IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH INSIDE-OUTSIDE CIRCLE STRATEGY AT THE SECOND GRADE OF CERDAS MURNI JUNIOR HIGH SCHOOL TEMBUNG

A *SKRIPSI*

Submitted to the English Education Department, Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By :

MIFTAHULIA ANANDA YASMIN

NIM: 34.15.1.007

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYA AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019

IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH INSIDE-OUTSIDE CIRCLE STRATEGY AT THE SECOND GRADE OF CERDAS MURNI JUNIOR HIGH SCHOOL TEMBUNG

A *SKRIPSI*

Submitted to the English Education Department, Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By :

MIFTAHULIA ANANDA YASMIN

NIM: 34.15.1.007

Adviser I   **Adviser II**

Dr. Didik Santoso, M.Pd   **Siti Ismahani, M.Hum**
NIP. 19660616 199403 1 006   **NIP. 19690503 199903 2 003**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYA AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERAUTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung" oleh Miftahulia Ananda Yasmin, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

9 Juli 2019 M
6 Dzulkaidah 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua   Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum   **Maryati Salmiah, S.Pd., M.Hum**
NIP. 19750622 200312 2 002   **NIP. 19820501 200901 2 012**

Anggota Penguji

1. **Dr. Didik Santoso, M.Pd**   2. **Siti Ismahani, M.Hum**
   NIP.19660616 199403 1 006   **NIP. 19690503 199903 2 003**

3. **Drs. H. A.Ramadhan, MA**   4. **Maryati Salmiah, S.Pd., M.Hum**
   NIP. 19660115 199403 1 002   **NIP. 19820501 200901 2 012**

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa   Medan, 02 Agustus 2019

Lampiran : -   Kepada Yth:

Perihal : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

a.n. Miftahulia Ananda   dan Keguruan UIN Sumatera Utara

Yasmin   Di-

Medan

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

Nama : **Miftahulia Ananda Yasmin**

NIM : **34.15.1.007**

Jurusan : **Pendidikan Bahasa Inggris**

Judul : **Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, 02 Agustus 2019

Pembimbing I   **Pembimbing II**

Dr. Didik Santoso, M.Pd   **Siti Ismahani, M.Hum**

NIP. 19660616 199403 1006   **NIP. 19690503 199903 2 003**

PERTANYAAN KEASLIAN SKRIPSI

Yang Bertanda Tangan di bawah ini:

Nama   **: Miftahulia Ananda Yasmin**

NIM   **: 34.15.1.007**

Jurusan   **: Penddikan Bahasa Inggris**

Judul   **: Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 02 Agustus 2019

Yang Membuat Pernyataan

Miftahulia Ananda Yasmin

NIM. 34.15.1.007

ABSTRACT

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH INSIDE-OUTSIDE CIRCLE STRATEGY AT THE SECOND GRADE OF CERDAS MURNI JUNIOR HIGH SCHOOL TEMBUNG

MIFTAHULIA ANANDA YASMIN

34151007

The objective of this reasearch was to improve the students speaking skill through inside-outside circle strategy. The subject of this research were 26 students at eight grade and the collaborator was English teacher of SMP Cerdas Murni Tembung in academic year 2018/2019. This research was conducted by using classroom action research by Kemmis and Mc Taggart which consisted of 2 cycles. There were two kinds of technique in analyzing data, first was qualitative data which obtained from observation, interview, field note and documentation that was analyzed by using Miles and Huberman technique, second was the quantitative data were obtained from speaking test that was analyzed by using t-test.

The result of this research showed that there was an improvement of students' speaking skill. It could be seen from the data analysis that the pre-test of the students mean score was 61,15 in which there were only 4 or 15% of 26 students who passed the minimum passing grade. In post-test I, the mean score of students' score was 68,80 in which there were 16 students or 61% of the students who passed the minimum passing grade. At the last, the mean score of students' score in post-test II was 76,38 that there were 21 students or 80% of the students who passed the minimum passing grade. It indicated that inside-outside circle strategy can improve students' speaking skill. It means that there was a significant effect of applying inside-outside circle strategy at eight grade.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers. The writing of this *skripsi* entitled "Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung in Academic Year 2018/2019". This *skripsi* is written to fulfill one of the requirements to obtain the degree of *Sarjana Degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In arranging this *skripsi*, a lot of people have provided motivation, advice, and support for the writer. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them. Therefore, the writer would like to thanks for:

1. Her beloved parents, **Muhammad Yusuf Dasfikar**. and **Novlarida**, thanks for their love, care, support, patience, materials and great motivation to finish her study.

2. **Dr. Amiruddin Siahaan, M.Pd** as the dean of Faculty of Tarbiyah and Teacher Training State for Islamic University of North Sumatera Medan.

3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the Head of English Educational Department.

4. **Maryati Salmiah, S. Pd, M.Hum**, as the secretary of English Education Department of Faculty of Tarbiyah and Teacher's Training State Islamic University of North Sumatera Medan.

5. **Dr. Didik Santoso, M.Pd** as her first advisor who has given her charm ideas, advices, suggestions, corrections and encouragement in process of completing this *skripsi*.

6. **Siti Ismahani, M.Hum** as her second advisor who has given her advices, dedications, and suggestions in completing this *skripsi*.

7. All lecturers in the English Department who always give motivation and valuable knowledge during her study at State Islamic University North Sumatera (UIN SU) Medan.

8. The principal of SMP Cerdas Murni, **Dede Novandi S.Pd**, All teachers especially the English teacher **Nur Hidayah, S.Pd** and all students of VIII class who helped the writer during the research.

9. Her beloved grandmother **Yasra Hayati** that always give her support in completing her study, so she can do everything for this study.

10. Her dearest friends since Junior High School, **Muhammad Anggriawan, Sofya Adianti, Riska Dilla Fitriani Sitohang** that always give her support and happiness during her study.

11. Her dearest friends **Nadya El-chaira**, **Siti Maharani, Fauzi Akbar Tanjung**, **Bella Chintia Harahap**, **Belia Nuzila, Siti Rahma Aulia, Rizka Evitania, Putri Hapnijar Hidayat, Harisa Dwi Oktira, May Syarah** as her place in sharing feelings, information, and happiness that always support her in her study and help her in doing this *skripsi*.

The writer realizes this *skripsi* still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions.

Medan, August 02nd 2019

Miftahulia Ananda Yasmin

TABLE OF CONTENTS

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

A.   Background of the Study

Based on the School-Based Curicullum, the objective of teaching English speaking for Junior High School is that the students are able to express meaning in functional and informational formal conversation by using variety of oral language accurately, fluently and acceptably in daily life context. According to Hasibuan and Ansyari[1], the goal of teaching speaking is communicative efficiency. Therefore, students should pay attention to some aspects in speaking to be a communicative efficiency, such as pronounciation, grammar, vocabulary, comprehension, and accent. According to Heaton[2] proposes, that learners must master three components of speaking: fluency, accuracy, and comprehensibilty or apropriacy.

In reality, the students achievement in English speaking for Junior High School still low. Based on my observation in the teaching practicum on the eighth grade students at Cerdas Murni Junior High School, it can be proven when the reseacher teaching English the students feeling bored and despaired. Thats all because they have some problem, such as they still have lack vocabulary, lack of ideas to speak, they afraid of making mistakes when speaking English, and their motivation in learning English also still low.

---

[1] Kalayo Hasibuan and Muhammad Fauzan Ansyari, (2007), *Teaching As A Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graham Unri Press, p.102

[2] Heaton, JB. (1978), *Speaking English Language Test. London* : Longman Group Ltd. P. 5

Based on the problem in speaking English mention above are cause by many factors, such as motivation, interest, confidence, teacher performance, media, material including teaching strategy. Teaching strategy can influence the speaking skill because in learning students need an interesting strategy so students are motivated to speak without being afraid about any mistakes that will appear.

There are many strategies that can be used by the teacher in teaching speaking, such as problem based learning strategy, role play technique, think-pair-share strategy and inside-outside circle strategy. In this case the reseacher use inside-outside circle strategy to improve students speaking invented by Spencer Kagan. This strategy effective to teach speaking because the students has opportunity to explore and share ideas to others so it will motivated the students to have courage in speaking English, Beside sharing ideas, the ability to solve problem is also given by this strategy, because while problem solving the students exchange their ideas using questions and answers that make them motivated to express their opinions by using English. According to Kagan quoted by Rigor, inside- outside circles is a simple strategy for students to share information when questioning, sharing, or problem solving in class[3]. Thus, the reseacher interested in conducting a research entitled **"IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH INSIDE- OUTSIDE CIRCLE STRATEGY AT THE SECOND GRADE OF CERDAS MURNI JUNIOR HIGH SCHOOL TEMBUNG"**

---

[3] Meredith Rigor, (2009), *English Language Arts: Second Six Weeks*: San Clemente: ESC Region, p.1

B.   Identification of the Study

Based on the background of the study, There are many factors can influence speaking skill: internal factors and external factors. Internal factors are student's psychology, student's motivation, and student's interest. External factors include media in teaching, teaching quality, and strategy. There are many strategies can be use to influence speaking skill such as problem based learning strategy, think-talk-write stategy, and inside-outside crcle strategy. Because of many problem to be research above the researcher would like to limit the study.

C.   The Limitation of the Study

Based on the identification of the study above, many factors can influence the students' ability in speaking. So, the writer limits the students' problems on inside-outside circles strategy on students' speaking ability of the second year at Cerdas Murni Junior High School Tembung because the students has opportunity to explore and share ideas to others so it will motivated the students to have courage in speaking English.

D.   Research Problem

Based on the limitation of the study above, the research problem of this study is : 1) how to use inside-outside circle strategy in improving students' speaking skill at Cerdas Murni Junior High School Tembung?, 2) can the students' ability in speaking be improved by using inside-outside circle strategy?

**E.	The Objective of the study**

Based on the research problem above, the objective of this study are : 1) to describe the application of inside-outside circle strategy in improving students' speaking skill at Cerdas Murni Junior High School Tembung, 2) to know whether students' ability in speaking be improved by using inside-outside circle strategy

**F.	The Significance of the Study**

a.	For the teacher, inside-outside circle technique can be an alternative technique in teaching speaking. Because, students of the eighth grade at junior high school is in the transition from primary to secondary school. So that, they still love to play. With inside-outside circle technique, students could study and play at the same time.

b.	For all students of Cerdas Murni Junior High School, especially eighth grade students to increase their ability in speaking and this technique will make them feel free in expressing their ideas and fun while doing speaking activity.

c.	For other researcher, the result of this research can enrich the knowledge that the learning process needs strategy to reach the goal of learning process. And also become the reference for further research.

d.	For the principal, the result of this research will be able to give little contribution about the importance of speaking skill as actually fundamental skill rather than the other skills.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

In conducting the research, theories are need to explain same concepts applies concerning into the research. These following term are clarified for the purpose to explain all the terms related to the theory of speaking skill. This chapter discuss about speaking skills and inside-outside circle technique.

