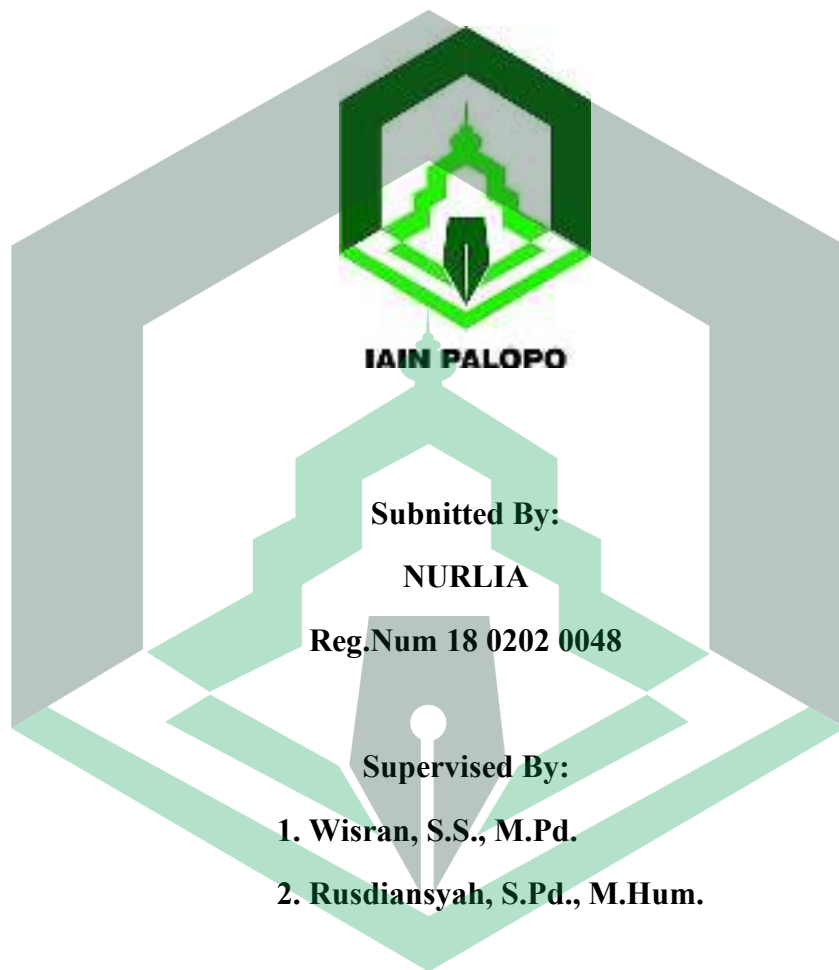


**THE IMPLEMENTATION OF THE INSIDE OUTSIDE
CIRCLE (IOC) STRATEGY IN IMPROVING STUDENT'S
ENGLISH SPEAKING SKILLS AT SMPN 1 LAROMPONG**

A Thesis

*Submitted to the English Language Study Program of S1 Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree of English Education*





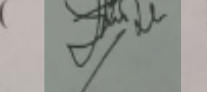
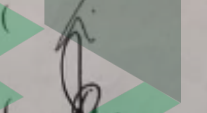
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2022**

THESIS APPROVAL

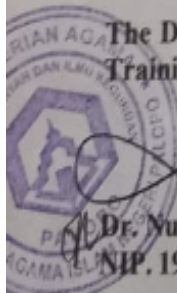
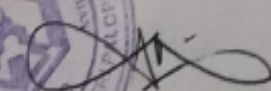
This thesis entitles "The Implementation Of The Inside Outside Circle (IOC) Strategy In Improving Student's English Speaking Skill At SMPN 1 Larompong", which is written by Nurlia, Reg. Num 18 0202 0048, English Language Education Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which is carried out on, **October 19th 2022**. Coincided with **Rabiul Awal 23rd 1444 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

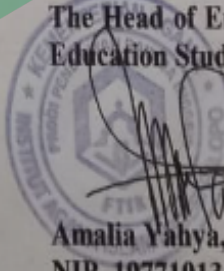
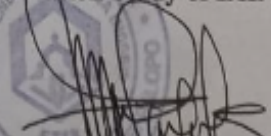
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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Implementation Of The Inside Outside Circle (IOC) Strategy In Improving Student's English Speaking Skill at SMPN 1 Larompong* yang ditulis oleh Nurlia, Nomor Induk Mahasiswa (NIM) 18 0202 0048, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Jumat, 09 September 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

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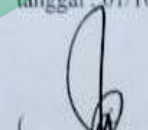
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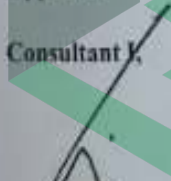
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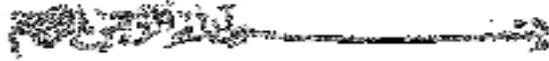
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Palopo, July 30th. 2022

The Researcher,

Nurlia

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ABSTRACT

Nurlia, 2022. *"The Implementation Of Inside Outside Circle (IOC) Strategy In Improving Student's English Speaking Skill at SMPN 1 Larompong"* Thesis English Language Education Study Program Tarbiyah And Teachers Training Faculty State Islamic Institute Of Palopo. Supervised By: Wisran, S.S., M.Pd. and Rusdiansyah, S.Pd., M.Hum.

This research studies The Implementation Of the Inside Outside Circle (IOC) Strategy to improve student's English speaking skills at SMPN 1 Larompong. As for the other objectives of this study are: (1) To describe the Implementation of The Inside-Outside Circle Strategy in improving students' speaking skills. (2) To determine whether The Implementation Of Inside can improve students' speaking ability Outside Circle Strategy at SMPN 1 Larompong. This research employed Classroom Action Research (CAR) with two cycles, Each process consists of four steps: planning, action, observation, and reflecting. The sample of this study was class VII/B, which consisted of 32 students. The research used the interview, observation sheet, and speaking test to collect the data. The subjects of this study were 32 students in the first grade of junior high school at SMPN 1 Larompong in the academic years 2022/2023. The analysis showed that there was development in the students speaking skills. It showed that the mean of the pre-test was 60,57, the standard of post- test in the first cycle was 73,69, and the norm of the post-test in the second cycle was 78.72. The percentage of the students who scored in the pre-test who got points up to 80 there were 7 of 32 students (21.88%), and the portion of the students who scored in a post- test of the first cycle got points up to 80 there were only 18 of 32 (56.25%). It means there was an improvement of about 34,37 %. Then, the percentage of the students' scores in the post-test of the second cycle, all of the students can reach standard achievement score. It means that the improvement was about 43,48%. The data indicated that the application inside-outside circle (IOC) technique in teaching speaking skills was effective.

Keywords: Classroom Action Research (CAR), Inside Outside Circle (IOC) Strategy. Speaking Skill.

CHAPTER I

INTRODUCTION

A. Background

In English, there are four integrated skills or abilities: listening, writing, reading, and speaking skills. Speaking is for communicating, so we must effectively convey our thinking and feeling. The speaker must understand the meaning to be expressed to make others understand what he is talking about¹.

Speaking is an essential skill in the language learning process. Students communicate through verbal expressions to get a lot of information effectively and efficiently. Teachers must be aware of students' speaking ability because it significantly affects the success of other students in language learning. Foreign language skills are the most valued language skills. Many students consider speaking skills as a measure of language acquisition. As one of the productive skills, speaking activities should be focused on how to help students practice and talk in English².

Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently. However, it is not easy to master all the skills; there must be one crucial skill that covers the

¹Tarigan, Henry Guntur. *Berbicara sebagai suatu Ketrampilan berbahasa*. (Bandung Angkasa,1981),p.15

² Jack. C. Richard S and Willy. A Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press 2002), p. 201

fundamental skills. In this case, the students must study hard to master it, and the teacher should create a good atmosphere in class.

However, it is contrary to the actual situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being language at by their friends, and lacking confidence in their ability.

Considering the problem, relating to speaking activities in class and helping students improve their speaking skills is part of the teacher's Job. They are expected to have the proper teaching techniques to provide students with appropriate teaching materials and create a positive classroom environment. Therefore, the students will have the opportunity to use English among themselves. The teaching-learning process should not only happen between teacher and students but also between students and students.

The Inside outside circle is one cooperative learning technique involving students working in a group. Inside, the outside circle was built by spencer kagan to allow the students to share information simultaneously³.The quality of English based on competence skills has a significant role in improving students' English; by understanding speaking English, someone will be able to interact with people, foreigners or not. So saying, it is essential to open our mindset in life to get what we want. Whether it be communicating one on one or to a larger audience. Building rapport and a connection with the audience allows them to feel part of

³ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* Kagan: Publishing, (2009), Chapter 7.16, p. 165

the relationship, valued, and considered. When that occurs, and they engage and respond, positive two-way communications begin to develop. Then have feedback for the conversation to progress in a satisfactory manner.

Classroom action research is action research conducted by teachers in the classroom. This kind of research is classroom action research. Classroom action research is research aimed at improving the quality of the learning practice, which focuses on classroom teaching and learning processes. This action research attempts to identify problems in the teaching and learning class and then decides on action to address concerns. The researcher identified some problems related to the students' speaking skills in the study. In action research in the classroom, four phases should be conducted: planning, action, observation, and reflecting, class action research is finding the best way in the class.

Based on a teacher's information and interview with some of the students at SMPN 1 Larompong about teaching speaking English, students face several problems. Students find it difficult to speak English well because students rarely speak English in class and are afraid to make mistakes in speaking English. The same finding is also shared by another study conducted which found that students failed to participate in English discussions because of their difficulty in learning vocabulary and fear of making mistakes that impacted their inability to speak English very well. Therefore, the researcher took SMPN 1 Larompong as a place to develop speaking skills. The researcher looks at students' ability is still low because they face difficulties when they want to speak English. Because the teacher uses textbooks as teaching materials. They are not motivated to speak

English and are also shy to speak English. Finally, students are more passive in the classroom.

Innovative strategies are needed to teach English speaking skills to overcome the above problems. One strategy that can be used is the Inside Outside Circle strategy. This research focus on teaching Inside-Outside Circle strategies to improve students' speaking skills. This strategy allows students to share information briefly and regularly. In addition, students have many opportunities to process information and enhance communication skills.

From the several researchers above, the new thing from this research is that this focus more on improving students' speaking skills by using the inside-outside circle strategy. Therefore, the Inside-Outside Circle strategy is expected to facilitate learning and improve students' English speaking skills. Some research are Suriani (improving students speaking skills through point-counterpoint strategy at the eleventh year of MAN Palopo),⁴ Yusnita (Improving Students Speaking Skill Through film discussion at the Third Semester of IAIN Palopo)⁵ and Nurfitriani (The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo).⁶

⁴ Suriani, *“Improving Students Speaking Skill Through Point Counter Point of Strategy At The Eleventh Year of MAN Palopo.”* (Palopo, Sekolah Tinggi Agama Islam Negeri 2015),p.1.

⁵ Yusnita, *“Improving Students Speaking Skill Through Film Discussion At The Third Semester of IAIN Palopo.”* (Palopo, Sekolah Tinggi Agama Islam Negeri 2015),p.1.

⁶ Nurfitriani *“The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo in Comprehending Recount Texts”* (Purwokerto: Universitas Muhammadiyah Purwokerto 2013),P.1

This is the problem so the researcher is interested in bringing up the title "Implementation of the Inside-Outside Circle (IOC) strategy in Improving Students' English Speaking Skills at SMPN 1 Larompong".

B. Problem Statement

Based on the background that has been explained above, the researcher formulates research question as follow: How is the Implementation of the Inside Outside Circle strategy In Improving Students' Speaking Skills at SMPN 1 Larompong, and How are the students speaking skill after following the Implementation of inside-outside circle Strategy to teach the speaking skill.

C. Objective Of The Research

Based on the research question set about, the researcher state the objective of this research as follows: "To describe Implementation of The Inside-Outside Circle Strategy in improving student's speaking skills and to find out whether students' speaking ability can be improved by The Implementation of the Inside Outside Circle Strategy at SMPN 1 Larompong."

D. Scope of the Research

This study uses the inside-outside circle strategy in teaching speaking skills. Based on the content, the researcher focuses on speaking skills which consist of fluency, accuracy, and comprehension. Based on the material used in this research, it is about describing something.

E. Significance of Research

The researchers expected this research to benefit both theory and practice.

1. Theoretically

The purpose of this research finds out the way to encourage the students in learning speaking skill by using IOC Strategy. furthermore, the researcher hopes that this work will be useful for the English teachers in developing their teaching method and further revolutionized their teaching. furthermore, the researcher hopes that this work will be useful for the English teachers in developing their teaching strategy and further revolutionized their teaching.

2. Practically

a) The result of this is research for a teacher, especially an English teacher, the inside-outside circle strategy can be an alternative way that can be used in teaching speaking skills to students because grade 7 students are students who are still in the period or stage of liking something fun and exciting so that with this strategy students can play and learn at the same time.

b) The result of this is research for junior high school students, mainly grade 7, in improving their speaking skills with this strategy, they can express ideas and share information freely, so they are not awkward anymore.

c) The result of this is research for students or researchers. The results of this study are expected to add insight and provide information about strategies that can be used to improve speaking skills, especially in English.

