is a technique in which the students have opportunity to share information and practice English in the class to improve their communication.

2. **The Advantages of Inside Outside Circle Technique**

   According to Lie (2010: 63), using inside outside circle technique has some advantages as follow:
a. It can make the students to share with the partner.
b. It can make the students work in a relationship.
c. It can make the students to form a good structure in group.
d. It has many opportunities to the students to give the information.
e. It can increase the students’ communication in the class.

3. **The Disadvantages of Inside outside Circle Technique**

   According to Huda (2011: 68), the disadvantages of using this technique are:
   a. The students who are not ready, they will be panic and afraid.
   b. The students will be tired when they must stand and speak with the partner too long.
   c. It is time consuming to arrange the students to form this technique.

4. **Steps of Inside Outside Circle Technique**

   According to Lie (2010: 65-66), the steps of this technique are:
   a. Students are divided into two groups (Inside and Outside Circle)
   b. Students in inside circle face out and students in outside circle face in
   c. Inside circle students start to share first and outside circle students’ respond
   d. Outside circle students move to the right, they will meet a new partner and share again until they meet the first partner.
5. Teaching Speaking Using Inside Outside Circle Technique

The technique of Inside Outside Circle fosters a number of relationship skills, including listening, reporting, sharing, and resolving conflicts.

a. The Application of the Technique of Inside Outside Circle.

There are some points that the teacher has to master for applying the technique of Inside Outside Circle in the class. Those points are:

1) The teacher asks a half students in the class to make inside circle and facing out and a half students one to make outside circle surrounding inside circle.

2) The teacher gives the task to the students, and gives the time to the students to practice the task with their partner.

3) The teacher asks the students in inside will begin the first, so they share each other about the task that had been given by the teacher.

b. The Example of Applying the Technique of Inside Outside Circle in Speaking Activity.

1) The teacher asks students to form inside circle and outside circle.
2) The teacher gives situations to the students based on the topic. The topic is expression of asking and giving opinion.

3) The teacher asks students to share the situation with their partner in inside and outside circle using expression that learned.

4) The Teacher asks the students in inside circle to start first, they share to the students in outside circle.

5) The Teacher asks the students in outside circle to move to the right until meet new partner, then he or she shares again until she or he meets the first partner.

6) The teacher give time to the students to practice the teacher’s task until they finish and back to first partner.

D. Basic Assumption

The researcher has an assumption if using Inside Outside Circle technique in speaking class can improve students’ speaking competence. With Inside Outside Circle technique, students can practice English with their partner because they can share their ideas to other students in the group of Inside Outside Circle technique.

Inside Outside Circle technique will more motivate students to do the lesson and give more challenges because every student can share the idea or
information in the same time with different partner. The students will be involved in the learning process, so they are more active in the classroom. Hopefully, by applying Inside Outside Circle technique, their speaking competence will be better.