1.   Speaking Skills

According Mc Shane and Glinow[4], skill is the natural aptitudes and learned capabilities required to succesfully complete a task. So, natural aptitudes is a trait that a person has from birth.

According to Dunnette[5] , skill is the capacity needed to carry out several tasks which are the development of the results of training and experience. So, skills is not something instant that can be obtained without practice and experience.

According to Nadler[6], skill is an activity that requires practice or can be interpreted as an implication of activity. So, skill is implications of the results from exercise.

---

[4] Mc Shane & Glinow, (2007), *Organizational Behavior, Fourth Edition,* Mcgraw Hill International Edition: Prentice Hall, p.37
[5] Dunnette, Peter F. (1976). *Ketrampilan Mengaktifkan Siswa.* Kencana Predana Media Group: Jakarta, p.33
[6] Nadler, (1986), *Ketrampilan Belajar*, Bumi Aksara: Jakarta, p.73

From the definition above, it can be concluded that skill is a power someone has to do something that can be obtained from nature or from practice and experience.

In learning English, there are four important aspects that need to be learned, they are speaking, listening, writing, and reading. In Pinandhita[7] research she said speaking is expressing ideas or feelings using language. Expressing ideas is a give the concept by using words and sounds articulation.

According to Chaney and Burke, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[8] So, building meaning is construct meaning which is interpreted by listener, while sharing meaning is transfer the information to the listener.

Widdowson said in Santoso's Book[9] that speaking can be understood as Usage and as Use. Usage in speaking means the capability of realizing a system of phonology and are assigned grammatical a language by using the organs of speech. Use in speaking means not only with regard to the pronunciation of the language, but also includes the use of gesture, movement of the face and entire body.

---

[7] Fitra Pinandhita, "*Improving Students Speaking Skill by Retelling Technique* (A Classroom Action Research in Speaking of Class 21 of IKIP PGRI Madiun in the 2010/2011 Academic Year),p.3

[8] A.L. Chaney and T.L Burke, (1998), *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon), p.13

[9] Didik Santoso, (2017), *Pengaruh Pendekatan Pembelajaran Dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris* (Medan: Duta Azhar), pp.16-17

Learn speaking as foreign language is also allowed. Allah said in holy Qur'an (Ibrahim : 4)

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِۦ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ ۚ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ ۝

The meaning: *And we did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom he wills and guides whom he wills. And he is the exalted in might, the wise[10].* From the meaning above it can be infer that everybody allowed to learn and master a foreign language such as English or the other foreign languages.

According to Brown[11], speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Constructing meaning is bulding and sharing information from speaker to the listener. Brown has stated there are five basic types of speaking: imitative, intensive, responsive, interactive, extensive

Imitative means at the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

Intensive is type of speaking frequently employin assessment context is the production of short stretches of oral language designed to demonstrate

---

[10] https://ayatalquran.net/2015/01/surah-ibrahim-abraham-the-beneficent-terjemah-bahasa-inggris/ Accessed on 1 Maret 2019 at 07.14

[11] Brown, H.D. (1994). *Teaching by principle: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, NJ: Prentice Hall regents.

competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture).

Responsive is an assessment task includes interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and so forth.

Then, interactive, The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

Extensive is an oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.

Speaking is a given ability by our God, as stated in Q.S Ar-Rahman: 3-4.

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}$$

The meaning: *"He hath created man, (and) he hath taught him utterance."*[12]

Based on pieces of the verses of the Qur'an above said that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking.

---

[12] https://ayatalquran.net/2015/01/surah-ar-rahmaan-the-beneficent-terjemah-bahasa-inggris/ Accessed on 1 Maret 2019 at 08.17

Based on the definition above, it can be said that speaking is the ability to communicate thoughts, feelings, and ideas through the utterances to other people in daily life.

Hughes has stated there are five evaluation of speaking skill: accent, grammar, vocabulary, fluency, and comprehension.[13]

Accent is a way of pronouncing a language. It is therefore impossible to speak without an accent. Then, grammar, According to IELTS cited by Hughes, the grammatical accuracy refers to the range and the appropriate use of the learners grammatical structure that involves the length and complexity of the utterances in addition to the ability to use the subordinating clauses. The third one is vocabulary, vocabulary is achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking. Then, fluency, Hughes defines fluency as the abiliy to express oneself in an intelligible, reasonable, and accurate way without too much hesitation. Otherwise, the communication will break down because listeners will lose their interest. And the last is comprehension, comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Speaking evaluation used to easier the teacher evaluated the students were successful in achieving the material or not.

2.   Inside-Outside Circle Strategy

a.   Definition of inside-outside circle strategy

Inside outside circle is one of cooperative learning techniques which involve the students to work in group. According to Kagan quoted by Rigor, inside-

---

[13] Arthur Hughes, (2002), *Testing for Language Teachers* (London: Cambridge University Press), pp. 131-133

outside circles is a simple strategy for students to share information when questioning, sharing, or problem solving in class.[14] Students stand in pairs in two concentric circles. The inside circle faces out, the outside circle faces in. Students use flash cards or respond to teacher questions as they rotate to each new partner. In conclusion, inside-outside circles strategy is the strategy to help students communicate with each other. There are two circles in this stategy. Teacher gives the topic to the students. The students discuss the topic with their partners and then the students share to another partner. So, the students will move around and interact with each other. Inside-outside circles is one of cooperative learning. Cooperative learning is an extensively researched instructional method in which students are divided into small groups (2-6 members) to achieve a common goal or task. Cooperative learning helps to eliminate competition between students and facilitates the achievement of group goals that could not be achieved individually.

Cooperative learning as a group of learning activity that has already organized so that this learning is dependant on the socially structured in which exchange of information between learners in group than each learner is held accountable for his or her own learning and is motivated to increase the learning of others[15]

---

[14] Spencer Kagan and Miguel Kagan, (2004), *Kagan Cooperative Learning*. San clemente, CA: Kagan Publishing, p.12

[15]Caroline Kesler, (1989), *Cooperative Language Learning: A Teacher's Resource Book* ,(New Jersey: Practice Hall Regents), p.8

This technique is introduced by Kagan[16] Inside outside is a terrific cooperative learning strategy that really engages English language learners. 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. Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in.

Students ask questions to their partner, or they may take turns responding to the teacher's question. Partners switch roles: outside circle students ask, listen, then praise or coach. After each question or set of questions are already answer, students in the outer or inner circle rotate to the next partner. Depending on the size of the class, teachers may have students move more or fewer times to complete the activity. Inside-outside circle holds all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.

The objective of this technique is improving students speaking ability. Besides the teacher also be able to check students pronunciation when they are speaking.

From the definition above, it can be concluded that inside-outside circle technique can give choice for the students to interact and cooperate with their partner in the class.

Illustration of inside-outside circles strategy:

---

[16]Anita Lie, (2002), *Cooperative Learning for ESL Students*,(USA: Cross Currents), p.65

Figure 1 : The picture of inside-outside circle.[17]

Figure 2 : The picture of inside-outside circle.

b.   The Principle of inside-outside circle strategy

In using inside-outside circle strategy in the class, the teacher needs to pay attention to the principle of Inside-Outside Circle Strategy for teaching: (1) The teacher must have a loud voice so students can hear the teacher's direction, if the class conditions are not conducive. (2) Teacher's creativity such as finding

[17] https://www.google.com/search?q=inside+ouside+circle+technique&ie=utf-8&oe=utf-8&client=firefox-b Accessed on Friday at 22.01

interesting matery. (3) Large classroom sizes are needed so students do not need to be divided into many circle[18]

c.   Design of inside-outside circle strategy

In the inside-outside circle strategy, the teacher poses a particular question or a problem to the students. The teacher's role is to facilitate and guide discussions. The teacher divides the class into two equal groups. The inner circle is formed by one of the groups and the other group forms an outer circle. Students in the inside circle stand facing the students in the outside circle.

The teacher poses a particular question to the students. The students are given some time to think about it. Then, each student in the inner circle is given time to share their opinions about the question with his or her partner of the outside circle and vice versa. On the teacher's signal, the students take one step to their left in the outside circle and have another quick discussion with their new partner. The teacher gives adequate time for the students to take down new ideas and information in their notebooks.[19]

d.   The Advantages and Disadvantages of inside-outside circle strategy

According to Kagan, the advantages of using inside-outside circles strategy: (1) Appropriate think time improves the quality of students' responses. (2) Engaged with different questions and answers. (3) Encourages community building with movement and interaction. (4) Safer and easier to enter discussion with a classmate.

---

[18] Anita Lie, *Cooperative Learning for ESL Students*,(USA: Cross Currents,2002)

[19] Robert J. Marzano; Katie Rogers (23 October 2012). *Vocabulary for the New Science Standards*. Marzano Research. pp. 72–. ISBN 978-0-9903458-0-0.

(5) Can be easily incorporated into lessons (no materials necessary) (6) Provides an engaging way to practice vocabulary, formulas, things to be memorized.

In short, the advantages of using inside-outside circles strategy can help students' speaking ability to practice vocabulary, grammar, accent, fluency, and comprehension. The students can improve their speaking ability and can build students movement and interaction.

Beside having advantages, Inside-outside circle also have disadvantages, such as: (1) This technique requires a large classroom if applied in the class, because it will be difficult if the class to small. (2) This technique has long process, so it requires long time to do.

e.   The Procedure of Inside-Outside Circle Strategy

According to Kagan[20], the procedure of inside-outside circle strategy: (1) The teacher prepares question, or provides a question card for each students. (2) Students form pairs. One students from each pair move to form one large circle in the class facing outward. (3)   Remaining students find and face their partner (class now stands in two concentric circles). (4) Inside students ask a question from their question cards; outside circle answer. Inside circle students praise or coach (alternative: the teacher asks a question and indicates inside or outside to answer to their partner). (5) Partner switch roles: Outside circle students asks, and them praise coach. (6) Partners trade question card. (7)   Inside circle students rotate clockwise to a new partner.