F. Operational Definition

Speaking is one of the English skills students use to express their ideas or opinions orally. The Inside Outside Circle is one of the simple strategies for students to share information when asking, sharing, or solving problems in class. The Inside Outside Circle faces outward, and the outer circle meets in. In conclusion, the inside-outside circle strategy is a strategy to help students communicate with each other and improve their speaking skills.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

The researcher found some previous studies which are closely related to this research, those researchers:

1. Rani Candrakirana Permanasari's research "Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013/2014)"⁷. The subject of this study was 36 students of class X AK.1 in SMK N 9 Semarang. It was conducted by using Classroom Action Research (CAR). This study showed five meetings for two cycles. The first cycle was completed in two conferences, and the second was born in one appointment. One gathering was for the pre-test, and the last meeting was for the post-test. The instruments used in this study were speaking tests, an observation checklist, an observation list, and a questionnaire. Based on the result above, the Three Steps Interview Technique can be used as an alternative teaching technique to improve students' speaking skills. This research is different from the research above. The difference from the above research is that this study focuses more on improving students' speaking skills, while the above research focuses more on improving students' reading skills.

⁷ Rani Permanasari Candrakirana "Improving Students' Speaking Skill Through Three Steps Interview Technique" (Semarang: Universitas Negeri Semarang 2013),P.1.

2. Mutmainah, in her research “The use of the Inside Outside Circle Technique to improve student's writing on recount text.” in Islamic junior high school Al-Khairiyah Pulokencana. She reported that using the inside-outside circle effectively improves the student's learning outcomes because this technique has many advantages if applied in classroom activities. This technique engages all the student to act in the classroom and allow them to share and explore that at the same time with their partner. It could be seen from the process of improving students' writing in every cycle and could be seen from the increased students' mean scores in the preliminary study, first cycle, and second cycle in chapter four. This research is different from the research above. The difference from the above research is that this study focuses more on improving students' speaking skills while the above research focuses more on improving students' writing skills

3. Luis Yanah Mulyanah's research ” Teaching Technique: Inside Outside Circle on Students' Writing Skill of Secondary School in Tangerang.” The technique of teaching used in this research is the inside-outside circle. This research aims to determine the effect of the inside-outside circle on tenth-grade students' writing narrative text at SMAN 3 Kabupaten Tangerang in the academic year 2019/2020. This research used a quasi-experiment with pre-test and post-test design. The population is 416 students at the school, and the sample was purposively selected by taking two classes in the tenth grade, each consisting of 30 students. The difference between the research above and this research is that the researcher used the IOC strategy to improve writing skills with narrative text material in the above

study. In contrast, in this research, the researcher used the IOC strategy by focusing on improving the ability to speaking students with descriptive text.

4. Nurfitriani's research “ The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo in Comprehending Recount Texts⁸. It was conducted by using Classroom Action Research (CAR). The subject in this research is the students of class VIII G SMPN 1 Rawalo. She took one class consisting of 32 students. The researcher took two cycles with two actions in each cycle. Each cycle consisted of planning, acting, observing, and reflecting. The difference between the research above and this research is that in the research above, the researcher used the IOC strategy to improve students' reading skills by recounting text material. In contrast, the researcher used the IOC strategy in this study to enhance students' speaking skills using descriptive text.

5. Trimulya Sari, in her research “Using Inside-Outside Circle Strategy Improve Students’ Speaking Skill at the Twelfth Grade Students at Madrasah Aliyah Mafatihul Huda Tanjung Jabung Barat,”⁹ This study discussed using Inside-Outside Circle Strategy on students’ speaking skills at Madrasah Aliyah Mafatihul Huda Tanjung Jabung Barat. The goals of the research are to find out the improvement of students’ speaking skills after being taught by using Inside-Outside Circle Strategy and to find out the significant difference between

⁸ Nurfitriani “*The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo in Comprehending Recount Texts*” (Purwokerto: Universitas Muhammadiyah Purwokerto 2013),p.1

⁹ Trimulya sari “*Using Inside-Outside Circle Strategy Improve Students’ Speaking Skill at the Twelfth Grade Students at Madrasah Aliyah Mafatihul Huda Tanjung Jabung Barat*” (Jambi: UIN Sulthan Thaha Saifuddin Jambi 2020),p.1.

students' who are guided by using Inside-Outside Circle Strategy and those who are not. This research used a quasi-experimental method with a quantitative approach. The research samples were 56 students; the experimental class was 28 students; the control class was 28 students. The data collection is used pretest and posttest. Data analysis is used in speaking tests. After collecting the data, then the researcher analyzed the data by using the t-test formula. The difference between the research above and this research is that in the research above, the researcher used the IOC strategy using the quasi-experimental method. In contrast, the researcher used the IOC strategy in this study using the classroom action research method.

Overall, this researcher is different from the studies above. The difference from previous research is that this researcher focuses on improving student's speaking skills and other materials, namely, describing something. The research will use the Inside-Outside Circle strategy to enhance the speaking skills of VII-B students at SMPN 1 LAROMPONG. Meanwhile, students in First-grade transition from elementary school to middle school. They still love to play. So the research wants to know whether the application of the Inside Outside Circle strategy can improve the speaking ability of class VII/B students at SMPN 1 Larompong or not.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Speaking a language is especially difficult for foreign language learners because Effective oral communication requires the ability to use the language appropriately in social interaction¹⁰, according to Jack. C. Richard and willy A. Renandya, speaking is used for many different purposes, and each goal involves a different skill. For example, speaking is used to make social contact when discussing with someone. In other words, the purpose may be to seek or express opinions or to describe things to complain about people's behavior¹¹. In another view, speaking is fundamentally an act¹². Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them a question to get to provide information.

Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. To provide practical education, teachers of EFL must examine the factors, conditions, and components that underlie speaking. Effective teaching derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually help learners speak English fluently and appropriately¹³.

¹⁰ Jack C. Richard and willy A. Renanda, *Methodolgy in language Teaching*, (New York : Cambridge University Press), p. 200

¹¹ Ibid.,p.201

¹² Herbert H. Clark and Eve V. Clark,*Psychology and language an introduction to psycholinguistics*(USA: harcourt javanich inc.,1977), p. 223

¹³ Jack C. Richard and willy A. Renandya, *Methodology In Language Teaching*, (Ed. I;New york: Cambridge University Press, 2002), p. 210.

In another view, Speaking is fundamentally an instrument act. They were speaking talks to have some effect on their learners. They assert things to change their state of knowledge. They ask them a question to get them to provide information. They request items to get them to do think for them. And they promise, warn and explain to effect , them is still other ways.¹⁴

Speaking is used for many different purposes, each involving various skills. For example, the goal may be to make social contact with people to establish rapport or to engage in harmless that occupy much of the time spent with friends. People engage in discussion with someone. On the other hand, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situations, people use speaking to give instructions or get things done. People may use speaking to describe things, complain about people's behaviors or make polite requests¹⁵. To create a good interaction, people should understand each other. People produce sound and word when speaking, but sound and word get nothing if they are not constructed in the right direction. Each speaker has unique ways of conveying some information and messages to the listener. Sometimes the news that the speaker has transferred could not be accepted by the listener perfectly and clearly. It is caused by the differences people face, for example, culture, behavior, tradition, dialect, etc. Those problems become complicated if people want to learn a foreign language, which means that

¹⁴ Nasrullah, *improving Speaking Skill Through Retelling Story At The Tenth Year Students Of madrasah Aliyah negeri Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 6.

¹⁵ Jack. C. Richard S and Willy. A Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press 2002), p. 201

people should know how to speak as perfectly as they can. According to Jack Richards and Willy, speaking proficiency depends on grammatical competence, discourse competence, sociolinguistic competence, and strategic competence¹⁶.

Most students graduating from primary and secondary school and even from universities cannot correctly and effectively state their thoughts and opinions correctly and effectively. At the same time, speaking is one of the most significant indicators of knowing a language. As social beings, people need to communicate with one another. When people say communication, what comes to mind is speaking, an oral that takes place between people.¹⁷

b. Teaching Speaking

The aim of teaching is simple. It is to make students learning possible. To teach is to assume what and how the students learn; therefore, to prepare well implies learning about students' learning Ramsden. At the class level, we hope students provide motivation and discipline and bring their already developed cognitive abilities to bear on the subject matter. Nevertheless, the teacher still has a crucial and demanding role in student learning by creating a context in which the students' desire and ability to learn can work most effectively. The task of the teacher in higher education has many dimensions. It involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies. It consists of creating a learning

¹⁶ Ibid p. 207.

¹⁷ Hasriani, *Improving Students' Speaking Skill Through Debating Activity At The Elevent Grade Of SMA Negeri 2 Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 9.

environment in which students are encouraged to think carefully and critically and express their thoughts and wish to confront and resolve difficulties rather than gloss over them. It involves constantly monitoring and reflecting on the teaching processes and student understanding and seeking to improve them. Most difficult of all, perhaps, it involves helping students to achieve their aims and adopt the notion that underlies higher education, that students' learning requires their commitment, work, responsibility for their learning, and a willingness to take risks, and that this process has its rewards, not the least of which is that learning can be fun.

These are not easy tasks, and there is no simple way to achieve them. Still less are there any prescriptions that will hold good in all disciplines for all students. How we teach must be carefully tailored to suit what is to be learned and those who are to learn it. To put it another way and add another ingredient, our teaching methods should be the outcome of our aims, that is, what we want the students to know, understand, be able to do, and value, our informed conceptions of how students learn, and the institutional context with all of its constraints and impossibilities within which the learning is to take place.

One set of characteristics of good teaching speaking, extracted from research studies and summarized from the individual lecturer's point of view Ramsden, includes as follows:

- 1) Encourage students to participate in the discussion.
- 2) Speak with confidence.

- 3) Don't intimidate students.
- 4) Give feedback on students.
- 5) A desire to learn from students and other sources about the effects of teaching and how it can be improved.

c. The Principle of Teaching Speaking

Speaking is especially difficult for foreign learners because effective oral communication requires using language appropriately in social interaction. These five principles for teaching Speaking are as follows:

- 1) Be aware of differences between second language and foreign language learning context.
- 2) Giving students practice with both fluency and accuracy.
- 3) Provide opportunities for the student to talk by using group work or pair work and limiting teacher talk.
- 4) Plan speaking tasks that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both international speaking.

d. Types of Speaking

According to Brown, there are five categories of speaking skill areas. Those five categories are as follows :

- 1) Imitative

At the end of continuous types of speaking performance is the ability to parrot back (imitate) a word or phrase or possibly a sentence.

2). Intensive

A frequently employed assessment context type is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships (such as prosodic elements into intonation, stress, rhythm, or juncture).

3). Responsive

Responsive assessment task includes interaction and test comprehension, but at some, what limited level of a concise conversation, standard greetings and small talk, simple request and comments, and so forth.

4). Interactive

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

5). Extensive

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

e. Assessing Speaking

The main objective of teaching spoken language is the development of the ability to interact successfully in that language, which involves comprehension and production.¹⁸

Testing a student's spoken language command is one of the most critical aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur, divide speaking skills into two features. Firstly is competency features that consist of fluency and accuracy. The second is a performance feature that consists of content and interaction¹⁹.

Appropriately is the ability to use language generally appropriate to the function, appropriately uses lexical, phonology, and intonation properly and fairly based on the situation and conditions of any own translation²⁰. In this case, performance features are the appropriateness of using language. Based on the statement above, the researcher divides speaking skills into three main components, as follows:

1. Fluency

Fluency is the ability to produce one's wish to say smoothly and without undue hesitation and searching²¹.

¹⁸ M.Basri Wello and Hafsa J, Nur, *An Introduction To ESP* (Ujung Pandang : CV Sunu Surabaya, 1999),p 71.

¹⁹ Muhammad Rasyid and Hafsah J. Nur, *Teaching as Foreign Language* (TEFL) in Indonesia. (Department of English Education : FPBS IKIP Ujung Pandang, 1997),p.200.

²⁰ Wilga M.Rivers, *Teaching Foreign Language Skill*, (London; The University Chicago press, 1981), p .372.

²¹ Imran Ilham, *The application of continued Story In Students' Speaking Skill At the Eight Year Studentn Of SMP Negeri 8 palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 13.

They were speaking without much effort with a relatively wide range of expression. In the past research, that in the students speaking skills, they were fluent in interaction with speaking of 75-89 words per minute with not more than three false and repetition and not more than seven fillers words per 100 words.²²

2. Accuracy

Accuracy is the target language with intelligible pronunciation and particular grammatical and lexical accuracy, achieved to some extent by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

3. Comprehensibility

Comprehensibility is the ability to understand the topic with considerable repetition and rephrasing quite well. Comprehension is an exercise to improve one understanding.

In testing speaking profanely, we use some elicitation techniques. Masden's solicitation technique is a way to get students to say something in a speaking test, for example, through limited response, direct response, a question about a picture, reading-aloud, paraphrase explanation, guided role-play, or relaying information, visual and translate techniques through oral interview.²³

²² Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 17.

²³ Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 17.

e. The Problem of Speaking

Speaking is essential for language learners²⁴. There are two factors affecting students learning English as a foreign language: linguistic and nonlinguistic factors. The linguistic factor, among others, is that English and Indonesian are two different languages. They have different sounds, vocabulary, structure, and cultural systems. Thus Indonesians learning English means learning another system of sounds, vocabulary, design, and culture. It takes a long time. Linguistic factor also includes first language interference. This process is unavoidable, especially when adult students learn a foreign language. They can't master the language fully because of their fossilized errors, especially in pronunciation and intonation.

