

Improving the Tenth Grade Students' Speaking Ability through Inside-Outside Circle Technique at Senior Hight School Students

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ABSTRACT

Speaking is deemed to be the most important skill that must be mastered well in learning a new language. Based on a primilary study conducted at SMK Moch. Sroedji Jember, Students has difficulty in producing some words, sentences, paragraphs within the text. In addition, students are also less active when the teacher taugh speaking material.

This research aimed: (1) to know whether *Inside-Outside Circle Technique* can improve the tenth grade students speaking ability at SMK Moch. Sroedji Jember in 2018/2019 academic year? (2) to know whether *Inside-Outside Circle Technique* can improve the tenth grade students active participation at SMK Moch. Sroedji Jember in 2018/2019 academic year?

The type of this resercher was Classroom Action Research (CAR). This research was done in twocycles which consisted of planning, implementing, pbserving, and reflecting in each cycle. The subject of this research was the tenth grade students at SMK Moch. Sroedji Jember totaling 20 students. The research instruments used were speaking test and observating checklist of the students' active participation.

Key words: *Students' Speaking, Inside-Outside Circle Technique*

INTRODUCTION

Speaking is one of four language skills needed in human life. Speaking and human being cannot be separated from each other. According to Thornburry (2005:1) speaking is used to express their ideas and to communicate to people in civilized world. Speaking is so much a part of daily life that we take it for granted. The average person produces tens thousands of words a day. According to Homby (1995) in Oxford Advanced Learners' Dictionary, speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Additionally, Fulcher (2003, p. 23) in Testing Second Language Speaking says that speaking is the verbal use of language to communicate with others. Speaking plays an important role in communication. It is

used to express and translate thought, ideas and feeling into language in spoken form. However, many Indonesian learners are usually afraid to speak English, because it is considered as difficult subject for them. This is probably caused by students' limitation in mastering the component of speaking. Besides, students practice speaking English rarely. They only have a little chance to practice speaking out of class because most of their friends speak Indonesian.

The most difficult skill in teaching is speaking. It is also argued by Zhang (2009) that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking namely; first inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. Second, nothing to say in which students have no motive to express themselves. Third, low or uneven participation student is low or uneven participation student's only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The last is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

We can conclude that, speaking helps people communicate easily. They can express their thought automatically through language in order to be understood by other people. They also can convey messages by using sounds or uttering words, or responding what their partners say or feel.

In related the fact that of those students have problems in learning speaking, the writer will try to carry out a research in teaching speaking using a technique which is called Inside-Outside Circle Technique; I-O-C is very interesting technique. In learning process using I-O-C, the technique can give chances to all students to share information at the same time with a different partner in a short time and in a structural way. Inside-outside circle technique can make all students accountable for having something to say. Therefore, to make the speaking class more interesting, fun and enjoyable.

Inside-Outside Circle is one of learning in structural method. It is a technique of learning which arranged to affect interaction between the students and the teacher as the alternative toward the class. The teacher gives the text and questions for the students, while he is doing the worksheet given by the teacher. Then, the teacher orders the students to performance in front of the class describing picture and makes sure that the students can explore their ideas orally with their partner.

Inside-outside circle is one of cooperative learning techniques, that gives students more opportunities to speak up in the class and they can share their ideas and interact with their partners. According to Kagan (1990) inside-outside circle 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. Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle 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 pairs directly. It encourages them to open rooms for sharing information and helping each other in finding a solution for certain problem successfully. It also helps students to share ideas and hear the different opinion from different partners.

It means Inside-Outside Circle is the technique learning in the class as they rotate to each new partner or different partner to be checking understanding, reviewing, processing, and practicing the students this strategy will give students an opportunity to change knowledge with different partner. English teacher must have a strategy to teach speaking effectively in the classroom. It is used to make the students know their knowledge and capability in speaking. The students can train their speaking ability in daily communication.

RESERCH METHODS

The type of this research was Classroom Action Research (CAR). This research was done in two cycles. Which consisted of planning, implementing, observing, and reflecting in each cycle.

Participants

The subject of this research was the tenth grade students at SMK Moch. Sroedji Jember totaling 20 students. The research instruments used were speaking test and observation checklist of the students' active participation.

Instruments

In this study, this research used speaking test and observation checklist to measure how the implementation of I-O-C can improve the ability of speaking and active participation.

Procedure

In this study, the students were treated by using 5 steps of Inside-Outside Circle Technique, in three meetings in each cycle. First, it is tried by dividing students into 3 groups consisting of 6 and 8 students. Second, choosing 1 groups to perform in front of the class. Third, formed them with two circles 3 inside and 3 outside in pairs. Provide a picture to each groups. Next, the inside circle started by describing the picture given and for the outside circle guessed the topic that described by the inside circle in three minutes. The last, they had their own time to describe and guessed because they were rotated clockwise one position if the inside circle had described the pictures.