---

[20] Spencer Kagan and Miguel Kagan, (2004), *Kagan Cooperative Learning*. San clemente, CA: Kagan Publishing, p.149

Lie developed the Kagan steps. In development (Anita Lie, 2008: 66), students in the class are divided into two circles, namely individual circles and group circles. The explanation is as follows:

a. Individual circle

In individual circle, the procedure are: (1) Half the class (or a quarter if there are too many students) stands in a small circle. They stood in a circle and faced out. (2) Half the other classes form a circle outside the first circle. In other words, they stand facing in and pair with students in the inner circle. (3) Two students in pairs from small circles and large circles share information. Students in small circles start. This exchange of information can be done by all partners at the same time. (4) Then, students in small circles remain in place, while students in large circles shift one or two steps in a clockwise direction. In this way, each student gets a new partner to share information. (5) Now it's the turn of students in the big circle who share information. And so on.

b. Group circle

In group circle, the procedure are (1) One group stands in a small circle facing out. The other group stood in a big circle. (2) Rotating groups like the individual circle procedure described above and sharing.

B.   Related of Study

There are several previous studies that use inside-outside circle technique technique, especially in speaking activity. The first thesis written by Yunus[21], entitled "Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang". In this study, he uses inside outside circleas the strategy in the teaching English at the first grade students of SMA Wahid Hasyim Malang to solve the students' incompetency on speaking skill. As the result of the preliminary study indicated that the students' problems toward their speaking competence can be grouped into four problems: (1) lack of vocabularies, (2) the poorness of producing utterances, (3) lack of ideas to speak, and (4) afraid to speak. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by repeating conversations for many times in the activity of guided questions through inside outside circle and also demanding the students to involve actively, the students' speaking skill improved and the students' participation in the classroom was highly positive. The differences of this research are the subject (senior high school), and the strategy or technique used.

The second thesis by Iskandar[22], entitled "Improving Vocabulary Mastery by Using Inside-Outside Circle Technique to Seventh Grade of SMP Negeri 1 Sambirejo". In this study, he conducted a research in order to know how was the organization of cooperative learning. He used inside-outside circle as a technique

---

[21] Muhammad Yunus, (2012), *Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang.*

[22] Ifud Ramli Iskandar, (2016), *Improving Vocabulary Mastery by Using Inside-Outside Circle Technique to Seventh Grade of SMP Negeri 1 Sambirejo.*

to improve students vocabulary. Finally, the researcher showed that inside-outside circle technique in imrproving students vocabulary mastery was successfully implemented in teaching learning process. The differences of this research are the skill, grade, and the strategy or technique used.

The third thesis written by Kusuma[23], entitled "Improving The Eleventh Year Students Speaking Achievement and Active Participation through Inside-Outside Circle Technique at SMK Farmasi Jember". The purpose ofher research is to improve student's speaking achievement and active participation by using inside-outside circles technique. Based on the finding from the first cycle, she found the weaknesses that caused the students had not got the target score yet.The researcher made the revising some aspects bymaximizing the roles, explaining the material clearly, and giving more topics. Moreover, the results of observation showed 78.9% students were active in the first meeting, and 81.5% in the second meeting. In other words, the target in this researchhad been achieved. The differences of this research are the subject and the target skill.The researcher focus on students speaking achievement and active participation. But in this thesis the writer focuses on students speaking in producing text.

C.   Conceptual Framework

Inside-outside circle strategy is effective to improve speaking ability because this strategy 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

---

[23] Adinda Kusuma, (2011*), Improving The Eleventh Year Students Speaking Achievement and Active Participation through Inside-Outside Circle Technique at SMK Farmasi Jember.*

stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in. It will be make the students try to have confidence to speak out with other people.

Based on the description above, the researcher is sure that application inside-outside circle technique can be used in English speaking because it can stimulate the students to be more active in speaking. The researcher hopes that this method will be useful and helpful for the teaching and learning process.

D.   Actional Hypothesis

Based on theoretical framework and conceptual framework above, the researcher tries to determine the hypothesis of the research is that inside-outside cicrle strategy can improve student speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Setting

The research will be conducted at Cerdas Murni Junior High School Tembung, in the second grade (VIII), which is located on Beringin street, No. 33 Pasar 7 Tembung, Medan city, North Sumatera. The researcher choose this school because of some reasons. Those are: 1) The school is not too far from the house of researcher, (2) This strategy applies learning while playing, suitable for students Junior High School, 3) by using classroom action research method relevant to applying the inside-outside corcle strategy to eighth grade students aims to determine the extent to which this strategy was successfully implemented

B.   Data and Source of Data

The data of this research consist of quantitative data and qualitative data. Data obtained by researcher from: (1) interview transcript (result of interview with English teacher), (2) field notes. (3) observation. These data are important aspect in conducting the qualitative research. On the other side, the quantitative data uses pre-test and post-test. The data source of the study are taken from students and the teacher.

C.   Research Method

This research will be conducted by applying classroom action research. This classroom action research will conduct to develop students' ability in speaking skill through inside-outside circle strategy. Classroom action research is research carried

out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process [24]

In this classroom action research, the researcher will collect the data by conducting several cycles. Each cycle will contain four steps: they are planning, action, observation, and reflection.

The scheme of this research is based on Kemmis and McTaggart:
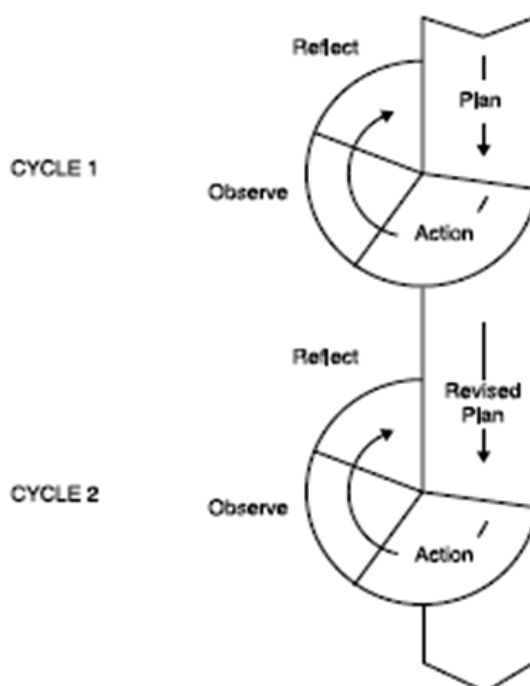
a. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvement you think are possible.

---

[24] Suharsimi Arikuntp, et. Al, (2017), *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara), p.4

b. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things.

c. Observation

In observation the reseracher will use fieldnotes, post-test, and interview sheet to collect the data. This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use open-eyed and open-minded tools to collect information about what is happening.

d. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of CAR to improve the situation even more, or to share the story of your research with others as part of your ongoing professional development.

D.   Technique of Collecting Data

There were two kinds of data collection gathered in this study, there are qualitative and quantitative data.

1.   Quantitative data

The quantitative data of the research are collected by using test.

a.   Test

Test were sequence of practice which using to measure skills, intelligence, ability, and atitude own by individual or group. In quantitative, data were collected by speaking test. There are two tests of speaking given to the students. The tests were pre-test and post-test.

To take the scorring of the data in speaking test, the Researcher would be used Heaton theory.

Tabel 1.1

English Language Speaking Skills Assessment

by J.B. Heaton[25]

Category of score	Explanation
6	Pronouciation good, only 2 or 3 grammatical errors, not much searching for words, very few long pauses, fairly easy to understand, very few interuptions necessary, has mastered all oral skill on courses
5	Pronounciation slighlty influenced by L1, a few grammatical errors but most sentences correct, sometimes searches for words, not too many long pauses, general meaning fairly clear but a few interruptions necessary, has mastered almost all oral skills in courses
4	Pronounciation influenced a little by L1, a few grammatical errors, but only 1 or 2 causing serious confusion, searches for word, a few unnatural pauses, conveys general meaning

---

[25] J.B. Heaton, (1990), Classroom testing: Longman Keys to language teaching, newyork: Longman, pp. 70-71.

	fairly clearly, a few interruptions necessary but intentions always clear, has mastered most of oral skill on courses
3	Pronounciation influence by L1, Pronounciation and grammatical errors, several errors cause serious confusion, longer pauses to searchs for word meaning, fairly limited expression, much can be understood although some effort needed for parts, some interruption necessary has mastered only some of oral skills on courses.
2	Several serious pronouncitaion errors, basic grammas errors, unnaturally long pauses, very limited expression, need some efforts to understand much of it, interuptions often necessary and sometimes has difficulty in explaining or making meaning clearer, only a few of oral skills on courses mastered
1	A lot of serious pronounciation errors, many basic grammar errors, full of unnaturally long pauses, very halting delivery, extremely limited expression, almost impossible to understand, interruption constanly neccesary but cannot explain or make meaning clearer, very few of orl skills on courses mastered

Each elements characteristic is that defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristc of each student's speaking ability whether they achieve 1,2,3,4,5, and 6. In order to cast the computation the writer converts the small score of Heaton to the scale of 100 as follows :

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45

2. Qualitative data

The qualitative data describes the condition, situation and responses of the the students during teaching-learning process.

1) Observation Checklist

This instrument is going to be used by the researcher to interact with the students of the eighth at Cerdas Murni Junior High School Tembung, because they are going to support her. It is done by the researcher by filling the observation checklist and adding some important notes while the inside-outside circle strategy is done.

2) Interview

The question of interview are about the students' ability in English class, especially in speaking. The next question about how the teaching strategies of speaking applied in the class, how the students' response of the teaching strategies during the class was. Whether they feel interested, enjoyable or even bored and so on.

3) Field notes

Field notes not only used to know the students' behavior and teacher's performance in the teaching learning process. The use of field notes, hopefully, would help the writer to observe the class situation and know the school situation. Because in the teaching learning process the situation of class or school place were gave the influence of the students' result.

E.   Technique of Analyzing Data

This research will be produced qualitative and quantitative data. The qualitative data was produced to describe the situation in the class when teaching and learning processed. The quantitative data was produced to analyzed the score of the student. The qualitative data was analyze from observation checklist, interview, and field note and quantitative data was analyzed from the score of the students speaking test.

For the quantitative data, the researcher use t-test to analyze the data :

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$\bar{D}$ = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

While, For the qualitative data, the researcher use Miles and Huberman theory to analyze the data, the process of the analysis is starting from: data reduction, data display, and conclusion drawing/verification.

Data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript. After that, continue with Data display, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. The last step is Conclusion drawing and verification, in this step was drawing conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean- is nothing regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher get the result and the conclusion of the research.

F. Trustworthiness of Study Establishing

In qualitative research, the data must be auditable. To be auditable, the researchers cheeked the transcription in other to be credible, transferable, and dependable. The following are further explanation on these three terms[26]:

1. Credibility

Credibility is one method used by qualitative researchers to established trustworthiness by examining the data, data analysis, and conclusions to see weather or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferable

Transferability is another method used by qualitative researchers to established trustworthiness. In qualitative studies, transferability means applying research result to other contexts and setting in order to get at generalizability.