There are at least 8 points that belong to the nonlinguistic factors: students, teachers, objective, method, environment, evaluation, and time. The students must be highly motivated and in small groups. The teacher must be a good model with suitable language and methodology qualifications. The objective must be specific, not too much so that it is attainable. There is no best method of teaching English as a foreign language. All procedures are reasonable depending on the objective sought. The communicative approach is not appropriately used when the stated purpose is the skill of reading college textbooks written in English. Studying English in the Indonesian setting is hard work. English is only spoken and used in the classroom. Outside the school, few people speak English. English exposure in

²⁴ Christian C. M. Gob, *Teaching Speaking In the language Classroom*, (Singapore : SAMEO Regional Language Centre, 2007), p. 1.

an Indonesian environment is quite rare. The Australians and Americans coming here as tourists now talk to Indonesian. Evaluation of any instructional program should be based on the objective we stated earlier. If the purpose is too ambitious, the program is challenging to evaluate, and we cannot justify precisely whether it is successful or failing. There are many characteristics of bad EFL learners, among others: First, lack of motivation for different reasons.

The teacher should diagnose the less motivated students to find the reasons for their behavior before treatment. Second, another problem is the negative attitude toward English and the people who speak it. Third, being introverted is another characteristic of bad EFL students. These students are usually shy, passive, receptive, and permissive, all the qualities that are not conducive to language learning. Fourth, lack of perseverance is another problem. Students will have no significant effort in learning. They give up trying to learn so quickly. The teacher should try to modify all these bad qualities if successful learning is desired. According to Brown, speaking characteristics can make oral performance easy as, in some cases, complex.

1. Clustering

Fluent speech is phrasal. Not word by word. Through such clustering, learners can organize their output cognitively and physically (in breath groups).

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contraction, elisions, reduced vowels, etc., are all unique form problems in teaching spoken English.

4. Performance variable

One advantage of spoken language is that thinking as you talk allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other fluency attributes.

7. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey an essential message.

8. Interaction

As noted in the previous section, language to produce waves of language in a vacuum-interlocutors-would rob speaking of its rickets component of the creativity of conversational negotiations²⁵

g. The Roles Of The Teacher During Speaking Activities

Speaking is a means of communication. Communication is contact relation inter or between human beings in individual or group. The functions of spoken language are interactional and transactional because much of our daily communication remains interactional.²⁶

Nurhayati maintains that receivers of message are often encoding parallel message as they listen. They are choosing form alternative the meaning, thy think the emitter is trying to convey. In this case Nurhayati says is shown by the fact that when the speaker pauses listener often supply what they consider to be appropriate words. As Rivers states, in speaking, we are not conveying a meaning clothed in word to the receiver. Still, by our words, we are arousing within the

²⁵ H. Douglas Brown, *Teaching by Principles An Interview Approach to language Pedagogy*, (Second Edition San Fransisco state University : Longman,2001), p .270-271.

²⁶ Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008),p. 10.

receiver association and expectation, enabling that person to interpret our message's intention.²⁷

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate forms with functions) and skills for communicating the message (use of verbal formulas and speech adjustments: rephrasing, repetition, fillers, and hesitation devices). In interactive situations, students have to learn, among other things, how to negotiate to mean, how to introduce or change topics, and how to open and close conversations with different participants.²⁸

Communication happens as a consequence of social relations. Society consists of two or more that interact with one other, and this interaction causes social interaction. The interaction that happens is caused by intercommunication.²⁹

2. Concept Of Inside-Outside Circle (IOC) Strategy

a. Definition Of Inside-Outside Circle (IOC) Strategy

The Inside outside circle is one cooperative learning technique involving students working in a group. Inside, the outside circle was built by spencer kagan to allow the students to share information simultaneously³⁰. Wendy Jolliffe, in his book, says that "learning together, in essence, requires students to work together

²⁷ 2 Ibid, p. 11.

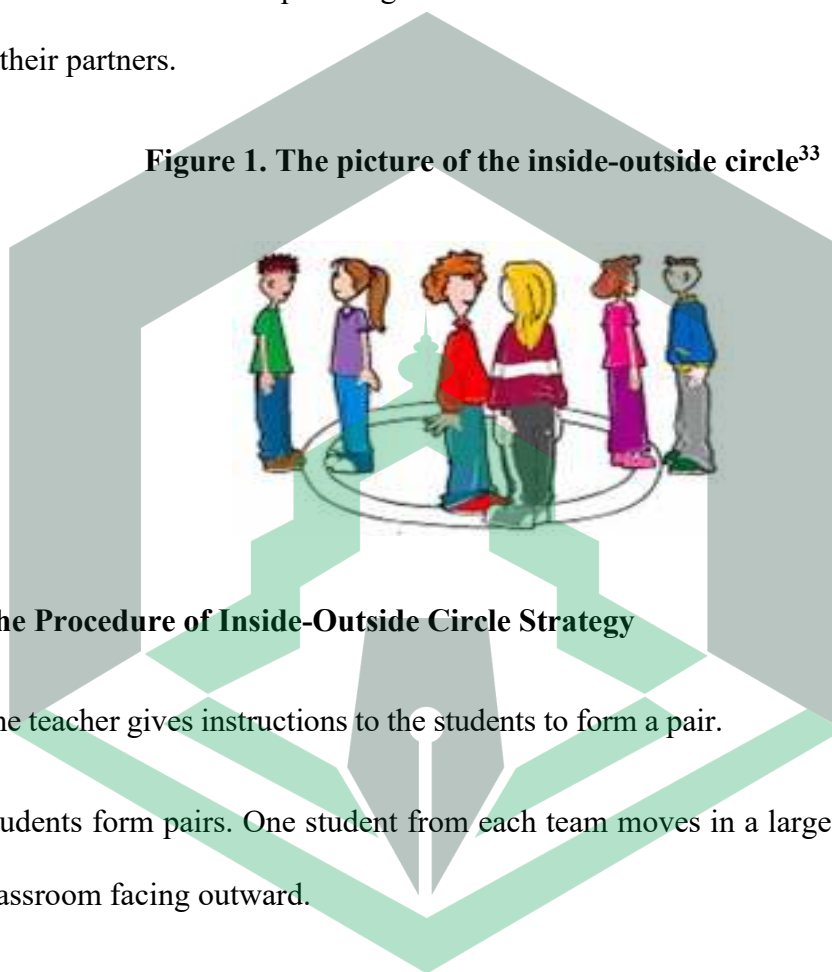
²⁸ Arnulto G.Remirex,"Brush-Up Creative Contexts for second language acquisition: Theory and Methods (New york man,1995), p. 233.

²⁹ Imran Ilham, The application of continued Story In Students' Speaking Skill At the Eight Year Studentn Of SMP Negeri 8 palopo, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 7.

³⁰ Isjoni, *Pembelajaran Cooperative* (Yogyakarta: Pustaka pelajar, 2009), p. 69.

in small groups to support one another in improving their learning ability and the skills of others.³¹ Inside the Outside circle is used to invite students to answer the teacher's question, but we can use structures to move smoothly from inside a loop to outside the group at random³². From the above definition, it may be concluded that the inner circle technique can give students a choice to interact and cooperate with their partners.

Figure 1. The picture of the inside-outside circle³³



b. The Procedure of Inside-Outside Circle Strategy

- 1) The teacher gives instructions to the students to form a pair.
- 2) Students form pairs. One student from each team moves in a large circle in the classroom facing outward.
- 3) The remaining students find and face their partners (the class now stands in two

³¹ Wendy Jolliffe, *Cooperative Learning in the Classroom Putting into Practice*, (London: Paul Chapman Publishing, 2007), p. 3.

³² Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* Kagan: Publishing, (2009, Chapter 7.16, p. 178.

³³ Muchlisin Riadi, *Model Pembelajaran Lingkaran dalam dan Luar Inside-outside circle (IOC)*, November ,26, 2013. <https://www.kajianpustaka.com/2013/11/model-pembelajaran-lingkaran-dalam-dan.html>. November,24,2021.

concentric circles).

- 4) Students who are in the inside circle begin to describe the pair who are right in front of them or students who are in the outside process.
- 5) After that, Couples switch roles: Students outside the circle do the same with the students in the process. After that, the students rotate clockwise to a new partner.

c. The Advantages of Inside-Outside Circle strategy

As one cooperative learning strategy allows students to work in a group, outside circle strategies have some advantages, such as:³⁴

- 1) The outside circle strategy allows students to share different partnership information simultaneously.
- 2) This technique can enhance students' communication skills and explore their ideas.
- 3) This strategy can minimize student boredom from class activities.
- 4) This technique can make all students act in the process of leather rings.
- 5) These techniques have a clear structure so that the teaching process will improve students' learning abilities.

³⁴ Nurfitriani "The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo in Comprehending Recount Texts" (Purwokerto: Universitas Muhammadiyah Purwokerto 2013),P.20

d. The Disadvantages of Inside-Outside Circle strategy

In addition to having an advantage, the inside-outside circle also has a disadvantage, such as:³⁵

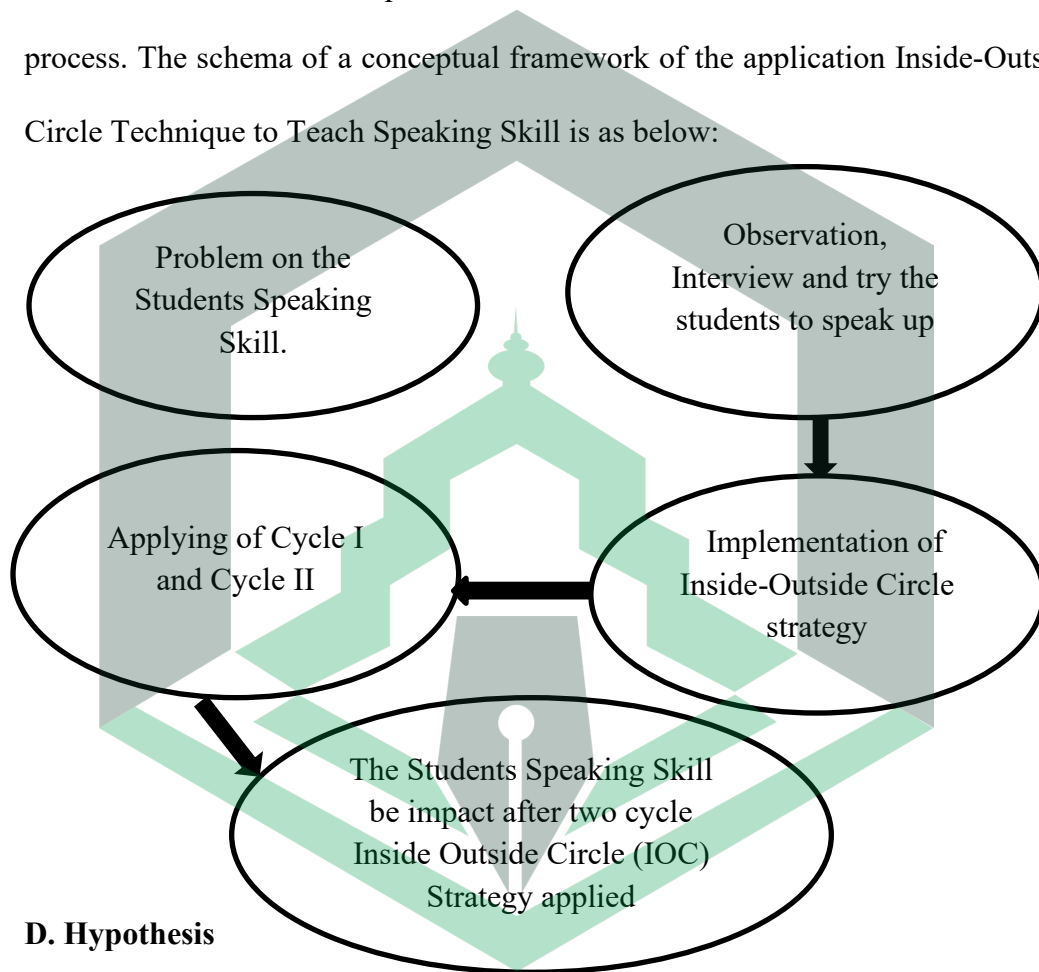
- 1) This strategy requires a large class if applied in this case because it will be difficult if the class becomes small.
- 2). The strategy has a long process that takes a long time.

C. Conceptual Framework

Speaking is one crucial skill other than listening, writing, and reading because to communicate with others in the world. We need to speak to communicate with others. We need to convey messages and information orally. By saying, we can get new information or share our thoughts or feelings with others. In this study, researchers will apply external circle techniques to see the effects on students' speaking skills. The outside circle can help students to build their skills in speaking. In this study, the teacher will explain the Inside Outside Circle Strategy to get the students ready with the strategy.

³⁵ libid,P.22

Then the teacher makes the question card for each student and says to the students to find and face their partner and stand in two concentric circles. In that way, the student turns around, and the teacher gives the teacher time to talk. Finally, the students will perform in class. An outdoor circle allows students to share their ideas with their partners and can make students active in the learning process. The schema of a conceptual framework of the application Inside-Outside Circle Technique to Teach Speaking Skill is as below:



D. Hypothesis

The hypothesis in this study is that there is a significant difference in students' speaking skills before being taught using the inside circle strategy and after being prepared with the Inside Outside Circle strategy in class VII/B students from SMPN 1 Iarompong..