RESULT AND DISCUSSION

Before the actions were implemented in cycle one, based on preliminary study, the students' speaking score was low. It was proven by students' previous speaking score. Then, the results of speaking test after given the action in cycle one was only 55% or 11 of 20 students who got score 65 or above. This result indicated that the action in cycle one has not been successful.

In cycle two was implemented with some revisions to get better results because the previous action had not fulfilled the objective of the research. After the action in cycle two, the results of the speaking test showed improvement. It was shown that 16 students got 65 or above with the percentage 80%. It means that the students' speaking score in cycle two had achieved the objective of the research.

Based on the result of the research, it could be said that the use of Inside-Outside Circle Technique could improve the students' speaking ability. Seeing from their score of speaking test, there were 16 students of 20 students or 80% who were able to get score 65 or higher. One of the activities of I-O-C is the students are not only receiving explanation from the researcher, but also from their own selves. Therefore, they would understand more easily the material of descriptive text because they had more practice to arrange the text by listening to the audio and applying I-O-C by asking and answering the question orally, it also helped students to know how far their knowledge and skill about the material.

Result of Speaking Test in Cycle One

Table 4.1 Result of Speaking Test in Cycle One

Value	Total	Percentage (%)
≥ 65	11	55%
≤ 65	9	45%

The result of speaking test in cycle one shown in the table 4.1 is that only 55% or twelve from twenty students in the class who got score 65 and more. It was known after counting the four aspects of speaking grammar, vocabulary, pronunciation, and fluency. This research was successful if 70% of the students got score 65 or more in the speaking test. However, the result of the test in cycle one above shown that the students did not fulfill the criteria of success, meaning that cycle one failed.

Result of Observation Checklist in Cycle One

Table 4.2 Average Observation Checklist in Cycle One

Meeting	Active	Passive
Meeting 1	45%	55%
Meeting 2	50%	50%
Meeting 3	60%	40%
Average	52%	48%

Based on the Table, 4.2 the result shown ninth of twenty students or 45% actively participated in teaching learning process in the first meeting of cycle one. In the second meeting, there were ten of twenty students or 50% were active in teaching learning process. It could be concluded that only 60% of the students were active participations in first and second meeting. In other words, the percentage of the students' active participant in cycle one was $\leq 70\%$, so the result of the observation had not achieved the criteria success of the research. Due to the research in cycle 1, the researcher did not use interesting media and unclear instruction. So, the result in the first cycle had not achieved the criteria of success. Therefore, the research continued by revising the weakness of the first cycle.

Result of Speaking Test Cycle Two

The result of speaking test in cycle two there were sixteen of twenty students or 80% who were get score ≥ 65 or more. It shows that the result of speaking test in cycle two achieved the target score of the result from a test of speaking based on four aspects: grammar, vocabulary, pronunciation, and fluency.

Table 4.3 Result of Speaking Test in Cycle Two

Value	Total	Percentage (%)
≥ 65	16	80%
≤ 65	4	20%

Based on the result of speaking test in cycle 2, it was found that the percentage of students speaking ability by using inside-outside circle technique in cycle 2 was 80%. It means that the target percentage requirement in this research is achieved. The action can be stopped in the second cycle. In conclusion, the use of inside-outside circle technique can improve the students' speaking ability.

Result of Observation Checklist Cycle Two

Table 4.4 Average Observation Checklist in Cycle Two

Meeting	Active	Passive
Meeting 1	75%	25%
Meeting 2	80%	20%
Meeting 3	80%	20%
Average	78%	22%

Based on the table above, it was known that there were fifteen of twenty students or 75% were active in the first meeting. The student participation had increase in the second and the third meeting that 80% or sixteen of twenty students were active. In addition, the average result of the students' active participation was 78%, which is higher than the criteria of success was 70%, therefore the teaching learning process of speaking using inside-outside circle technique could fulfill the target.

CONCLUSION

Based on the result of the research, the research and discussion, the use of this research and discussion, the use of Inside-Outside Circle technique and descriptive text as the material in improving the tenth grade students' speaking ability. The criteria of success was achieved more than (70%). It could be conclude that the use of Inside-Outside Circle technique was able to improve the tenth grade students' speaking ability and students' participation at SMK Moch. Sroedji Jember in the academic year 2018/2019 academic by giving opportunity to the students to speak, then they shared their ideas by doing more practice about fluency, correct vocabulary, and pronunciation each other in the pair group.

From the result, there are some weakness in this research, which are: the weaknesses in implementing I-O-C; 1). I-O-C need more time to be implemented than another technique. 2). In using I-O-C teacher should always realize and focus on students vocabulary that is mentioned by the students, so teacher should know this is supposed to be used or not. Further, researcher are suggested to use Inside-Outside Circle Technique in teaching and learning process by conducting the same researcher in different subject in other school by revising the weaknesses from this research.

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