Qualitative researchers use this method to provide a detailed description of the studies site, participants, and procedures use to collect data n order for other researchers to assess weather or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through deep description of the research process and finding. The description is

---

[26] Y. S, & Guba, E. G, (1985), *Naturalistic inquiry.* Newbury Park: CA Sage, p. 289

called sending context. This context would help the readers think whether the result can be transfered to difference setting or receiving context.

3.   Dependable

Dependability is a method qualitative researchers used to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This is so the study could be auditable to describe the situation, and for another researchers to follow the study. The following are ways to show dependability. It establishes the research study''s findings as consistent and repeatable. Researchers aim to verify that their findings are consistent with the raw data they collected.

4.   Conformability

Conformability is a method used by qualitative researcher that establishing trustworthiness. Conformability includes an audit trail that includes data, such as electronically record materials, written field notes, documents, and record. This method is used for another researcher to be able to verify the study when presented with the same data. Conformability is achieved when findings of a study reflect from the participants of the study and make sure the data speaks for it self , and is not based on biases and assumption of the researcher.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A.   Research Finding

The findings of this research existed in preliminary data and two cycles. This research was applied by Classroom Action Research (CAR). It consist of 2 cycles. Every cycle consisted of four phases, those are: planning, acting, observing, and reflecting. This study analyzed data from two kinds of data. They were quantitative data (speaking test) and qualitative data (observation checklist, interview and field notes) which had been gathered in two cycles. Each cycle consisted of two meetings, and there was one meeting for pre-test. So, the total were five meetings in this research.

1. Preliminary Study

In this preliminary study, the reseacher gave a pre-test to the students before the cycle I was conducted. Before the reseacher conducted this study, she gave an oral test to the students. And interview the collaborator and the students. The result of spoken test was the number of students who passed the Minimum Passing Grade (MPG) was only 5 students. While there were 25 students who did not passed the Minimum Passing Grade. On the other word, the percentage of students who success on the pre-test was 16% and who was unsuccess on the pre-test was 83% .

The quantiative data above was supported by the qualitative data which obtained from the interview result from the English teacher. The result of interview from the teacher found that the students felt bored and despaired when the teacher taught English subject, they were still afraid of making mistakes when they speak

English because they were lack of vocabulary and lack of ideas to speak. This result strengthened by the interview result with teacher below:

> There are so many difficuties actually. They do not have intresting to speaking. They felt bored and despaired when the teacher taught English subject, they were still afraid of making mistakes when they speak English because they were lack of vocabulary and lack of ideas to speak. The pronuncation of them is still need the improvement. Some students still use their mother tongue in speaking English

Based on the result of the interview above, it can be seen that the students' ability in speaking English was still low. This was also strengthened by the result of the interview with the students as follows:

Kesulitan saya dalam berbicara bahasa Inggris adalah bagaimana memulai berbicara itu sendiri, karena saya tidak memiliki ide untuk berbicara bahasa Inggris. (My difficulty in speaking is starting to speak up, because i have no idea to speak English)". The meaning of this data implies the students having problem in getting a new thought to start the conversation in English. And also this statement was strengthened by the following another sample of interview sheet below.

Ketika berbicara bahasa Inggris, saya sering tersendat dalam berbicara dan tidak tahu bagaimana melanjutkan kata-katanya. Kadang, saya berusaha keras untuk menterjemahkan sebuah kata dalam bahasa Inggris. (When speaking in English, I usually got stuck at the moment and did not know how to continue the words. Sometimes, i find hard to translate a word in English)". The data above could be interpreted that the students got struggle while having an English conversation and full of filler words between words and phrase.

"*Vocabulary saya masih sangat sedikit. Dan saya belum mempunyai keberanian untuk berbicara bahasa Inggris dihadapan orang lain*". From the data above, it could be said that the students felt unconfidence to speak up in English and the students had a low vocabulary mastery.

Based on the data above, it can be conluded that the students got some problems in speaking English. Therefore, the researcher continued the preliminary data to the first cycle.

2. Cycle I

Based on the observation done by the reseacher, the students' reponse was not enough because most of them were not focus in English learning, they did not listen when the reseacher giving a learning material and instruction, they also often asked permission to the toilet, but in the end of learning process, the reseacher successed to make the atmosphere of the class more conducive. And when the reseacher gave a question, some of the students participated to answer the question.

Through observation which was done by the collaborator, it was found that the students more motivated to speak English from the previous learning. The list of the observation sheet can be seen on the appendix. From the learning process, it can be concluded that the students not really interest in speaking English but they showed a little improvement of motivation in learning speaking.

This cycle consists of four steps: planning, acting, observing, and reflecting. The cycle conducted in two meetings and the speaking test was given in the end of the learning process. The steps of this cycle were:

a. Planning

The plan was arranged before the researcher conducted the research. In this step, the researcher did some activities: 1) the reseacher made lesson plan as the scenario of teaching, 2) the teaching material was about expressing asking for and giving opinion, 3) the reseacher preparing the observation sheet, interview sheet and field notes to evaluate the students' respones and participation in the learning process, 4) the reseacher preparing the speaking test about "asking for and giving opinions"

b. Acting

After the reseacher made a plan, this time to apply the plan to the this phase, in this phase the reseacher did some activities, they were included : Opening, main activity, and closing. In the opening activity, the activities done by the researcher were: 1) The teacher check the attended list, 2) The teacher ask to the students whether they know about asking for and giving opinion, 3) The teacher giving a motivation to the students, 4) The teacher explain the objective of asking for and giving opinion

In the main activity, the activities done by the researcher and students were : 1) The students listen the dialog of asking for and giving opinion, 2) The students imitated expression of asking for and giving opinion, 3) The students identify part of dialog about asking for and giving opinion, 4) The teacher prepare a question card to every students, 5) The students find a pair with their friends, half of them make a little circle and half of them make a big circle, 6) The students find their pair and face their partner, 6) Every students in little circle giving a question from their question card to their partner, 7) The students in the big circle change their partner to

the next section and giving a question, 8) Every students exchange their question card, 9) The students analyze some model of expression asking for and giving opinion, 10) The students identify some model of expression asking for and giving opinion, 11) The students compare expression of asking for and giving opinion in English and bahasa, 12) The students make a dialog about expression asking for and giving opinion with their partner, 13) The teacher explain about language feature, expression, pronounciation and intonation

In the closing activity, the activities done by the researcher were : (1) The students and teachers provided feedback on the process and learning outcomes, (2) The teacher told the students the next material that will be learned, (3) The students and teachers said the closing greetings.

c.   Observing

    In this phase, the researcher tried to pay attention all activities in the physical classroom activity. It might be about the teacher's perfomance, students' response and students' participation during teaching and learning process by using the strategy. It was found that the students got some problem in speaking.

    Based on the quantitaive data, after the reseacher gave a test to students in the post-test I, it was found that the number of the students who passed the Minimum Passing Grade (MPG) was 18 students from 30 students. The total of the students score was 2156. So, the mean of the students' score was 71,86. Based on the result, it can be seen that students' score in post-test I was improved higher than the students' score in the pre-test. The percentage of the students' score of the test who passed the minimum passing grade (75) was 60%. So, the post-test of the cycle I was categorized successful.

Qualitatively, some of students were paid attention in the class but some of them who still noise and just focus with their friends. But in the end, they paid attention when the researcher gave them instruction to start learning by using the strategy. In this cycle, there were 18 students who had reached the minimum passing grade, and 12 students got the score below 75.

Based on the result of the students achievement in cycle I, the reseacher decided to continue to the second cycle so that the students' ability in speaking English improved.

d.   Reflecting

In the reflecting phase, the reseacher reflect that the students ability in speaking English was improved. It can be seen that 18 students passed the minimum passing grade. In the end of the learning process, the researcher asked the students about their feeling after being taught by applying inside-outside circle strategy.

Based on the qualitative and the quantitative data, the result of speaking skill by cycle I is still not fullfil the Minimum Passing Grade (MPG) yet. It could be seen from the quantative data that 18 students who had reached the minimum passing grade, and 12 students got the score below 75. And for the qualitative data it could be seen from the field notes sheet when teaching learning process the students still noise and just focus with their friends even in the end, they paid attention when the researcher gave them instruction to start learning by using the strategy. Therefore, the reseacher continued to the second cycle so that the students' ability in speaking English improved.

3. Cycle II

The second cycle was done by the reseacher in order to get the better improvement of the students' result. The students' response in learning activity by using inside-outside circle strategy was improved. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting. The similar step to the first cycle, the reseacher conducted to the second cycle with the same steps as follows:

a.   Planning

After finding the result that the students' speaking skill still low, which was proven by their post-test I scores, the reseacher rearrange the lesson plan which was used in the previous cycle with some modification but with the different learning material.

On the other hand, the reseacher still also prepared the observation sheet and field note to observe the classroom activities. Then, the reseacher also prepared the post-test II to collect the data.

b.   Acting

In this phase, the researcher did some activities. They are introduction, the main activity, and closing. In the introduction activity, the activities done by the researcher were: 1) The teacher check the attended list, 2) The teacher ask to the students whether they know about asking for and giving opinion, 3) The teacher giving a motivation to the students, 4) The teacher explain the objective of recoun text.

In the main activity, the activities done by the researcher and students were : 1) Prepare the students to be ready to following learning activities, 2) The students listen an explanation from the teacher about recount text, 3) The students imitate an example of pronounciation from the recount text sentence with teacher guidance, 4) The teacher ask the students to find main idea, detailed information, and other information from the text, 5) The teacher prepare a question card to every students, 6) The teacher ask the students find a pair, one of them from each partner moved to make a big circle, 7) The teacher ask the rest of the students find and face their partner, 8) The teacher ask the students in the circle asking their partner from their question card, 9) The teacher ask the students to swap with their partner (pergantian pasangan), 10) The students exchange their question card, 11) The teacher ask the students to report a result of their group discussion in the observe step and responded by the other group, 12) The students get a feedback from the teacher and friends about what they convey in a group work, 13) The students in group make a recount text with simple conversation

In the closing activity, the activities done by the researcher were : 1) The teacher provide feedback on the process and learning outcomes; thank you very much for your participation. You did a good job today, i'm very happy with your activity in the class, how about you? Did you enjoy my class?, 2) The students and teachers say the closing greetings.

c.   Observing

In this phase, the students was easier to manage because they already knew the procedure of learning process that would be on going, which was used inside-outside circle strategy. Moreover, the reseacher found that the students was more

active in speaking English, eventhough they were still using the same vocabularies and the simple structure of tenses.