CHAPTER III

RESEARCH METHOD

A. Research Design

Classroom action research is action research conducted by teachers in the classroom. This kind of research is classroom action research. Classroom action research is research aimed at improving the quality of the learning practice, which focuses on classroom teaching and learning processes. Additionally, class action research is one strategy for solving problems that uses concrete action and developing the ability to detect and solve problems.³⁶

This action research attempts to identify problems in the teaching and learning class and then decides on action to address concerns. The researcher identified some problems related to the students' speaking skills in the study. In action research in the classroom, four phases should be conducted: planning, action, observation, and pondering.

Class action research is finding the best way in the class. Thus, we can improve students' abilities in the learning process. While the findings are not required to be generalized in other situations, the results can add to the foundation of knowledge. Steps in action research in class:³⁷

³⁶ M. Djuanaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang pres, 2008), p. 8.

³⁷ Wina sanjaya, , *Penelitian Tindak Kelas*, (Jakarta: Kencana 2013), p. 25.

1. Planning

At this stage, you identify a problem or problem and develop an action plan to bring improvements in a particular area of the research context.

2. Action

The plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period.

3. Observation

This phase involves systematically observing the action's effects and documenting the context, activities, and opinions of those involved.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action to make sense of what has happened and to understand the issue you have explored more clearly.

B. Research Setting and Sample

Research conducted at SMPN 1 larompong, located in the Kelurahan of the Kec. Larompong, Kab. Luwu, Sulawesi Selatan.

The subject or participants in this study are VII-B students Junior High school at SMPN 1 larompong. The total number of students in this class :

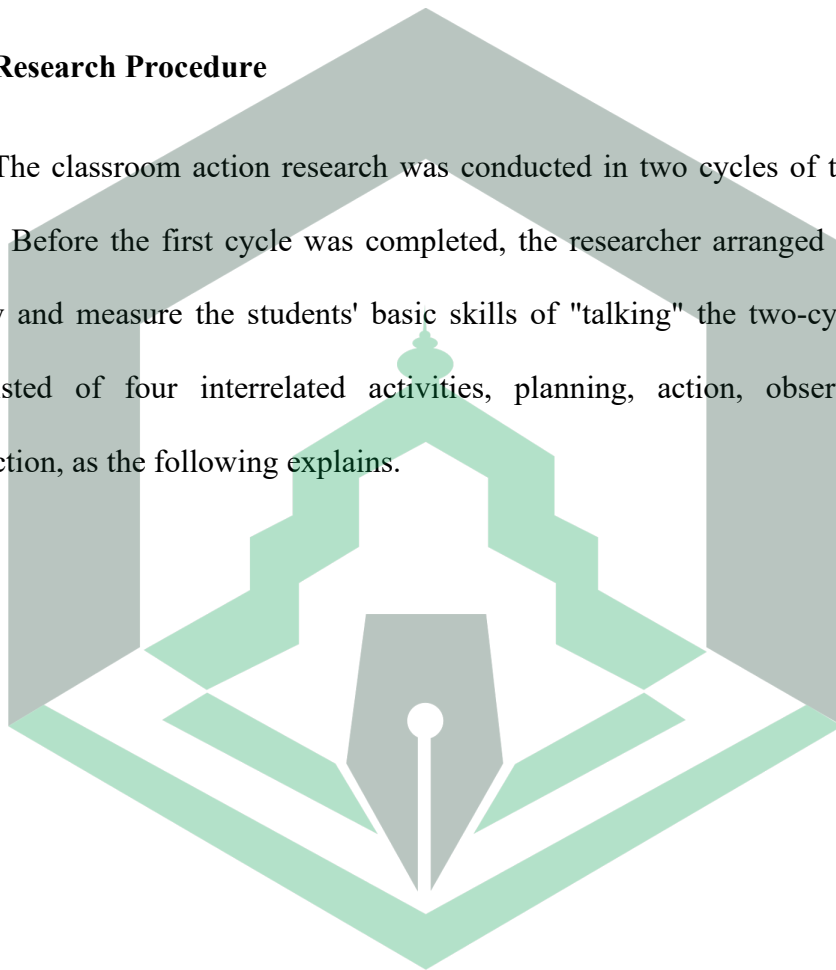
Table 3.1

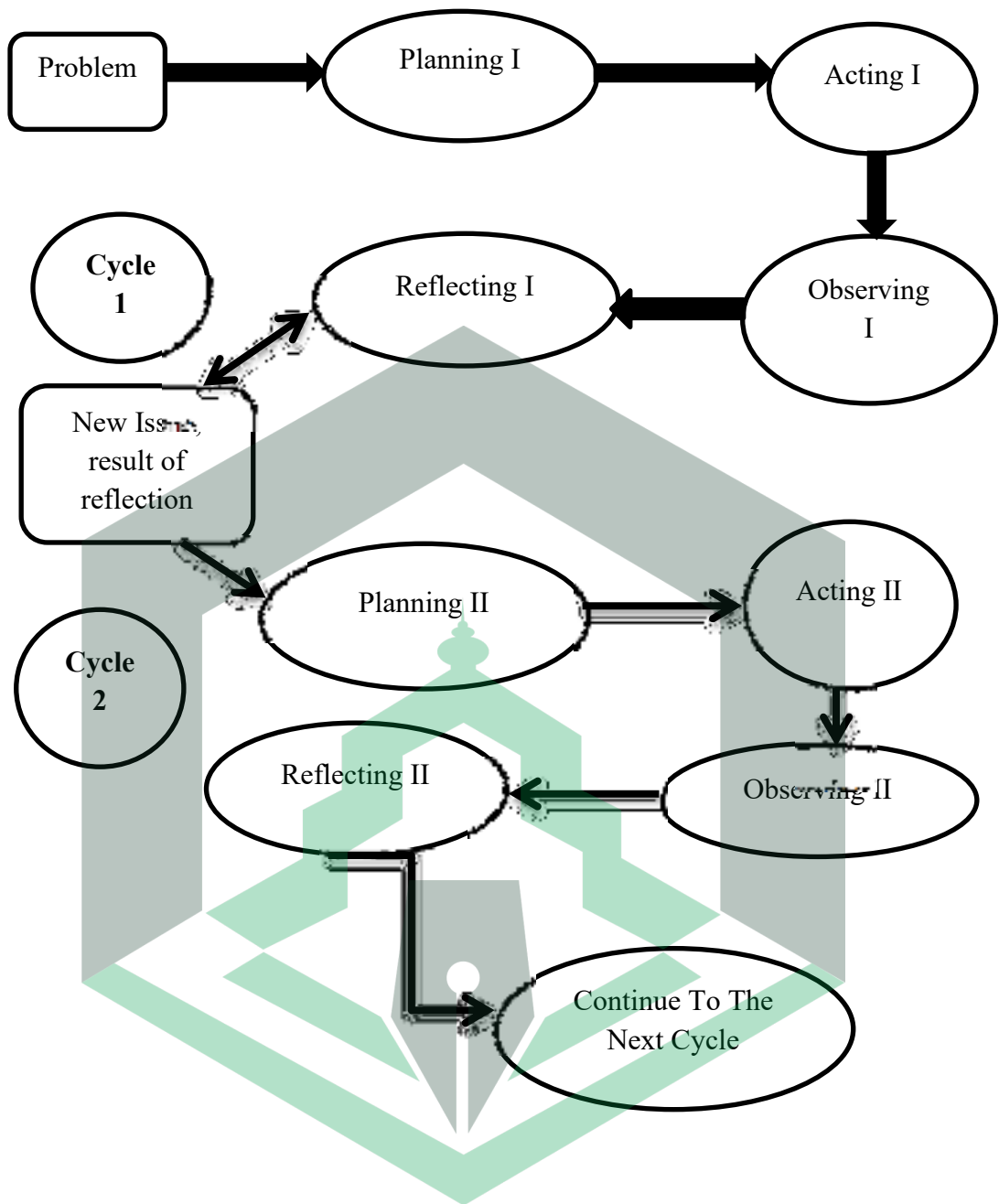
Table of Participants

| Class | Students |
|--------------|-----------------|
| VII-B | 32 |

C. Research Procedure

The classroom action research was conducted in two cycles of two sessions each. Before the first cycle was completed, the researcher arranged for a test to know and measure the students' basic skills of "talking" the two-cycle sessions consisted of four interrelated activities, planning, action, observation, and reflection, as the following explains.





Action 1 research cycle.

Cycle I

1. Planning

Planning must be based on identified issues. Here's the thing to be prepared:

- a. The teacher gives instructions to the students to form a pair.
- b. Students form pairs. One student from each team moves in a large circle in the classroom facing outward.
- c. The remaining students find and meet their partners (the class now stands in two concentric circles).
- d. Students who are in the inside circle begin to describe the pair who are right in front of them or students who are in the outside process.
- e. After that, Couples switch roles: Students outside the circle do the same with the students in the process. After that, the students rotate clockwise to a new partner.

2. Acting

Here the researcher applies the lesson plan in the teaching process. Teacher, in the process, the steps from teaching speaking should be based on the lesson plan.

3. Observing

At this stage, the researcher performs some of the following activities: observing during the process of learning the skills and the learning process using a prepared observation sheet. - to evaluate students' 31 observational sheet skills - take appropriate notes of the study process done based on the textbook indicator of speaking skills

4. Reflection.

A reflection is implemented based on data analysis of the activities of observation and evaluation. Reflections are made to determine the extent to which can improve students' speaking skills and know the benefits and disadvantages of the application of the learning process

Cycle II

1. Planning

Planning in cycles II is the same as planning cycle I. The planning stage of the second cycle is based on results. A reflection of the I activity cycle, the planning was done to avoid flaws and barriers that occur in the first cycle, both on the student and on the implementation.

2. Acting

Activities carried out in this stage are to implement the already planned lesson plan and develop from implementing the first learning cycle. The following lesson plans were previously designed to improve students' speaking and learning skills can last well.

3. Observing

As in the I cycle, observation, and evaluation activities determine changing student speaking skills.

4. Reflecting

At the end of the second cycle, researchers' observation was then to discover weakness and excellence in learning. Reflections include:

- a) The closing result is an observation about profit and benefits the drawbacks of learning in understanding concepts by using action learning
- b) Conceal the actions that have been done during student study progress pose
- c) Express the actions taken by the teacher during the learning and teaching process. Things that reflect discussion with class teachers worried.

D. Instrument Of Collecting Data

1. Interview

There are two parts to the interview. The first interview is conducted in the first meeting, and the second in the last session. The first interview sheet Showed "comments on speaking skills and problems and Difficulty in speaking. The second interview indicated "comments About applications inside the circle outside of techniques teaching speaking skills. The interview data can be viewed in the appendix.

2. Observation sheet

An observation sheet shows the activity within each cycle, Whether actions have been established based on the lesson plan or not, and Take notes using a checklist and research assessment scales.

3. Speaking Test

Quantitative data was collected by speaking exam. Speaking Test are a range of exercises used to measure individuals or groups' skills, intelligence, abilities, and attitudes. There are two talking tests given to the student.

Speaking skills. Tests are pre-test and post-test. To retrieve the results from the data The speech test, researcher use categories that evaluate Criteria. There are some criteria that should be considered for judging students. Arthur Hughes says there are five standard components or rules Spoken like this.³⁸

Table 3.2
The Accuracy Criteria

| Categories | Accuracy | Rating |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Excellent | Pronunciation frequently unintelligible | 6 |
| Very Good | Frequent gross errors and hefty accent make understanding difficult, require frequent repetition | 5 |
| Good | “Foreign accent” requires concentrated listening, and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary. | 4 |
| Average | Marked “foreign accent” and occasional mispronunciations which do not interfere with | 3 |

³⁸ Arthur Hughes, *Testing for Language Teachers*. (International Editor, USA 1990), p. 131-132

| | | |
|-----------|-------------------------------------------------------------------------------|---|
| | understanding | |
| Poor | No conspicuous mispronunciations, but would not be taken for a native speaker | 2 |
| Very Poor | Native pronunciation, with no trace of “foreign accent.” | 1 |

Table 3.3
The Fluency Criteria

| Categories | Fluency | Rating |
|-------------------|--------------------------------------------------------------------------------------------------|---------------|
| Excellent | Speech is so halting and fragmentary that conversation is virtually impossible. | 6 |
| Very Good | Speech is prolonged and uneven except for short or routine sentences. | 5 |
| Good | Speech is frequently hesitant and jerky; sentences may be left uncompleted | 4 |
| Average | Speech is occasionally assisted, with some unevenness caused by rephrasing and groping for words | 3 |
| Poor | Speech is effortless and smooth but perceptively non-native in speed and evenness | 2 |
| Very Poor | Speech on all professional and general topics is as effortless and smooth as a native speakers | 1 |

Table 3.4
The Comprehension Criteria

| Categories | Comprehension | Rating |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Excellent | Understand too little for the simplest type of conversation. | 6 |
| Very good | Understand only slow, effortless speech on shared social and touristic topics; requires constant repetition and rephrasing | 5 |
| Good | Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing | 4 |
| Average | Understands quite well everyday educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing | 3 |
| Poor | Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech | 2 |
| Very poor | Understands everything in both formal and colloquial speech to be | 1 |

In addition to technically using the above six scales, the researcher also classified rank to measure the student's speaking ability. Here is the rating scale classification.³⁹

Table 3.5
Rating scale classification

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very poor | 25 | 1 |

F. Technique Of Analyzing Data

The study implements quantitative and qualitative data. Quantitative data are used to analyze student scores, while qualitative data describe the situation during the teaching process. Applying this data would be considered to have a satisfactory result in teaching speaking skills by applying an outer circle strategy. Qualitative data analyzed from the instrument. The researcher looked for meaning in each conclusion of each cycle. The researcher uses the following formula:

³⁹ Daryanto, *Evaluasi Pendidikan* (Jakarta PT. Rineka Cipta, 2007).p. 211

$$X = (\sum X)/N$$

Where :

X = The mean of the student's score

$\sum X$ = The total score

N = The member of the students⁴⁰

Calculating the rate percentage of students' scores by using the following data:

Where:

$$P = \frac{F}{N} \times 100\%$$

P = Rate Percentage

F = Frequency

N = the total number of students

Activities of students during the learning process were analyzed by considering the students' participation and classified into passive and active classification.

Where :

⁴⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, , 2014) p. 86.

1. Very Active: The students are responsive and participate fully in all activities in the learning and teaching process.

2. Active: The student's response to the material and interaction with others, whether with the teacher or their friends.

3. Less Active: The students pay attention and give responses once in a while.

4. Not Active: The student does not give a response to the material. They look confused, bored, and sometimes live the class, sleepy.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research was applied by Classroom Action Research (CAR). It consists of 2 cycles. Every cycle consists of four phases: planning, acting, observing, and reflecting. Pre-test is examined to find out the ability to speak students in speaking English. In the pre-test, each student is asked to describe a picture that has been given. At the same time, the post-test was given after giving treatment where the students were taught by using Inside-Outside Circle Strategy. The data of students' speaking skills of a pre-test. The data can be described as follows: The result of the students' scores can be seen in the following tables.

Table 4.1
The students' accuracy score on the pre-test

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | - |
| Very Good | 5 | - | - |
| Good | 4 | - | - |
| Average | 3 | 8 | 25% |
| Poor | 2 | 10 | 31,25% |
| Very Poor | 1 | 4 | 12,5 |

The table above shows the scores of the accuracy of pre-test varieties: where there were no students got "excellent," "very good," and "good," 8 students (25%) got "average", and 10 students (31,25%) got "poor", and 4

students (12,5%)‘very poor classification.

Table 4.2
The students’ Fluency score on the pre-test

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | - |
| Very Good | 5 | - | - |
| Good | 4 | - | - |
| Average | 3 | - | - |
| Poor | 2 | 30 | 93,75% |
| Very Poor | 1 | 2 | 6,25% |

The table above shows the score of the accuracy of pre-test varieties: in where there were no students who got “excellent,” “very good,” “good,” and average, 30 students (93,75%) got ‘poor’ And 2 students (6,25%) got very poor classification

Table 4.3
The students’ Comprehensibility score on the pre-test

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | - |
| Very Good | 5 | - | - |
| Good | 4 | - | - |
| Average | 3 | - | - |
| Poor | 2 | 5 | 15,63% |
| Very Poor | 1 | 27 | 84,38% |

The table above shows the score of comprehensibility of pre-test varieties. In where there were no students got excellent, excellent, good, ‘average,’ and 5

students (15,63%) got ‘poor’, and 27 students (84,38%) ‘very poor’ classification.

Table 4.4
Scores of Student’s in Pre-Test

| No. | Student | Three components of speaking assessment | | | Score Of Test |
|-----|---------|-----------------------------------------|---------|-------------------|---------------|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | S 1 | 3 | 3 | 1 | 46 |
| 2 | S 2 | 2 | 3 | 1 | 78 |
| 3 | S 3 | 2 | 3 | 2 | 77 |
| 4 | S 4 | 3 | 3 | 2 | 56 |
| 5 | S 5 | 3 | 3 | 1 | 48 |
| 6 | S 6 | 3 | 3 | 1 | 58 |
| 7 | S 7 | 2 | 3 | 1 | 43 |
| 8 | S 8 | 3 | 3 | 1 | 69 |
| 9 | S 9 | 3 | 2 | 1 | 67 |
| 10 | S 10 | 2 | 3 | 1 | 52 |
| 11 | S 11 | 3 | 3 | 1 | 45 |
| 12 | S 12 | 3 | 3 | 1 | 51 |
| 13 | S 13 | 2 | 3 | 1 | 75 |
| 14 | S 14 | 2 | 3 | 1 | 66 |
| 15 | S 15 | 3 | 3 | 1 | 58 |
| 16 | S 16 | 3 | 3 | 1 | 61 |

| | | | | | |
|-----------------------------------|------|---|---|---|----|
| 17 | S 17 | 1 | 3 | 1 | 75 |
| 18 | S 18 | 2 | 3 | 2 | 69 |
| 19 | S 19 | 1 | 3 | 2 | 51 |
| 20 | S 20 | 3 | 3 | 1 | 49 |
| 21 | S 21 | 3 | 3 | 1 | 60 |
| 22 | S 22 | 2 | 3 | 1 | 75 |
| 23 | S 23 | 3 | 3 | 1 | 60 |
| 24 | S 24 | 3 | 2 | 1 | 47 |
| 25 | S 25 | 2 | 3 | 1 | 80 |
| 26 | S 26 | 3 | 3 | 1 | 46 |
| 27 | S 27 | 3 | 3 | 1 | 58 |
| 28 | S 28 | 3 | 3 | 1 | 66 |
| 29 | S 29 | 2 | 3 | 1 | 78 |
| 30 | S 30 | 3 | 3 | 1 | 60 |
| 31 | S 31 | 1 | 3 | 1 | 56 |
| 32 | S 32 | 1 | 3 | 2 | 58 |
| $\Sigma X=1938$ | | | | | |

Calculating the mean score of the students' speaking pre-test

$$X = \frac{\Sigma x}{N}$$

N

$$= \frac{1938}{32}$$

32

= 60.57

So, the mean score of students speaking in Pre-Test before conducting the cycle is 60,57.

1. Cycle I

a. Planning

Based on the result pre-test, which had been administrated before. It was known that the students' speaking skill level was low. The students were difficult to speak English when they wanted to talk with others and lacked vocabulary. Some problems also had been predicted.

The inside-Outside Circle strategy was applied to improve the students' speaking skills. The researcher made a lesson plan as the teaching scenario; the teaching material was about Describing Something (People). The researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which the Inside-Outside Circle strategy was applied.

b. Acting

The action plan that had been arranged was conducted. In this cycle, the researcher taught the students how to describe something (people) based on the lesson plans that had been made. The inside-outside circle strategy also was applied in the first cycle. The first cycle was used from the second meeting to the third meeting.

In the second meeting, the researcher began how to describe a person. The

researcher explains how to compose and express a descriptive text orally and simply about people in English. In this meeting was, the application inside-outside circle strategy applied. The implementation spoke to students about the inside-outside circle strategy. The researcher divided the class into some groups which used this strategy. There was the procedure of the inside-outside circle strategy.

1. The teacher gives instructions to the students to form a pair.
2. Students form pairs. One student from each team moves in a large circle in the classroom facing outward.
3. The remaining students find and face their partners (the class now stands in two concentric circles).
4. Students who are in the inside circle begin to describe the pair who are right in front of them or students who are in the outside process.
5. After that, Couples switch roles: Students outside the circle do the same with the students in the process. After that, the students rotate clockwise to a new partner.

c. observing

An action learning strategy might be about the students' response and participation during the teaching and learning process. In this phase, the researcher tried to notice all activities in the physical classroom activity. The observation was done carefully, and In this cycle, the teacher gave the speaking test. It was found that the students got difficulties in speaking. Some students

were serious in the class, but some still made noise, disturbing their friends.

Table 4.5
The observation of students' activity in the first cycle I

| No. | Name | Aspect | | | |
|-----|------|-------------|--------|-------------|------------|
| | | Very Active | Active | Less Active | Not Active |
| 1 | S 1 | | | ✓ | |
| 2 | S 2 | ✓ | | | |
| 3 | S 3 | ✓ | | | |
| 4 | S 4 | ✓ | | | |
| 5 | S 5 | | ✓ | | |
| 6 | S 6 | | ✓ | | |
| 7 | S 7 | | ✓ | | |
| 8 | S 8 | | | ✓ | |
| 9 | S 9 | | ✓ | | |
| 10 | S 10 | | ✓ | | |
| 11 | S 11 | | ✓ | | |
| 12 | S 12 | | ✓ | | |
| 13 | S 13 | | | ✓ | |
| 14 | S 14 | ✓ | | | |
| 15 | S 15 | | ✓ | | |
| 16 | S 16 | ✓ | | | |

| | | | | | |
|----|------|---|---|---|---|
| 17 | S 17 | | | ✓ | |
| 18 | S 18 | | ✓ | | |
| 19 | S 19 | | | ✓ | |
| 20 | S 20 | | ✓ | | |
| 21 | S 21 | | ✓ | | |
| 22 | S 22 | ✓ | | | |
| 23 | S 23 | | | ✓ | |
| 24 | S 24 | | | ✓ | |
| 25 | S 25 | | | ✓ | |
| 26 | S 26 | | ✓ | | |
| 27 | S 27 | | | | ✓ |
| 28 | S 28 | | | | ✓ |
| 29 | S 29 | | | | ✓ |
| 30 | S 30 | | | ✓ | |
| 31 | S 31 | ✓ | | | |
| 32 | S 32 | | | | ✓ |

Table 4.6

The Percentage Of Students' Active Participants Cycle I

| Classification | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Very Active | 7 | 21,88% |

| | | |
|-------------|----|-------|
| Active | 12 | 37,5% |
| Less Active | 8 | 25% |
| Not Active | 4 | 12,5% |

This observation data were collected and classified like in cycle 1. Based on my observation data in cycle II which is shown 7 students very active in the speaking class using Inside Outside Circle as one strategy to learn speaking, and the percentage reached 21,88%. The active students were 12, and the rate reached 37,5%. The less active students were 8, and the rate reached 25%. And four students were not active, and the percentage reached 12,5%. The classification of very active and active students was accumulated and reached 59,38%.

d. Reflecting

The researcher and the teacher evaluated the conclusion of implementing the action. Based on the post- test I result, there were only 18 students of 32 students, or 73,69% of students passed the KKM. Besides that, the students seemed to accept the material easily by applying the inside-outside circle strategy. From the reflecting phase above, there must be more efforts to improve students speaking skills by using the inside-outside circle strategy. This effort was made in the next lesson plan of cycle two. Although classically, the students' score had achieved the criteria of success, the student's score in speaking should be greater than or

equal to 75. The scores of student's final speaking on the first cycle can be seen as follow:

Table 4.7
The students' accuracy score of cycle 1

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | 2 | 6,25% |
| Very Good | 5 | 4 | 12,5% |
| Good | 4 | 5 | 15,63% |
| Average | 3 | 21 | 65,63% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows that score of accuracy of cycle 1 varieties: in where there were 2 students (6.25%) got "excellent", 4 students got "very good" (12,5%), 5 students (15,63 %) got "good", 21 students (65,63%) got "average", and not students (0,00%) got "poor", and "very poor classification.

Table 4.8
The students' Fluency score of cycle 1

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | 2 | 6,25% |
| Very Good | 5 | 7 | 21,88% |
| Good | 4 | 7 | 21,88% |
| Average | 3 | 16 | 50% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows the score of the accuracy of cycle 1 varieties:

where there were 2 students (6.25%) got “excellent,” 7 students got “excellent “ (21,88%), 7 students (21,88 %) got “good,” 16 students (50%) got “average”, and not students (0,00%) got “poor”, and ‘very poor classification.

Table 4.9
The students’ Comprehensibility score for cycle 1

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | - |
| Very Good | 5 | 4 | 12,5% |
| Good | 4 | 14 | 43,75% |
| Average | 3 | 14 | 43,75% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows the score of comprehensibility of cycle 1 varieties: in where there were no students (0.00%) got ‘excellent,’ 4 students got “excellent “ (12,5%), 14 students (43,75%) got ‘good,’ 14 students (43,75%) got ‘average,’ and not students (0,00%) got “poor”, and ‘very poor classification.