Based on the quantitative data, the students' score in the post-test II was improved. There were 26 students who passed the Minimum Passing Grade (MPG) and 4 students that failed the test. The total of the students score was 2407. So, the mean score was 80,23. From the total and the mean score, it can be concluded that the students' score was increased higher than the pre-test and the post-test I. The percentage of the students who passed the minimum passing grade was 86% (26 students). So, the post-test of the second cycle was categorized successful.

From the data above, the results showed the improvement of students score in speaking skill. In the pre-test, the number of students who passed the Minimum Passing Grade (MPG) was 5 students from 30 students (16%). In the post-test I, there were 18 students of 30 students who passed the minimum passing grade (60%). While in the post-test II, there were 26 of 30 students who passed the test (86%). The difference of the students' score from pre-test and post-test I was 44%. Meanwhile, the difference of the students' score from post-test I and post-test II was about 26%.

For the quantitative data, the reseacher also counted the t-test to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of t_{count} (9.18) > t_{table} (1.697). Thus, the alternative hypothesis (Ha) saying that inside-outside circle strategy could improve students' speaking skill.

Qualitatively, the reseacher also observed that the students showed response, behavior, attitude, and other activities that was done by the students. In this observation, the reseacher analyzed two kinds of data, there were qualitative and

quantitative data. Based on the qualitative data, it showed a good result. It could be seen from the post-test II which was showed from the students' curiousity and their big motivation in learning english especially in speaking class. That is also supported by sample of interview sheet below:

Inside-outside circle strategy efektif digunakan oleh guru dalam proses pembelajaran. Karena kami juga terlibat dalam proses pembelajaran. Selain itu membuat kami lebih aktif dan percaya diri untuk berbicara dalam bahasa inggris dan lebih mudah bagi saya memahami pelajaran melalui strategi ini

The meaning of this data showed that the students' abilities would be increased if learning activities involve them a lot, such as applying this strategy.

d.   Reflecting

After the second cycle had been complited, the results of teaching learning process was taken from observation, test, documentation, and interview. And this cycle the teaching learning process was done very well. The reseacher felt satisfied because the students have significant improvement from the score they get from pre-test, post-test I, and post-test II. After reaching the research target where a minimum 75% students who passed the Minimum Passing Grade (MPG), therefore the reseacher decided to stop the Classroom Action Research because it was already succeded because the students' ability in speaking was improved by using inside-outside circle strategy.

Based on the qualitative and the quantitative data, the result of speaking skill by cycle II already answer the research question. It could be seen from the quantitative data that 26 students who passed the Minimum Passing Grade (MPG) and 4 students that failed the test. From the result of the test, it can be concluded that

the students' score was increased higher than the pre-test and the post-test I. And for the qualitative data it could be seen from the interview sheet that showed the students really enthusiastic because the teaching learning process involved them so that made them more active in the class.

B.   Discussion

This research was conducted to find out the improvement of the students' speaking skill by applicating inside-outisde circle strategy. The inside-outside circle strategy was one of the strategy that could be used by the teacher in teaching English to improve the students' speaking skill. This strategy was effective to make teaching learning English more enjoyable and interesting, it could be seen from the teaching learning process the students paid attention when the teacher gave explained learning material and instruction.

The research that had been done by the reseacher showed that inside-outside circle strategy was effective or could be used in teaching speaking. It could be seen from the tables of students' score was improved from pre-test, post-test I, and post-test II. The improvement happened because the teacher knew how to manage the class, control the class and created the active class. On the other hand, the inside-outside circle strategy helped the students to understand the subject easily.

Based on the quantitative data, the results indicated that the students' speaking skill was improved. The students' score have increased during the research process from the first meeting until the third meeting.

Another could be seen from the qualitative data that the results indicated the application of inside-outside circle strategy in teaching English speaking could

improve the teacher as a reseacher and the students' activities in the teaching learning process. The students was active and spirit during teaching learning process because this strategy made them enjoy, interesting and motivated to try speaking English in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting all the process of study, the researchers can conclude these following conclusion:

In the preliminary study, the result shows quantitatively the score of spoken test of students are less than in Minimum Passing Grade (MPG) it could be seen that the students who passed the MPG are only 5 students from 30 students (16%). Qualitatively, the students speaking skill is not perfect yet because they regard that they speaking skill is not fluent, they can not speak without preparation, they also produce many error in speaking.

In the cycle I, the result from quantitative data shows that the second test (post-test 1) the students who passed the Minimum Passing Grade are 18 students from 30 students (60%). So the difference of the students' score from pre-test and post-test I is about 44%. Qualitatively, the students were more active and participated in the teaching-learning process of speaking. It could be proven from the field notes sheet that the students seemed to accept the material easily by applying inside-outside circle strategy.

In the cycle II, the result from quantitative data shows that in the third test (post-test II) the students who passed the Minimum Passing Grade (MPG) 75 were 26 students from 30 students (86%). So the difference of the students' score from post-test I and post-test II was 26%. Based on the qualitative data the students was

active and spirit during teaching learning process because this strategy made them enjoy, interesting and motivated to try speaking English in the class. Therefore, the reseacher decided to stop the Classroom Action Research because the result of this data already answer the research question and the students have significant improvement from the score they get from pre-test, post-test I, and post-test II.

B. Suggestion

The result of the study shows that the application inside-outside circle strategy to teach English speaking skill. These following suggestions are offered:

1. To English teacher, it is better to apply inside-outside circle strategy to teach English speaking skill, because it can improve the students speaking skill

2. The teacher should give clear explanation and instruction in directing her students to applicating inside-outside circle strategy

3. The teacher should manage and control the students' activities during applicating inside-outside circle strategy

4. To the students, it is suggested to apply relevant topic to conduct further research by application inside-outside circle applicating inside-outside circle strategy and the students should have more confidence in exploring their skill and idea in speaking.

5. For all readers, this study will inspire other researchers to conduct the similar study about application inside-outside circle strategy or some others close theme about teaching strategy that can make the process of teaching and learning runs better than before using them.

REFERENCES

Arikunto, Suharsimi, et. Al. (2017). Penelitian Tindakan Kelas, Jakarta: Bumi Aksara

Brown, H.D. (1994). Teaching by principle: An Interactive Approach to Language Pedagogy. Englewood Cliffs, NJ: Prentice Hall Regents

Chaney A.L. Burke T.L. (1998). Teaching Oral Communication in Grades K-8 Boston: Allyn and Bacon

Departemen Pendidikan Nasional. (2006). Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Departemen Pendidikan Nasional

Dunnette, Peter F. (1976). *Ketrampilan Mengaktifkan Siswa.* Kencana Predana Media Group: Jakarta

Hasibuan Kalayo and Muhammad Fauzan Ansyari. (2007). *Teaching As A Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graham Unri Press

Heaton, J.B. (1990), Classroom testing: Longman Keys to language teaching, New York: Longman

Hughes, Arthur. (2002). Testing for Language Teachers London: Cambridge University Press

Kagan, Spencer and Kagan Miguel. (2004). Kagan Cooperative Learning. San clemente, CA: Kagan Publishing

Kesler, Caroline. (1989) Cooperative Language Learning: A Teacher's Resource Book .New Jersey: Practice Hall Regents

Lie, Anita. (2002). Cooperative Learning for ESL Students, USA: Cross Currents

Nadler, (1986), *Ketrampilan Belajar*, Bumi Aksara: Jakarta

Pinandhita, Fitra. (2010). Improving Students Speaking Skill by Retelling Technique (A Classroom Action Research in Speaking of Class 21 of IKIP PGRI Madiun in the 2010/2011 Academic Year

Rigor, Meredith. (2009). English Language Arts: Second Six Weeks: San Clemente: ESC Region

Robert J. Marzano; Katie Rogers (23 October 2012). Vocabulary for the New Science Standards. Marzano Research. pp. 72–. ISBN 978-0-9903458-0-0.

Santoso, Didik. (2017). Pengaruh Pendekatan Pembelajaran Dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris, Medan: Duta Azhar

Shane Mc & Glinow, (2007), *Organizational Behavior, Fourth Edition,* Mcgraw Hill International Edition: Prentice Hall

Silvia Wulandari. (2017). Journal of English Language Teaching. Published by English Language Teaching Study Program of FBS Universitas Negeri Padang. ISSN 2302-3198

Y. S, & Guba, E. G. (1985). Naturalistic inquiry. Newbury Park: CA Sage

https://www.google.com/search?q=inside+ouside+circle+technique&ie=utf-8&oe=utf-8&client=firefox-b Accessed on Friday at 22.01

https://ayatalquran.net/2015/01/surah-ibrahim-abraham-the-beneficent-terjemah-bahasa-inggris/ Accessed on 1 Maret 2019 at 07.14

https://ayatalquran.net/2015/01/surah-ar-rahmaan-the-beneficent-terjemah-bahasa-inggris/ Accessed on 1 Maret 2019 at 08.17

LESSON PLAN

(CYCLE I)

School   : SMP Cerdas Murni Tembung

Subject   : English Lesson

Material   : Expressing Asking for and Giving opinions

Class   : VIII

Aspect/Skill : Speaking

Time   : 4 x 45 minutes (2 meetings)

A. Core Competence

KI-1	:	Live and practise the teachings of the religion adhered.
KI-2	:	Live and practice honest behavior, discipline, courtesy,caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area.
KI 3	:	Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization

		phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
K I4	:	Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement of the Competencies

No.	Basic Competencies		Achievement of the Competencies
1.	1.1	Being grateful for the opportunity to learn English as the medium of instruction for international communication is realized in the spirit of learning.	1.1.1 Writing a learning log that expresses gratitude for the opportunity to learn English
2.	2.2	Show honest behavior, discipline, and is responsible for carrying out communication	2.2.1 Responsible for the actions of its members when becoming a group leader 2.2.2 Recognize when

| | | transactional with the teacher and friend. | making a mistake

2.2.3 Do not blame others for their own actions

2.2.4 Doing things that are said will be done without being reminded by others |
|---|---|---|---|
| 3. | 3.1 | Applying the text structure and linguistic elements to carry out the social functions of expressions asking attention, checking understanding, appreciating good performance, and asking for and expressing opinions, and their responses, in accordance with the context of their use. | 3.1.1   Determine communicative goals from expressions of asking and expressing opinions

3.1.2 Reciting phrases showing asking and expressing opinions

3.1.2   Identify the different expressions of asking and expressing opinions |
| 4. | 4.1 | Arrange simple oral texts to pronounce and respond to expressions asking for attention, checking understanding, and appreciating good performance, and asking for and expressing opinions by paying attention to social functions, text structure, and language elements that are correct and in context | 4.1.1   Recite a conversation that shows asking and expressing an opinion

4.1.2 Practice conversations that show asking and expressing opinions

4.1.3 Arrange short conversations about asking for and expressing opinions |

C. Learning Objective

1. The students are able to use and practice expression of asking for and giving opinions

2. The students are able to give a response and practice expression of asking for and giving opinions

3. The students are able to identify some expression of asking for and giving opinions

D. Learning Material

Social Function : Menjaga hubungan interpersonal dengan guru dan teman

Expression of giving opinion:

I think ...

I suppose...

In my opinion ...

When we want to express opinion we use:

Certain verbs such as: *feel, think, believe, understand*, etc
example:

- I *think* you should support this policy.

- I *believe* that Indonesia still has a chance.

Linking verbs such as : *appear, seem, look*, and *get*

example:

- He *seems* the right person for the job.

- She *appears* younger than her age.

Opinion adjective, such as: *the best, nice, clean, excellent*, etc

example:

- He's an *excellent* student.

- The decision to take that role is *the best*.

Phrases, such as: *In my opinion…., according to me*….., etc

example:

- *In my opinion, he seems* the right person for the job.

- *According to me*, he's excellent student

Aggreing with an Opinion	Disagreeing with an Opinion
I agree..	I don't agree or I desagree
I think so, too;	I don't think so
Indeed, They're great	No, I think they're not quite good
I'm completely agree you	I completely disagree with you
I'm og the same opinion as you	I don't think we have the same opinion

E. Learning Method

Inside Outside Circle Strategy

F. Learning Activities

- **First Meeting**

Activites	Description	Time Allocation
Opening	1. The teacher check the attended list 2. The teacher ask to the students whether they know about asking for and giving opinion or not 3. The teacher giving a motivation to the students 4. The teacher explain the objective of asking for and giving opinion	10 Minutes
Core Activites	Exploring 1. The students listen the dialog of asking for and giving opinion 2. The students imitated expression of asking for and giving opinion 3. The students identify part of dialog about asking for and giving opinion Questioning 1. The teacher prepare a question card to students	70 Minutes

Activites	Description	Time Allocation
	2. The students find a pair with their friends, half of them make a little circle and the other half make a big circle 3. The students find their pair and face their partner Elaborating 1. The students in little circle giving a question from their question card to their partner and their partner answer the question with the structure of asking for and giving opinion 2. The students in the big circle change their partner to the next section and giving a question 3. The students exchange their question card Communicating 1. The students make a dialog about expression asking for and giving opinion with their pair 2. The teacher explain about language feature, expression, pronounciation and intonation	
Closing	1. The students and teachers provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned 3. The students and teachers say the closing greetings..	10 Minutes

- **Second Meeting**

Activites	Description	Time Allocation
Opening	1. The teacher check the attended list 2. The teacher ask to the students whether they know about asking for and giving opinion 3. The teacher giving a motivation to the students 4. The teacher explain the objective of asking for and giving opinion	10 Minutes

Core Activity	Exploring 1. The students analyze some model of expression asking for and giving opinion 2. The students identify some model of expression asking for and giving opinion 3. The students compare expression of asking for and giving opinion in English and bahasa Questioning 1. The teacher prepare a question card to students 2. The students find a pair with their friends, half of them make a little circle and the other half make a big circle 3. The students find their pair and face their partner Elaborating 1. The students in little circle giving a question from their question card to their partner and their partner answer the question with the structure of asking for and giving opinion 2. The students in the big circle change their partner to the next section and giving a question 3. The students exchange their question card Communicating 1. The teacher explain about language feature, expression, pronounciation and intonation 2. The students make a dialog about expression asking for and giving opinion with their partner 3. The teacher ask to the students write their problems in expressing asking for and giving opinions by using English	70 Minutes

Closing	1. The students and teachers provide feedback on the process and learning outcomes.	10 Minutes
	2. The teacher tells the students the next material that will be learned	
	3. The students and teachers say the closing greetings..	

H. Learning Source, Media, and Tools

1. Learning source   : Textbook, Internet

2. Media   : Speaking recorder

3. Tools   : Laptop, speaker, recorder (Handphone)

I. Assessment

1. Assessment Technique : Tes Oral

2. Instrument   : Giving opinions about the topic

3. Rubric of Assessment

6	Pronouciation good, only 2 or 3 grammatical errors, not much searching for words, very few long pauses, fairly easy to understand, very few interuptions necessary, has mastered all oral skill on courses
5	Pronounciation slighlty influenced by L1, a few grammatical errors but most sentences correct, sometimes searches for words, not too many long pauses, general meaning fairly clear but a few interruptions necessary, has mastered almost all oral skills in courses
4	Pronounciation influenced a little by L1, a few grammatical errors, but only 1 or 2 causing serious confusion, searches for word, a few unnatural pauses, conveys general meaning fairly clearly, a few interruptions necessary but intentions always clear, has mastered most

	of oral skill on courses
3	Pronounciation influence by L1, Pronounciation and grammatical errors, several errors cause serious confusion, longer pauses to searchs for word meaning, fairly limited expression, much can be understood although some effort needed for parts, some interruption necessary has mastered only some of oral skills on courses.
2	Several serious pronouncitaion errors, basic grammas errors, unnaturally long pauses, very limited expression, need some efforts to understand much of it, interuptions often necessary and sometimes has difficulty in explaining or making meaning clearer, only a few of oral skills on courses mastered
1	A lot of serious pronounciation errors, many basic grammar errors, full of unnaturally long pauses, very halting delivery, extremely limited expression, almost impossible to understand, interruption constanly neccesary but cannot explain or make meaning clearer, very few of orl skills on courses mastered

The scale of 100 score from Heaton :

6 = 87-100

5 = 77-86

4 =67-76

3 = 57-66

2 = 46-56

1 = below 45

Medan, 17 July 2019

Principal of SMP Cerdas Murni   English Teacher

Dede Novandi, S.Pd   **Nur Hidayah, S.Pd**

Researcher

<u>Miftahulia Ananda Yasmin</u>

NIM. 34.15.1.007

APPENDIX II

LESSON PLAN

(CYCLE II)

School   : SMP Cerdas Murni Tembung

Subject   : English Lesson

Material   : Recount Text

Class   : VIII

Aspect/Skill   : Speaking

Time   : 4 x 45 minutes (2 meetings)

A. Core Competence

KI-1	:	Live and practise the teachings of the religion adhered.
KI-2	:	Live and practice honest behavior, discipline, courtesy,caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area.
KI 3	:	Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the

		procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
K I4	:	Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

C. The Basic Competencies and Indicators of Achievement of the Competencies

Basic Competencies	Achievement of the Competencies
3.11 Applying a text structure and linguistic elements to carry out social functions states and asks about actions / events that were carried out / occurred in the past, in accordance with the context of their use.	3.11.1 Students are able to apply text structures and linguistic elements about events that happened in the past 3.11.2 Students are able to state and ask about actions / events that were carried out / happened in the past
1.14 Capturing the meaning of oral and written recount texts, short and simple about activities / events / events	1.14.1 Students are able to capture the meanings contained in recount texts presented orally 1.14.2 Students are able to capture the meanings contained in recount texts presented in writing 1.14.3 Students are able to capture activities / events / events

C. Learning Objective

After following a series of learning activities, the students are expect to be able write/tell recount text by using picture as a media with regard to social function, structure of the text, language feature and have a discipline attitude, responsible and responsive.

D. Learning Material

A simple oral and written reount text

Social function : to tell/ to retell past events for the purpose of informing or entertaining.

- Definition of recoount text: A recount text is a text which tells about something that happened in the past

- Structure of text

  - Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
  - Events : A series of events, ordered in a chronological sequence.
  - Re-orientation : A personal comment about the event or what happened in the end.

- Language Feature

  -Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

  -Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

  - Focus on specific participant, e.g. I (the writer)

  -Using the conjunctions, such as: then, before, after, etc.

  -Using action verd, e.g. went, stayed

E. Learning Method

Inside Outside Circle Strategy

F. Learning Activities

- **Third Meeting**

Activities	Description	Time Allocation
Opening	1. The teacher check the attended list 2. The teacher ask to the students whether they know about recount text or not 3. The teacher giving a motivation to the students 4. The teacher explain the objective of recount text	10 Minutes
Core Activity	Observing 1. Prepare the students to be ready to following learning activities 2. The students listen an explanation from the teacher about recount text 3. The students imitate an example of pronounciation from the recount text sentence with teacher guidance 4. The teacher ask the students to find main idea, detailed information, and other information from the text Questioning 1. The teacher prepare a question card to every students 2. The teacher ask the students find a pair, one of them from each partner moved to make a big circle	70 Minutes

	3. The teacher ask the rest of the students find and face their partner Exploring 1. The teacher ask the students in the circle asking their partner from their question card 2. The teacher ask the students to swap with their partner (pergantian pasangan) 3. The students exchange their question card Associating 1. The teacher ask the students to report a result of their group discussion in the observe step and responded by the other group 2. The students get a feedback from the teacher and friends about what they convey in a group work 3. The students in group make a recount text with simple conversation	
Closing	1. The teacher provide feedback on the process and learning outcomes; thank you very much for your participation. You did a good job today, i'm very happy with your activity in the class, how about you? Did you enjoy my class? 2. The students and teachers say the closing greetings.	10 Minutes

- **Fourth Meeting**

Activities	Description	Time Allocation
Opening	1. The teacher check the attended list 2. The teacher ask to the students whether they know about recount text or not 3. The teacher giving a motivation to the students 4. The teacher explain the objective of recount text	10 Minutes
Core Activity	Observing 1. The students look at the picture shown by the teacher 2. The students following the interaction by the teacher 3. The students see the example by the teacher Questioning 1. The teacher asking about what the students think about the picture 2. The students answer the question by the teacher about the picture and the place they have visited 3. The students tell what they do in the place they have visited Exploring 1. The teacher prepare a question card to every students 2. The teacher ask the students find a pair, one of them from each partner moved to make a big circle 3. The teacher ask the rest of the students find and face their partner Associating	70 Minutes

	1. The teacher ask the students in the circle asking their partner from their question card 2. The teacher ask the students to swap with their partner (*pergantian pasangan*) 3. The students exchange their question card 4. And ask each other questions and answer	
Closing	1. The teacher provide feedback on the process and learning outcomes; thank you very much for your participation. You did a good job today, i'm very happy with your activity in the class, how about you? Did you enjoy my class? 2. The students and teachers say the closing greetings	10 Minutes