Table 4.10
Score of Student’s Post-Test in cycle 1

| No. | Student | Three components of speaking assessment | | | Score Of Test |
|-----|---------|-----------------------------------------|---------|-------------------|---------------|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | S 1 | 3 | 3 | 3 | 65 |
| 2 | S 2 | 5 | 5 | 5 | 80 |
| 3 | S 3 | 6 | 6 | 5 | 88 |

| | | | | | |
|-----------|-------------|----------|----------|----------|-----------|
| 4 | S 4 | 5 | 5 | 4 | 70 |
| 5 | S 5 | 3 | 4 | 3 | 65 |
| 6 | S 6 | 3 | 3 | 4 | 65 |
| 7 | S 7 | 3 | 3 | 4 | 60 |
| 8 | S 8 | 3 | 4 | 3 | 76 |
| 9 | S 9 | 3 | 3 | 3 | 70 |
| 10 | S 10 | 3 | 3 | 4 | 65 |
| 11 | S 11 | 3 | 3 | 3 | 75 |
| 12 | S 12 | 3 | 4 | 3 | 78 |
| 13 | S 13 | 3 | 3 | 4 | 80 |
| 14 | S 14 | 4 | 5 | 4 | 74 |
| 15 | S 15 | 3 | 3 | 4 | 75 |
| 16 | S 16 | 4 | 5 | 4 | 80 |
| 17 | S 17 | 3 | 3 | 3 | 74 |
| 18 | S 18 | 3 | 4 | 3 | 75 |
| 19 | S 19 | 4 | 3 | 3 | 70 |
| 20 | S 20 | 4 | 3 | 3 | 80 |
| 21 | S 21 | 3 | 4 | 4 | 70 |
| 22 | S 22 | 4 | 5 | 4 | 74 |
| 23 | S 23 | 3 | 3 | 3 | 75 |
| 24 | S 24 | 5 | 5 | 5 | 80 |
| 25 | S 25 | 6 | 6 | 5 | 76 |
| 26 | S 26 | 5 | 5 | 4 | 63 |
| 27 | S 27 | 3 | 4 | 3 | 81 |

| | | | | | |
|----|------|---|---|---|-----------------|
| 28 | S 28 | 3 | 3 | 4 | 73 |
| 29 | S 29 | 3 | 3 | 4 | 75 |
| 30 | S 30 | 3 | 4 | 3 | 70 |
| 31 | S 31 | 3 | 3 | 3 | 82 |
| 32 | S 32 | 3 | 3 | 4 | 74 |
| | | | | | $\Sigma X=2358$ |

Calculating the mean score of the students' speaking test of cycle 1

$$X = \frac{\Sigma x}{N}$$

N

$$= \frac{2358}{32}$$

32

$$= 73.69$$

So, the mean score of students speaking in the cycle I is 73,69.

The researcher and teacher felt happy enough because their efforts to improve students' speaking skills had been proven by the score they got, although not all the targets have been accomplished yet. Besides that, the students seemed to accept the material easily by implementing the inside-outside circle strategy. From the reflecting phase above, there must be more efforts to improve students' speaking skills by implementing the inside-outside circle strategy. Besides, many of them still have problems with accuracy and comprehensibility. It means that cycle 2 was needed.

2. Cycle II

The researcher did the second cycle to get a better improvement of the

students" results. Similar step to the first cycle, the researcher conducted the second cycle with the same steps as follows :

a. Planning

After finding the fact that the students" speaking skill was low, which was proven by their scores, the researcher rearranged the lesson plan which was used in the previous cycle with some modifications.

- 1) The researcher greets students first
- 2) Check the attendance of students as a discipline
- 3) Re-explain how to learn to describe people using inside outside circle strategy
- 4) The researcher gives corrections to students' mistakes at the previous meeting.
- 5) The researcher informed the students that there was an increase in their speaking through inside outside circle strategy
- 6) Before closing the class, the researcher would like to thank students for participating in the teaching and learning process.
- 7) The researcher gives motivation to students to keep on learning spirit.
- 8) Finished learning activities with prayer together.

Besides that, the researcher still prepared the observation sheet to note the classroom activities. Next, the researcher also prepared post-test 2 to collect the data.

b. Acting

Researchers tried their best to teach students and motivated them to improve their speaking skills. In this meeting, the researcher asked the students the difficulty in applying inside-outside circle strategy and try to emphasize some

aspects that have not been done yet in the first cycle. The procedures of this strategy were same with the first cycle. And in this meeting, the researcher gave the speaking evaluation II.

c. Observing

Based on the observation activity made by the teacher in cycle 2, the students were interested in describing the topic and more confident to speak out with their partner using strategy inside an outside circle. They were more active in the learning process than in the previous cycle. The students' interest and speaking skills were improved continuously. They were more severe and enthusiastic. The class condition was also quite and the students had good responses to the teacher's explanation.

Table 4.11
The observation of students' activity on cycle 2

| No. | Name | Aspect | | | |
|-----|------|-------------|--------|-------------|------------|
| | | Very Active | Active | Less Active | Not Active |
| 1 | S 1 | ✓ | | | |
| 2 | S 2 | | ✓ | | |
| 3 | S 3 | | ✓ | | |
| 4 | S 4 | | ✓ | | |
| 5 | S 5 | | ✓ | | |
| 6 | S 6 | | ✓ | | |

| | | | | | |
|----|------|---|---|---|--|
| 7 | S 7 | ✓ | | | |
| 8 | S 8 | | ✓ | | |
| 9 | S 9 | ✓ | | | |
| 10 | S 10 | | | ✓ | |
| 11 | S 11 | | ✓ | | |
| 12 | S 12 | ✓ | | | |
| 13 | S 13 | | ✓ | | |
| 14 | S 14 | | ✓ | | |
| 15 | S 15 | | ✓ | | |
| 16 | S 16 | | | ✓ | |
| 17 | S 17 | | ✓ | | |
| 18 | S 18 | | ✓ | | |
| 19 | S 19 | | ✓ | | |
| 20 | S 20 | ✓ | | | |
| 21 | S 21 | ✓ | | | |
| 22 | S 22 | ✓ | | | |
| 23 | S 23 | | ✓ | | |
| 24 | S 24 | ✓ | | | |
| 25 | S 25 | ✓ | | | |

| | | | | | |
|----|------|---|--|---|--|
| 26 | S 26 | | | ✓ | |
| 27 | S 27 | ✓ | | | |
| 28 | S 28 | ✓ | | | |
| 29 | S 29 | | | ✓ | |
| 30 | S 30 | ✓ | | | |
| 31 | S 31 | ✓ | | | |
| 32 | S 32 | | | ✓ | |

Table 4.12
The Percentage Of Student's Active Participants Cycle 2

| Classification | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Very Active | 13 | 40,63% |
| Active | 14 | 43,75% |
| Less Active | 5 | 15,63% |
| Not Active | - | |

d. Reflecting

In cycle 2, the researcher made a slight change where the researcher changed the position of the students a little. In contrast, in cycle 1 the researcher only made 1 group of circles. In cycle 2 it was changed to 2 groups of circles making it easier

for students to communicate and understand what their friends were saying. The researcher also added some vocabulary so that students experienced a significant increase from the scores they got in cycle 2. After the second cycle had been completed, the students and the teacher were interviewed to know their comments about the fundamental research, and in this cycle, the teaching-learning process is done very well. The researcher felt satisfied because the students had significantly improved their scores after achieving the target research of where minimally 75% of students who pass the KKM; therefore, the researcher decided to stop the Classroom Action Research. After all, it had already succeeded.

Table 4.13
The students' accuracy score of cycle 2

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | 5 | 15,63% |
| Very Good | 5 | 3 | 9,38% |
| Good | 4 | 21 | 65,63% |
| Average | 3 | 3 | 9,38% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows the score of the accuracy of cycle 2 varieties: where there were five students (15,63%) got 'excellent,' 3 students (9,38%) got 'excellent,' 21 students (65,63%) got 'good,' 3 students (9,38%) got 'average,' not students got 'poor' and 'very poor' classification.

Table 4.14
The students' Fluency score of cycle 2

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
|----------------|-------|-----------|------------|

| | | | |
|-----------|---|----|--------|
| Excellent | 6 | 4 | 12,5% |
| Very Good | 5 | 12 | 37,5% |
| Good | 4 | 14 | 43,75% |
| Average | 3 | 2 | 6,25% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows the score of fluency of cycle 2 varieties: where there were 4 students (12,5%) got 'excellent,' 12 students (37,5%) got 'excellent,' 14 students (43,75%) got 'good,' 2 students (6,25%) got 'average,' not students got 'poor' and 'very poor' classification.

Table 4.15
The students' Comprehensibility score of cycle 2

| Classification | Score | Frequency | Percentage |
|-----------------------|--------------|------------------|-------------------|
| Excellent | 6 | 6 | 18,75% |
| Very Good | 5 | 8 | 25% |
| Good | 4 | 16 | 50% |
| Average | 3 | 2 | 6,25% |
| Poor | 2 | - | - |
| Very Poor | 1 | - | - |

The table above shows the score of comprehensibility of cycle 2 varieties: where there were six students (18,75%) got 'excellent,' 8 students (25%) got 'excellent, 16 students (50%) got 'good,' 2 students (6,25%) got 'average,' not students got 'poor' and 'very poor' classification.

Table 4.16
Score of Student's Post-Test in cycle 2

| No. | Student | Three components of speaking assessment | | | Score Of Test |
|-----|---------|-----------------------------------------|---------|-------------------|---------------|
| | | Accuracy | Fluency | Comprehensibility | |
| | | | | | |
| 1 | S 1 | 4 | 4 | 4 | 78 |
| 2 | S 2 | 5 | 6 | 6 | 85 |
| 3 | S 3 | 6 | 6 | 6 | 90 |
| 4 | S 4 | 6 | 5 | 6 | 75 |
| 5 | S 5 | 4 | 4 | 5 | 75 |
| 6 | S 6 | 4 | 5 | 4 | 75 |
| 7 | S 7 | 4 | 5 | 4 | 75 |
| 8 | S 8 | 4 | 4 | 4 | 81 |
| 9 | S 9 | 3 | 4 | 4 | 78 |
| 10 | S 10 | 4 | 4 | 4 | 77 |
| 11 | S 11 | 4 | 5 | 5 | 80 |
| 12 | S 12 | 4 | 4 | 5 | 89 |
| 13 | S 13 | 4 | 4 | 4 | 82 |
| 14 | S 14 | 4 | 5 | 5 | 81 |

| | | | | | |
|-----------------|------|---|---|---|----|
| 15 | S 15 | 4 | 5 | 4 | 82 |
| 16 | S 16 | 5 | 5 | 5 | 79 |
| 17 | S 17 | 3 | 3 | 4 | 82 |
| 18 | S 18 | 4 | 4 | 3 | 75 |
| 19 | S 19 | 4 | 3 | 4 | 75 |
| 20 | S 20 | 4 | 4 | 3 | 77 |
| 21 | S 21 | 4 | 5 | 4 | 84 |
| 22 | S 22 | 6 | 5 | 5 | 79 |
| 23 | S 23 | 4 | 4 | 4 | 76 |
| 24 | S 24 | 5 | 6 | 6 | 80 |
| 25 | S 25 | 6 | 6 | 6 | 76 |
| 26 | S 26 | 6 | 5 | 6 | 75 |
| 27 | S 27 | 4 | 4 | 5 | 75 |
| 28 | S 28 | 4 | 5 | 4 | 79 |
| 29 | S 29 | 4 | 5 | 4 | 76 |
| 30 | S 30 | 4 | 4 | 4 | 75 |
| 31 | S 31 | 3 | 4 | 4 | 75 |
| 32 | S 32 | 4 | 4 | 5 | 78 |
| $\Sigma X=2579$ | | | | | |

Calculating the mean score of the students' speaking test of cycle 2

$$\bar{X} = \frac{\Sigma X}{N}$$

N

$$= \frac{2579}{32}$$

32

= 78.72

So, the mean score of students speaking in the cycle II is 78,72.

Table 4.17
The result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

| | Students can reach standard achievement score | Students can't achieve standard achievement score | Mean |
|--------------|------------------------------------------------------|----------------------------------------------------------|-------------|
| Pre-Test | 7 (21.88%) | 25 (78.13%) | 60.57% |
| Post-Test I | 18 (56.25%) | 14 (43.75%) | 73.69% |
| Post-Test II | 32(100%) | 0(0%) | 78.72% |

After the implementation of the inside-outside circle strategy in the pre-test can reach standard achievement score there are 7 and 25 students can't, in cycle I can achieve standard achievement score there are 18 and 14 students can't. In cycle II, all of the students can reach standard achievement scores. The table above shows the final result of the students speaking skills.

B. Discussion

This study was conducted to improve students' speaking skills by applying the inside-outside circle strategy. The inside-outside circle strategy is one of the strategies that teachers can use in teaching English to improve students' speaking skills. The inside-Outside Circle strategy was applied to enhance the student's

speaking skills. The researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which the Inside-Outside Circle strategy was applied. The researcher made a lesson plan as the teaching scenario; the teaching material was about Describing Something (People). The first cycle of planning must be based on identified issues. Here's the thing to be prepared: 1)The teacher instructs the students to form a pair,2) Students form pairs. One student from each pair moves in a large circle in the classroom facing outward, 3)The remaining students find and meet their partner (the class now stands in two concentric circles), 4)Students who are in the inside circle begin to describe the pair who are right in front of them or students who are in the outside circle, 5)after that Couples switch roles: Student outside of circle do the same with the students who are in the circle after that the students rotate clockwise to a new partner. The researcher did the second cycle to get a better improvement of the students" results. similar step to the first cycle, the researcher conducted the second cycle with the same steps as follows: After finding the fact that the students" speaking skill was low, which was proven by their scores I, the researcher rearrange the lesson plan which was used in the previous cycle with some modifications. 1) The researcher greets students first, 2) Check the attendance of students as a discipline, 3) Re-explain how to learn to describe people using inside outside circle strategy, 4) The researcher gives corrections to students' mistakes at the previous meeting., 5) The researcher informed the students that there was an increase in their speaking through inside outside circle strategy, 6) Before closing the class the researcher would like to

thank students for their participation during the teaching and learning process, 7) The researcher gives motivation to students to keep on learning spirit., 8) Finished learning activities with prayer together.