H. Learning Source, Media, and Tools

1. Learning source   : Textbook, Internet

2. Media   : Speaking recorder

3. Tools   : Laptop, speaker, recorder (Handphone)

I. Assessment

1. Assessment Technique   : Tes Oral

2. Instrument   : Giving opinions about the topic

3. Rubric of Assessment

6	Pronouciation good, only 2 or 3 grammatical errors, not much searching for words, very few long pauses, fairly easy to understand, very few interuptions necessary, has mastered all oral skill on courses

5	Pronounciation slighlty influenced by L1, a few grammatical errors but most sentences correct, sometimes searches for words, not too many long pauses, general meaning fairly clear but a few interruptions necessary, has mastered almost all oral skills in courses
4	Pronounciation influenced a little by L1, a few grammatical errors, but only 1 or 2 causing serious confusion, searches for word, a few unnatural pauses, conveys general meaning fairly clearly, a few interruptions necessary but intentions always clear, has mastered most of oral skill on courses
3	Pronounciation influence by L1, Pronounciation and grammatical errors, several errors cause serious confusion, longer pauses to searchs for word meaning, fairly limited expression, much can be understood although some effort needed for parts, some interruption necessary has mastered only some of oral skills on courses.
2	Several serious pronouncitaion errors, basic grammas errors, unnaturally long pauses, very limited expression, need some efforts to understand much of it, interuptions often necessary and sometimes has difficulty in explaining or making meaning clearer, only a few of oral skills on courses mastered
1	A lot of serious pronounciation errors, many basic grammar errors, full of unnaturally long pauses, very halting delivery, extremely limited expression, almost impossible to understand, interruption constanly neccesary but cannot explain or make meaning clearer, very few of orl skills on courses mastered

The scale of 100 score from Heaton :

6 = 87-100

5 = 77-86

4 =67-76

3 = 57-66

2 = 46-56

1 = below 45

Medan, 17 July 2019

Principal of SMP Cerdas Murni   English Teacher

Dede Novandi, S.Pd   **Nur Hidayah, S.Pd**

Researcher

<u>Miftahulia Ananda Yasmin</u>

NIM. 34.15.1.007

APPENDIX III

Pre Test

Test   : Oral Test (Monologue)

Time   : 10 Minutes

Topic : Instagram will blockade

Task   :

- What is your opinion about blockade the Instragram by the Government?

- How do you think ?

APPENDIX IV

Post Test I

Test : Oral Test (Group discussion)

Time : 25 Minutes

Task :

In groups discuss the following topic through picture by giving your opinions or arguments related to the topic below!

Topic : Instagram as one of social media

APPENDIX V

Post Test II

Test : Oral Test (Group discussion)

Time : 25 Minutes

Task :

In groups discuss or tell your experience with your partner or your friend

Topic : My holiday after Eid

APPENDIX VI

TRANSCRIPTS OF STUDENTS' RECORD (PRE-TEST)

Name : Dina Aprilia

KKM : 75

My opinion about instagram, i agree. The reason is because instagram it can make us forget the time, sometimes it can make us forget to sholat, because it is too happy see many news in instagram, eventhough in instagram many hoax news that make people confused

Name : Farhan Aulia Rahmansyah

KKM : 75

In my opinion about instagram, i do not agree. Because in my opinion Instagram is a useful social media. On Instagram people can sell to find money.

Name : Chelsea Diva Kirani

KKM : 75

My opinion about instagram, i do not agree at all, why the government blocked instagram which has no connection with the system of the government. If there are any reason, why should the government block instagram while other social media are still free to use

TRANSCRIPTS OF STUDENTS' RECORD (POST-TEST I)

Name : Neza Syah Kartika

Name : Syifa Namira Damanik

KKM : 75

Neza : Hi, how are you

Syifa : Fine, thanks. And you?

Neza: I'm fine. What are you doing?

Syifa : I'm looking some photos in instagram

Neza: Do you think instagram important for us?

Syifa : Of course. We can get many informations there. For example, I can know how to cook from cooking account

Neza : Right. I also read some information about science in instagram. But i can not open instagram always because my mother will angry

Syifa : Yes. We must do our homework and study

Neza : Yup. Ok i will go to the class. See you

Syifa : See you

Name : Kevin Eriansyah Andri

Name : Farhan Aulia Rahmansyah

KKM : 75

Kevin : Hellow, nice to meet you.

Farhan : Nice to meet you too..

Kevin: What are you doing here?

Farhan : Nothing, im just stalking my favorite cartoon, spongebob.

Kevin : Where are you looking at?

Farhan : At Instagram

Kevin : Oh ya. Do you think instagram is so important to you?

Farhan : In my opinion, before i know instagram, i used to play facebook. But i dont think that facebook is more fun than instagram.

Kevin : What do you think instagram becomes so important and fun that much?

Farhan : Unlike facebook, instagram have so much fiture that i can explore. It makes me feel so up to date. More over i can get many information from around the world.

Kevin: Oh i see..

Farhan : Yes that the point. What is your instagram account. I'll follow you and you should follow me back.

Kevin : Heheh i dont have any social account.. Hihi

Farhan : Whats? Are you kidding me.

Kevin: Heheheh

Farhan : Huft

Name : Shania Wardhani G.

Name : Shintya Wardhani G.

KKM : 75

Shintya : Hi Shania, Good Morning

Shania : Good Morning

Shintya : What is your opinion about instagram ?

Shania : In my opinion, instagram is not good for us

Shintya : Why do you talking like that ?

Shania : because instagram will make us forget the time, and forget the praying

Shintya : mmm... in my opinion you are right. Thank you for your opinion

Shania : do you like instagram ?

Shintya : no, i dont like instagram. How about you ? do you like instagram?

Shania : Yes i like, because in instagram i can see many news and figure that i like.

Shintya : ok thank you, good bye shania !

Shania : Take care , bye !

TRANSCRIPTS OF STUDENTS' RECORD (POST-TEST II)

Name : Ardiansyah

Name : Arya Ovaliano

KKM : 75

Ardiansyah : Hai tiwi

Arya : Hai. Minal aidin walfaidzin. Eee, How about your holiday after eid?

Ardiansyah : Minal aidin walfaidzin too. It was happy holiday. I met all of my family in my village. How about you?

Arya : I just holiday in Medan. All my family come to my house

Ardiansyah : What did you do with your family?

Arya : We went to theater, swimming pool, and have dinner together. You?

Ardiansyah : We want to a beach together. That was so fun because we are crowd

Arya : Nice. I wish i had village like you.

Ardiansyah : hehe. Let us go to rina's house to have silaturahmi

Arya : ok come on

Name : Chelsea Diva Kirani

Name : Dina Aprilia

KKM : 75

Chelsea : Hey whats up!

Dina : Whats up!

Chelsea : Can I ask about your holiday?

Dina : Oh sure, you can

Chelsea : Huft, by the way, where are you go when holiday after ied?

Dina : i go to Berastagi with my family.

Chelsea : Oh.. What are you doing there?

Dina : Me and my familiy go to the hotel, there was so cold that it was difficult for us to sleep well. In the next day we went to the strawberry garden

Chelsea : Wow, it must be really fun, did you bring strawberries for me?

Dina : yeah sure, this is some strawberries for you

Chelsea : Oh thank you my friend!

Dina : Your welcome

Name : Nazwa Riskya Salma P.

Name : Nazwa Winaya

KKM : 75

Riskya : Hai, how are you ?

Nazwa : i'm fine thank you, and you ?

Riskya : i'm fine. By the way, happy ied fitri

Nazwa : happy ied fitri too. Where did you have holiday after ied ?

Riskya : i went to parapat with my family. We stayed there for 3 days

Nazwa : how a nice holiday. I spend my holiday in my village

Riskya : where ?

Nazwa : my village is in panyabungan

Riskya : it is far. How many hours to arrive there ?

Nazwa : about 16 hours. I was so tired. But i happy because i meet my all family.

Riskya : of course. Meeting family can make us happy

Nazwa : yes. Its true, by the way, let us go home

Riskya : ok. See you

APPENDIX VII

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE

IMPLEMENTING CLASSROOM ACTION RESEARCH

Date   : 17 July 2019

Name of teacher   : Nur Hidayah S.Pd

Reseacher   : Miftahulia Ananda Yasmin

1. Do the students in the class like the English Subject especially on Speaking Skill?

   = The students in the class tends to passive if I ask for them to do something tasks in the class. I usually asked them to makes some conversation as the basic of speaking activities. Most of the students cannot be showing their task in front of the class

2. According to you, how is the students skill in English especially in Speaking Skill?

   = Because english as the foreign language in all the general school in Indonesia, English language is considered bybthem as the difficult language. The students cannot be actively speaking because they do not have the vocabulary and confuse to start convey something in spekaing activities.

3. Generally, What technique you use in teaching English especially on Speaking Skill?

   = I use conversation methods and dialogues in the class. And sometimes I asked them to read and perfomed the conversation based on the text book.

4. What the difficulties of the student when they learned English especially on Speaking Skill?

= There are so many difficuties actually. They do not have intresting to speaking. They felt bored and despaired when the teacher taught English subject, they were still afraid of making mistakes when they speak English because they were lack of vocabulary and lack of ideas to speak. The pronuncation of them is still need the improvement. Some students still use their mother tongue in speaking English

5. What challenges do you face in when teaching English especially on Speaking Skill?

= The challanges of speaking activities are to make the atmosphere of the class not bored, how the students will folloe our instruction in the class and make them to be active. Because all the goals that include in lesson plan must be appropriate in real situation.

APPENDIX VIII

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER

IMPLEMENTING CLASSROOM ACTION RESEARCH

Date   : 27 July 2019

Name of teacher   : Nur Hidayah S.Pd

Reseacher   : Miftahulia Ananda Yasmin

1. Do you think inside-outside circle strategy is suitable strategy in teaching English speaking?

   = After I observe the process of learning speaking english by using that method, the students can be active to follow the process of learning. The situation of the class is to be intresting and all the students participate to do their task that is given by the teacher. The method is appropriate to implement it in the process of speaking activities.

2. According to you, how does students' ability in speaking after being taught by using inside-outside circle strategy?

   = The students' speaking ability by using that method ia progressively improve in their speaking. They found the new vocabulary, and speak up confidently in the classroom.

3. How does the students' responses when there were teaching by using inside-outside circle strategy?

   = The students' respond by using the method in speaking is good. They can be actively follow the processing of speaking activity. Hence, they feel so interesting to learn and present their ability ini speaking.

INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE IMPLEMENTING

CLASSROOM ACTION RESEARCH

1. The Reseacher   : Do you like English, why ?

   Student I   : I dont like learning English because its so bored and   difficult to learn

   Student II   : No, because English is difficult.

   Student III   : Yes i like, because English is one of international   language that we have to master it

2. The Reseacher   : What do you think about your Speaking Skill?

   Student I   : My speaking skill in English is so bad I think.I dont have any idea if I have to talk and speak without preparation.