In the first test (pre-test), the students who passed the KKM 75 were 7 students of 32 students (60.57%). In the second test (post-test 1), the students who got a score up to 80 or passed KKM were 18 students out of 32 students (73.69%). Many of them still have problems with accuracy and comprehensibility, so researchers need cycle 2 . in cycle 2 the researcher made a slight change where the researcher changed the position of the students a little. In contrast, in cycle 1, the researcher only made 1 group of circles. In cycle 2 it was changed to 2 groups of processes, making it easier for students to communicate and understand what their friends were saying. The researcher also added some vocabulary so that students experienced a significant increase from the scores they got in cycle 2. In the third test (post-test 2), the students who passed KKM 75 were 32 students, or it can be said that all students had reached the KKM. So, the Inside Outside Circle Technique can improve the students' speaking skills in the VII B class. Using the Inside Outside Circle Strategy can make the students enjoy and be happy during teaching and learning.

The findings above have proven that using the Inside-Outside Circle strategy was appropriate to improve the students' speaking skills. Using this strategy, the students are not bored but more active and enthusiastic to follow the teaching and learning process. Based on previous research conducted by Yunus entitled *"Improving Students' Speaking Skills through Guided Questions with Inside*

Outside Circle Technique in Class I SMA Wahid Hashim Malang." ⁴¹In this study, he used the Inside Outside Circle (IOC) strategy to improve students' speaking by including material. In the guided question, he also explained that students feel more active in the learning process using the IOC strategy because they can play while learning to improve their speaking. Then The students looked braver and more confident in speaking up in front of the class and expressing their feeling and based on the previous research conducted by Miftahulia Ananda Yasmin, "*Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung,*" ⁴²she said that using the Inside Outside Circle (IOC) strategy in improving students' speaking Skill was effective because students could talk confidently in front of the class and students could share opinions and information with their friends by using the Inside Outside Circle strategy. IOC)

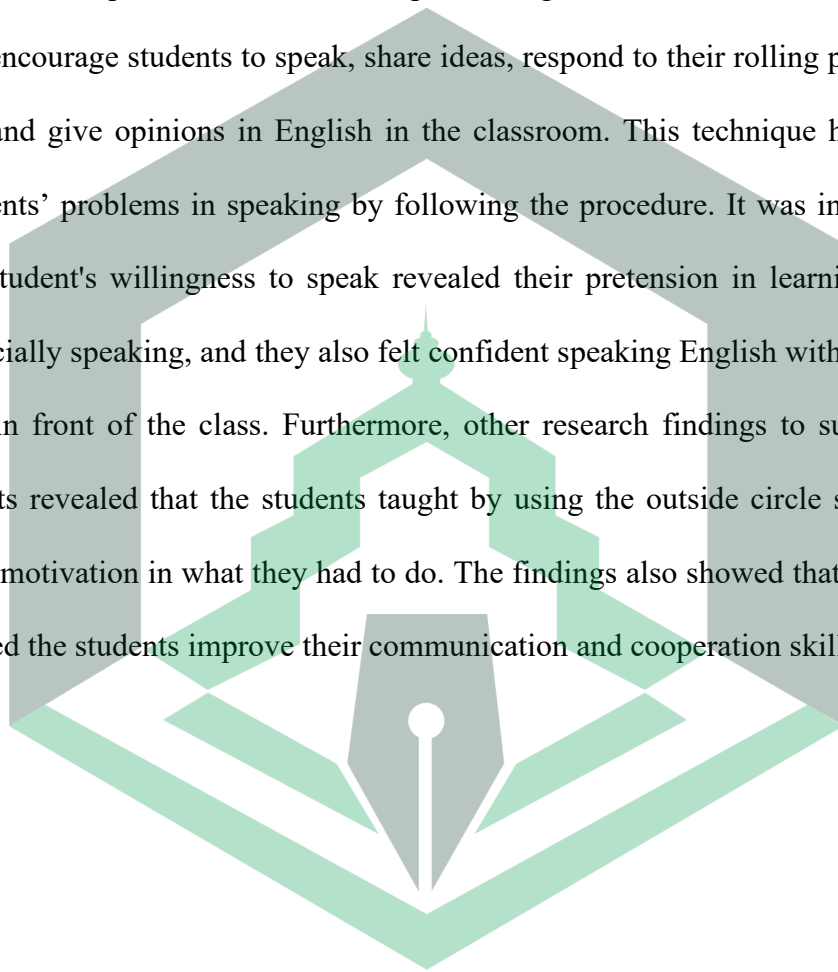
They are also motivated to speak English correctly with their friends in the class. Inside-Outside Circle Strategy is a sharing a process with the previous research by Hidayah, Bariqotul, entitled "*Improving Students Speaking Ability Through Inside-Outside Circle Technique Of The Seventh Grade At Mts Al-Hidayah Betoyokauman Gresik*"⁴³ he stated that the IOC strategy could provide

⁴¹ Yunus "*Improving Students' Speaking Skills through Guided Questions with Inside Outside Circle Technique in Class I SMA Wahid Hashim Malang*" (Malang: Islamic University Of Malang, 2010),p.32.

⁴² Miftahulia Ananda Yasmin "*Improving The Students' Speaking Skills Through Inside-Outside Circle Strategy At The Second Grade Of Cerdas Murni Junior High School Tembung*"(Medan:UniversitasIslam Negeri Sumatera Utara Medan 2019),P.22.

⁴³ Hidayah Bariqotul "*Improving Students Speaking Ability Through Inside-Outside Circle Technique Of The Seventh Grade At Mts Al-Hidayah Betoyokauman Gresik*" (Malang: Universitas Islam Malang, 2015),p.34..

changes for all students because in using the IOC strategy students not only can share information but they are also motivated to improve their speaking because they can correct each other if there is an error in their grammar and can increase their vocabulary. Students recall and make sense of information while working with various partners. Moreover, implementing the inside-outside circle strategy can encourage students to speak, share ideas, respond to their rolling partners, and ask and give opinions in English in the classroom. This technique helped solve students' problems in speaking by following the procedure. It was indicated that the student's willingness to speak revealed their pretension in learning English, especially speaking, and they also felt confident speaking English with their friend and in front of the class. Furthermore, other research findings to support these results revealed that the students taught by using the outside circle strategy had high motivation in what they had to do. The findings also showed that the method helped the students improve their communication and cooperation skills.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and findings in the previous chapter, conclusions that can be drawn from this study are as follows:

Some steps applied to implementing the inside-outside circle strategy in teaching speaking skills: The teacher instructs the students to form a pair. One student from each team moves in a large circle in the classroom facing outward.

The remaining students find and meet their partners (the class now stands in two concentric circles), Students who are in the inside circle begin to describe the pair who are right in front of them or students who are in the outside circle; after that Couples switch roles: Student outside of circle do the same with the students who are in the circle after that the students rotate clockwise to a new partner.

The students were more active and participated in the teaching-learning process of speaking. Therefore, the inside-outside circle strategy can be an alternative strategy for teachers to improve and keep their speaking. There are many of them still have problems with accuracy and comprehensibility, so researcher need cycle 2 . In cycle 2, the researcher made a slight change where the researcher changed the position of the students a little. In contrast, in cycle 1, the researcher only made 1 group of circles. In cycle 2 it was changed to 2 groups of processes, making it easier for students to communicate and understand what their friends were saying. The researcher also added some vocabulary so that students experienced a significant increase from the scores they got in cycle 2. After

reaching the research target where at least 75% of students passed the KKM, the researcher decided to stop the Classroom Action Research because it was successful. So, the Inside Outside Circle Technique can improve the students' speaking skills in the VII/B class. Using the Inside Outside Circle Strategy can make the students enjoy and happy during teaching and learning.

B. Suggestion

The result of the study shows that the application inside-outside circle strategy teaches speaking skills. The following suggestions are offered:

1. For English Teachers

The English teacher should use an interesting method or strategy in speaking class. The speaking class commonly make the students fastly bored and didn't interest with the activity. So, the teacher should use an interesting method or technique in teaching and learning process, especially in speaking activity. The teacher could Implementation Inside Outside Circle strategy in speaking class. The teacher could use this strategy to make the situations in the course more enjoyable and less the students worried about speaking skills.

2. For the students

The students should try to practice speaking using Inside-Outside Circle. The students could invite their friends to practice Inside-Outside Circle themselves. They could practice it every day in class. So they are not bored when they are in the category. They could divide the class into two groups: group A, which exists inside the circle to stand up with facing out, and group B, which exists outside the

process to stand up with facing in, so they have a partner. They can share some information with their partner. They can discuss something or tell a story. The students should also have high motivation to improve their speaking ability. They must study hard, not be lazy to open a dictionary, make a note of a new word, memorize the new vocabulary from the dictionary and practice more and more. They should have good self-confidence to speak English and practice speaking English with their friends.

3. For other researchers

It has been known that the Implementation of Inside Outside Circle can improve the students' speaking skills so that the other researchers or the readers could Implementation Inside-Outside Circle when they are learning to speak and to improve their speaking ability, this study will inspire other researchers to conduct the similar study about inside-outside circle technique or some others close theme about teaching technique that can make the process of teaching and learning runs better than before using them. Based on the above explanation, the researcher realizes that this research still have some weakness and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make research better. the researcher would like to suggest to the readers and other researchers that this research can be used as an additional reference for further research with different samples and occasions.

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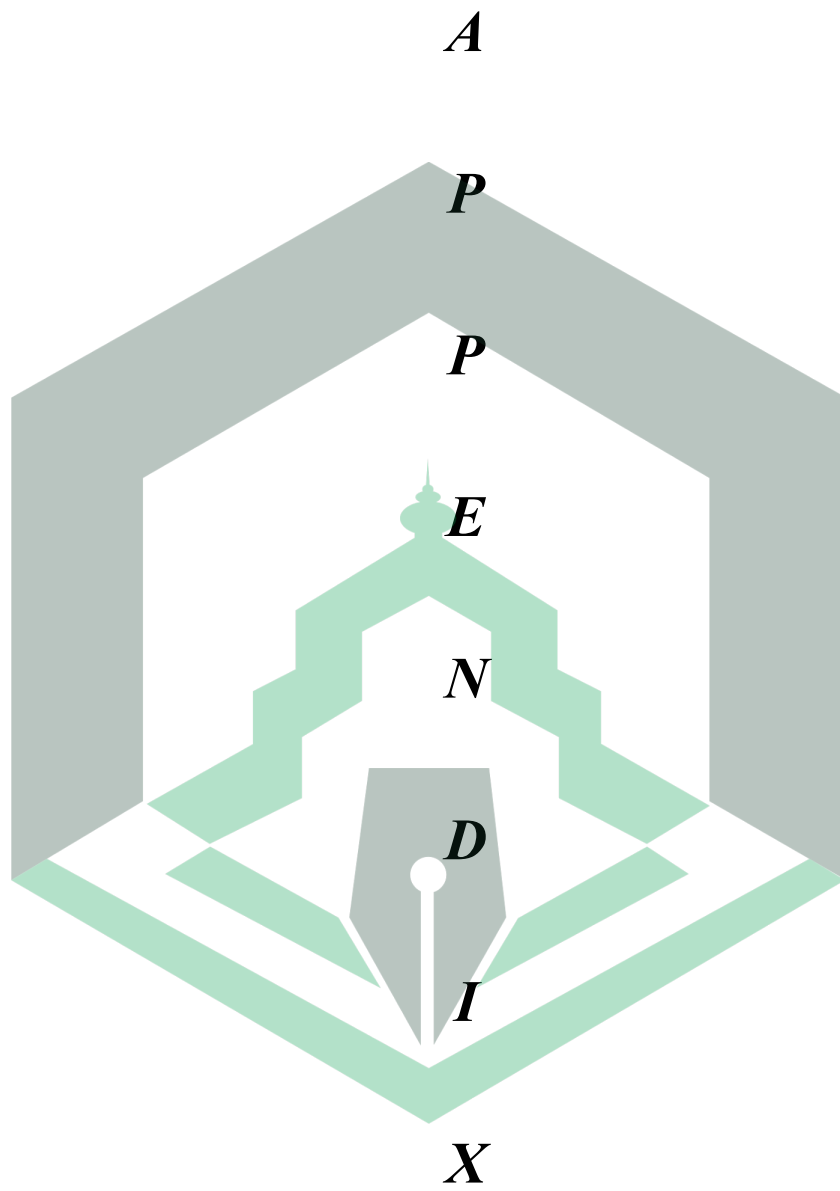
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Yasmin Ananda Miftahulia *“Improving The Students’ Speaking Skills Through Inside-Outside Circle Strategy At The Second Grade Of Cerdas Murni Junior High School Tembung”*Medan:UniversitasIslam Negeri Sumatera Utara Medan 2019





E

S

APPENDIXES 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 1 LAROMPONG

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Pertemuan/Siklus : I

Alokasi Waktu : 30 menit

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1) Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2) Menunjukkan perilaku jujur disiplin percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3) Menganalisis fungsi sosial struktur teks dan unsur kebahasaan dari teks deskriptif sederhana sesuai dengan konteks penggunaannya.
- 4) menyusun teks deskriptif lisan dan tulisan sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

- Siswa dapat menganalisis menggunakan bentuk kata kerja tertentu dalam teks deskriptif.
- Siswa dapat menyampaikan karakteristik tentang orang.
- Siswa dapat menyampaikan pendapat tentang orang yang dideskripsikan.