   Student II   : I think my speaking skill is bad.

   Student III   : I think my speaking not too good.

3. The Reseacher   : What is your difficulties in Speaking Skill ?

   Student I   : While speaking in English, i usually got stuck at the moment and did not know how to continue the words. Sometimes, I find hard to translate something or try to remember a thing so that I got stuck.

   Student II   : My difficulty in speaking is starting to speak up.

   Student III   : My Vocabulary is still very little. And I don't have a courage to speak English in front of people.

The Reseacher : What do you think about the teachers strategy when teaching English ?

Student I : The teacher's strategy was so bored. I dont feel like have any motivations and curiousity while learning English.

Student II : Just normal, the teacher explained and we listened

Student III : Very bored. Because the teaching strategy does not vary and always uses the same strategy like just explaining and compelling us to translate.

The Reseacher : What is your expectation from your English teacher so that English learning in the classroom becomes more fun ?

Student I : I do expect that my classroom would be fun and learning English becomes more active, creative and innovative.

Student II : Using some intresting methods in the class, such as game, etc.

Student III : I hope my English teacher teaches with a strategy that is not boring so we are more enthusiastic and can be active in the learning process.

INTERVIEW GUIDELINE WITH THE STUDENTS AFTER

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. The Reseacher   : What do you think about the application inside-outside circle strategy in teach Speaking Skill?

    Student I   : I feel like so motivated and interested to learn more. I got so much fun and no more anxiety for speaking English and the circumtance of the class become more active.

    Student II   : I think that strategy was good to implemeted.

    Student III   : I think inside-outside circle strategy is very effective to be used by the teacher in the learning process. Because we are also involved in the learning process. In addition, it makes us more active and confident to speak English and easier for us to understand the lessons and information delivered through the inside-outside circle strategy.

2. Whether by learning English through inside-outside circle strategy, do you feel your speaking skill develops?

    Student I   : Of course, i feel like i could improve my speaking skill by implementing that strategy. It could motivate and improve my confidence to speak English

    Student II   : I think yes, even just a little.

    Student III   : yes, I feel my speaking skills are developing.

3. What do you think about our class today?

Student I   : It was amazing. That class today was totally the English class that ive been waiting for. So much fun.

Student II   : My class today was great.

Student III   : Very nice. Because it makes me more confident than usual. And make me more active than usual.

APPENDIX XI

OBSERVATION SHEET

(CYCLE I)

Date   : 18th July 2019

Class   : VIII

School : SMP Cerdas Murni Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher tells the students the goal of the study.	✓	
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.	✓	
	6. The teacher explains the material clearly.	✓	
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.		✓
The	1. The students are interested and		✓

Students			
	enthusiastic in studying.		
	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.		✓
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher   Researcher

Nur Hidayah, S.Pd   Miftahulia Ananda Yasmin

OBSERVATION SHEET

(CYCLE I)

Date   : 19ᵗʰ June 2019

Class   : VIII

School : SMP Cerdas Murni Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher tells the students the goal of the study.		✓
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.	✓	
	6. The teacher explains the material clearly.	✓	
	7. The teacher uses media of teaching.	✓	
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.	✓	
The Students	1. The students are interested and enthusiastic in studying.		✓
	2. The students participate in the learning process.	✓	

	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.	✓	

English Teacher   Researcher

Nur Hidayah, S.Pd   Miftahulia Ananda Yasmin

APPENDIX XII

OBSERVATION SHEET

(CYCLE II)

Date : 22th July 2019

Class : VIII

School : SMP Cerdas Murni Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher asks the students what they have learned before	✓	
	4. The teacher prepares the topic and shows the students the tutorial video.	✓	
	5. The teacher gives explanation about the topic of study.		✓
	6. The teacher explains the material clearly.		
	7. The teacher uses media of teaching.		✓
	8. The teacher gives the students chance to ask the teacher related to the topic of study.	✓	
	9. The teacher gives test to the students.	✓	
			✓
The Students	1. The students are interested and enthusiastic in studying.	✓	

		✓	
	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

English Teacher   Researcher

Nur Hidayah, S.Pd   Miftahulia Ananda Yasmin

OBSERVATION SHEET

(CYCLE II)

Date   : 23th July 2019

Class   : VIII

School : SMP Cerdas Murni Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher motivates the students. 2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom. 3. The teacher prepares the topic and shows the students the tutorial video. 4. The teacher gives explanation about the topic of study. 5. The teacher uses media of teaching. 6. The teacher gives the students chance to ask the teacher related to the topic of study. 7. The teacher gives test to the students.	✓ ✓ ✓ ✓ ✓ ✓ ✓	
The Students	1. The students are interested and enthusiastic in studying. 2. The students participate in the learning process. 3. The students ask the teacher about material	✓ ✓ ✓	

	that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		

English Teacher   Researcher

Nur Hidayah, S.Pd   Miftahulia Ananda Yasmin

APPENDIX XIII

LIST OF INITIAL NAME

No.	Initial of students' name	The name of students' Grade VIII
1	AR	Ardiansyah
2	ARR	Arnatasya Rivana Radit
3	AO	Arya Ovaliano
4	AFZ	Avanza Fahlezi Zein
5	AH	Awaluddin Hafizh
6	BA	Bayu Asrio
7	CDK	Chelsea Diva Kirani
8	DA	Dina Aprilia
9	DPS	Dwi Puspita Sari
10	FAN	Fahmi Ansahri Nasution
11	FAR	Farhan Aulia Rahmansyah
12	HAS	Hijir Aswan Siahaan
13	KEA	Kevin Eriansyah Andri
14	MAA	M. Aziz Ajiansyah
15	MF	M. Faiz
16	MRA	M. Raihan Aditya
17	NS	Nayla Syakira
18	NRS	Nazwa Riskya Salma P.
19	NW	Nazwa Winaya
20	NSK	Neza Syah Kartika
21	NA	Nico Andrean
22	NC	Novita Claudia
23	RD	Ridwan
24	RA	Riska Anita
25	RIA	Rizky Alvidho
26	SWG	Shania Wardhani G.
27	SWR	Shintya Wardhani G.
28	SPS	Suci Permata Sari
29	SS	Surya Syahputra
30	SND	Syifa Namira Damanik

APPENDIX XIV

THE RESULT OF STUDENTS' SCORE

NO.	STUDENTS' INITIAL NAME	PRE TEST	NOTE	POST-TEST I	NOTE	POST-TEST II	NOTE
1	AR	60	**FAILED**	79	**PASSED**	85	**PASSED**
2	ARR	48	**FAILED**	55	**FAILED**	79	**PASSED**
3	AO	67	**FAILED**	75	**PASSED**	83	**PASSED**
4	AFZ	55	**FAILED**	67	**FAILED**	77	**PASSED**
5	AH	42	**FAILED**	55	**FAILED**	75	**PASSED**
6	BA	65	**FAILED**	76	**PASSED**	83	**PASSED**
7	CDK	78	**PASSED**	78	**PASSED**	84	**PASSED**
8	DA	77	**PASSED**	80	**PASSED**	82	**PASSED**
9	DPS	56	**FAILED**	69	**FAILED**	75	**PASSED**
10	FAN	53	**FAILED**	65	**FAILED**	73	**FAILED**
11	FAR	79	**PASSED**	81	**PASSED**	91	**PASSED**
12	HAS	63	**FAILED**	77	**PASSED**	84	**PASSED**
13	KEA	68	**FAILED**	79	**PASSED**	81	**PASSED**
14	MAA	57	**FAILED**	67	**FAILED**	70	**FAILED**
15	MF	48	**FAILED**	56	**FAILED**	69	**FAILED**
16	MRA	67	**FAILED**	81	**PASSED**	89	**PASSED**
17	NS	56	**FAILED**	60	**FAILED**	76	**PASSED**

18	NRS	74	**FAILED**	76	**PASSED**	81	**PASSED**
19	NW	71	**FAILED**	75	**PASSED**	81	**PASSED**
20	NSK	73	**FAILED**	80	**PASSED**	87	**PASSED**
21	NA	69	**FAILED**	76	**PASSED**	82	**PASSED**
22	NC	63	**FAILED**	70	**FAILED**	77	**PASSED**
23	RD	59	**FAILED**	52	**FAILED**	65	**FAILED**
24	RA	66	**FAILED**	77	**PASSED**	84	**PASSED**
25	RIA	76	**PASSED**	83	**PASSED**	89	**PASSED**
26	SWG	66	**FAILED**	78	**PASSED**	81	**PASSED**
27	SWR	70	**FAILED**	76	**PASSED**	80	**PASSED**
28	SPS	59	**FAILED**	64	**FAILED**	78	**PASSED**
29	SS	62	**FAILED**	69	**FAILED**	77	**PASSED**
30	SND	75	**PASSED**	80	**PASSED**	89	**PASSED**
Total $\sum x$		1922		2156		2407	
The Mean Score		64,06		71,86		80,23	

APPENDIX XV

FIELD NOTES

First Meeting (Wednesday, July 17th 2019)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially speaking skill. The researcher gave them spoken test. In that time the question topic for pre-test was asking for giving opinion. The researcher test them one by one. When the students were doing the test, some of them looked confused, some of the students were lazy and busy to do other activities, made noisy and they are not serious when doing the test.

Second Meeting (Thursday, July 18th 2019)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The material were about expressing asking for and giving opinion. In that meeting the researcher was applying inside-outside circle (IOC) strategy. In the teaching learning process, the students were active than before, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some of students made noisy in the classroom.

Third Meeting (Friday, July 19th 2019)

In this meeting, the researcher gave the students the post-test I to know thier speaking skill after the researcher applicated the inside-outside circle strategy. In that time the question topic for post-test I was asking for giving their opinion about instagram as one of social media. In that test the students more active than in pre-test. Eventhough there were some of students made noisy in the classroom.

Fourth Meeting (Monday, July 22th 2019)

Students participants in this meeting was more increased than the previous meeting. They were active to the teacher instructions. In this time also the researcher give the material that was about recount text by applying inside-outside circle strategy.

Fifth Meeting (Tuesday, July 23th 2019)

In this meeting, the researcher gave the students the post-test II (cycle II) to see the improvement the students score after applicated inside-outside circle (IOC) strategy in teaching speaking skill. In this cycle the students were more active and serious then before. Inside-outside circle (IOC) technique successfully worked in helping students sepaking skill. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XVI

DOCUMENTATION

The resseacher will do the pre-test (First Meeting)

The researcher explained the material "Asking and Giving Opinion" and gave some example

The students do application of inside-outside circle strategy

The reseacher write the material about recount text