D. Tujuan Pembelajaran

- Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.

- Menunjukkan perilaku peduli percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
- Merespon makna dalam teks deskriptif lisan dan tulis sederhana tentang orang.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

E. Materi Pembelajaran

Speaking adalah kegiatan bercakap dalam bahasa Inggris antara dua orang atau lebih dan membicarakan tentang sesuatu.

Describing adalah pelajaran tentang menggambarkan sesuatu seperti manusia, tempat wisata, benda dan hewan. Baik secara umum maupun khusus. Menggambarakan tentang bentuk/fisik, warna dll. Teks deskriptif lisan dan tulisan sederhana tentang orang

- Characteristic of a person.

Di bawah ini adalah beberapa pola kalimat yang bisa dipakai untuk membicarakan penampilan fisik seseorang:

- *Subject + is/ are + adjective*
- *Subject + is/ are + noun phrase*
- *Subject + has/ have + noun phrase*

Keterangan: *adjective* adalah kata sifat, *noun phrase* adalah frasa kata benda

Contoh:

- *He is muscular.* (Dia berotot)
- *They are attractive.* (Mereka menarik)
- *Gina is thin.* (Gina kurus)
- *She is a skinny girl.* (Dia adalah gadis yang kurus)
- *Disa and Arya are tall.* (Dia dan Arya tinggi)
- *He has a scar.* (Dia memiliki bekas luka)

- *They have dark skin.* (Kulit mereka gelap)

Selain itu, kita juga bisa menggunakan pola:

Her/ his + anggota tubuh + is/ are + adjective

Contoh:

- *Her hair is curly.* (Rambutnya keriting)
- *His lips are small.* (Bibirnya kecil)

Kita juga bisa menceritakan pakaian atau aksesoris yang selalu dipakai orang yang sedang kita deskripsikan. Ingatlah bahwa pada konteks ini, kita sedang membicarakan fakta umum atau kebiasaan, jadi gunakanlah *simple present tense*:

Subject + wear/ wears + pakaian/ aksesoris

Contoh:

- *He wears glasses.* (Dia memakai kacamata) → dia memang memakai kacamata setiap hari dan selalu memakainya.
- *Diana and David wear a ring.* (Diana dan David memakai cincin) → mereka selalu memakai cincin
- *She wears a ruby necklace.* (Dia memakai kalung merah delima) → dia selalu memakai kalung merah delima.

Kosakata: :

- | | |
|---------------------|----------------|
| • Long (panjang) | Short (pendek) |
| • Fat (gemuk) | Blue (biru) |
| • Straight(lurus) | Tall(tinggi) |
| • Brown (coklat) | Wavy (ikal) |
| • Slim(langsing) | Big (besar) |
| • Curly(keriting) | Cute(imut) |
| • Slanted (sipit) | Bald (botak) |
| • Handsome(ganteng) | Thin(tipis) |

- Oval(lonjong) Beautiful(cantik)
- Thick (tebal) Round (bulat)
- Pointed(mancung) Flat (peseq)
- Square (kotak) Black (hitam)

F. Metode/Media

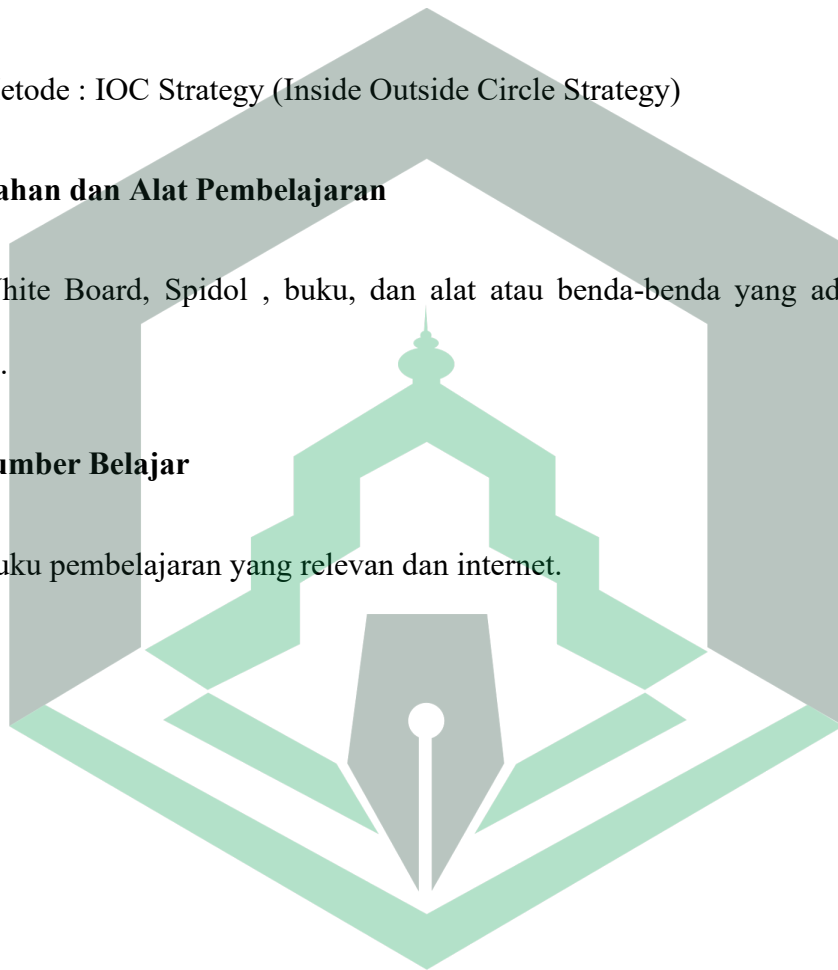
Metode : IOC Strategy (Inside Outside Circle Strategy)

G. Bahan dan Alat Pembelajaran

White Board, Spidol , buku, dan alat atau benda-benda yang ada di sekitar kelas.

H. Sumber Belajar

Buku pembelajaran yang relevan dan internet.



I. Langkah-Langkah Pembelajaran

| Kegiatan Pendahuluan | |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Guru | Siswa |
| Memberi salam kepada siswa | Membalas salam guru |
| Mengajak siswa memperhatikan Kebersihan Kelas | Memperhatikan kebersihan Kelas |
| Mengajak siswa berdoa | Berdoa bersama dengan guru |
| Mengecek kehadiran siswa | Menyatakan kehadirannya dengan berkata, "Present Miss." |
| Kegiatan Inti | |
| Guru | Siswa |
| Mengkondisikan siswa untuk siap mengikuti pelajaran | Siswa bersedia mengikuti pelajaran |
| Guru memberikan pengertian kepada siswa apa itu describing people dan memberikan contoh agar siswa mudah memahaminya. | Siswa mendengarkan, mengamati dan memahami mengenai penjelasan yang diberikan oleh guru. |
| Memberi siswa kesempatan menganalisa dan mengidentifikasi hal yang belum mereka pahami mengenai describing people. | Siswa menganalisa mengenai tentang describing people |

| | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Meminta siswa untuk membentuk pasangan, satu siswa dari masing masing pasangan pindah membentuk satu lingkaran besar | Siswa membentuk pasangan (Lingkaran/Lapisan luar) |
| Meminta siswa untuk mencari dan menghadap pasangan mereka | Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam |
| Meminta siswa yang didalam lingkaran untuk mulai mendiskripsikan mengenai pasangan yang ada dihadapannya. | Siswamenanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran merespon |
| Meminta siswa memutar peran (Pergantian pasangan) | Siswa berputar mengganti pasangan (Siswa didalam lingkaran) |
| Meminta siswa yang diluar lingkaran mendiskripsikan mengenai pasangan dihadapannya | Siswa yang didalam lingkaran merespon |
| Kegiatan penutup | |
| Guru | Siswa |
| Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. | Melakukan doa bersama |

| | |
|------------------------------------------------------|--|
| Mengakhiri kegiatan pembelajaran dengan doa bersama. | |
|------------------------------------------------------|--|

J. Teknik Penilaian

1. Penilaian Sikap : Observasi/pengamatan
2. Penilaian pengetahuan : Interview/speaking

larompong, 5 April 2022



APPENDIXES II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 1 LAROMPONG

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Pertemuan/Siklus : /II

Alokasi Waktu : 30 menit

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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- Telling a name of person and its part
- Characteristic of a person and its part

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- Slim(langsing) Big (besar)
- Curly(keriting) Cute(imut)
- Slanted (sipit) Bald (botak)
- Handsome(ganteng) Thin(tipis)
- Oval(lonjong) Beautiful(cantik)
- Thick (tebal) Round (bulat)
- Pointed(mancung) Flat (peseq)
- Square (kotak) Black (hitam)

G. Metode/Media

Metode : IOC Strategy (Inside Outside Circle Strategy)

H. Bahan dan Alat Pembelajaran

White Board, Spidol , buku, dan alat atau benda-benda yang ada di sekitar kelas.

I. Sumber Belajar

Buku pembelajaran yang relevan dan internet.

J. Langkah-Langkah Pembelajaran

| | |
|-----------------------------|--------------|
| Kegiatan Pendahuluan | |
| Guru | Siswa |

| | |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Memberi salam kepada siswa | Membalas salam guru |
| Mengajak siswa memperhatikan Kebersihan Kelas | Memperhatikan kebersihan Kelas |
| Mengajak siswa berdoa | Berdoa bersama dengan guru |
| Mengecek kehadiran siswa | Menyatakan kehadirannya dengan berkata, "Present Miss." |
| Kegiatan Inti | |
| Guru | Siswa |
| Mengkondisikan siswa untuk siap mengikuti pelajaran | Siswa bersedia mengikuti pelajaran |
| Guru memberikan pengertian kepada siswa apa itu describing people dan memberikan contoh agar siswa mudah memahaminya. | Siswa mendengarkan, mengamati dan memahami mengenai penjelasan yang diberikan oleh guru. |
| memberi siswa kesempatan menganalisa dan mengidentifikasi hal yang belum mereka pahami mengenai describing people. | Siswa menganalisa mengenai tentang describing people |
| Meminta siswa untuk membentuk pasangan, satu siswa dari masing | Siswa membentuk pasangan (Lingkaran/Lapisan luar) |

| | |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| masing pasangan pindah membentuk satu lingkaran besar | |
| Meminta siswa untuk mencari dan menghadap pasangan mereka | Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam |
| Meminta siswa yang didalam lingkaran untuk mulai mendiskripsikan mengenai pasangan yang ada dihadapannya. | Siswamenanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran merespon |
| Meminta siswa memutar peran (Pergantian pasangan) | Siswa berputar mengganti pasangan (Siswa didalam lingkaran) |
| Meminta siswa yang diluar lingkaran mendiskripsikan mengenai pasangan dihadapannya | Siswa yang didalam lingkaran merespon |
| Kegiatan penutup | |
| Guru | Siswa |
| Guru menginformasikan kepada siswa bahwa ada peningkatan terhadap speaking mereka melalui Strategy | |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| IOC | |
| Sebelum menutup kelas Guru mengucapkan banyak terima kasih kepada semua siswa atas partisipasinya selama proses belajar mengajar. | Melakukan doa bersama |
| Guru memberikan motivasi kepada siswa agar tetap semangat belajar. | |
| Mengakhiri kegiatan pembelajaran dengan doa bersama. | |

K. Teknik Penilaian

- 1. Penilaian Sikap : Observasi/pengamatan
- 2. Penilaian pengetahuan : Interview/speaking

larompong, 5 April 2022

Guru Mata Pelajaran

Mahasiswa

SUKMAYANTI S,Pd.

NURLIA

NIP. 19801016 200801 2013

NIM. 18 0202 0048

APPENDIXES III

(PICTURES OF PRE-TEST)

A. Pre-test.

1. Please describe about what do you see of this these picture below:



APPENDIXES IV

Post-test I

- a. Please describe and give your best explanation about this picture below:

Describing People



APPENDIXES V

Post-test II

1. Please choose one of the pictures below, then describe it based on what you see about the picture!

a.



b.



APPENDIXES VI
TRANSCRIPTION OF
CYCLE I

1. Student 1: He Has Short Hair, White Skin, And Beautiful Eyes.
2. Student 2: She Has Short Hair, Black Colors, Has A Shiny Nose.
3. Student 3: I will describe the Picture. So he has white skin and black hair.
4. Student 4: she is beautiful. She has gorgeous eyes and cute cheeks
5. Student 5: she Has Short Hair, white skin, and beautiful eyes.
6. Student 6: she is beautiful. She has beautiful eyes
7. Student 7: she has gorgeous eyes and a sweet smile.
8. Student 8: she Has Short Hair, Black Colors, Has A Shiny Nose.
9. Student 9: she Has Short Hair, white skin, and beautiful eyes.
10. Student 10: she is beautiful. She has beautiful eyes, cute cheeks and she Has White Skin
11. Student 11: she is lovely and has a sharp nose.
12. Student 12: she has white skin, a sharp nose, and beautiful lips
13. Student 13: she is gorgeous. She has beautiful eyes
14. Student 14: I will describe the Picture. so he has white skin and black hair
15. Student 15: She Has Short Hair, She Has White Skin, And Beautiful Eyes
16. Student 16: she has an oval face and gorgeous eyes.
17. Student 17: she is wonderful
18. Student 18: I will describe the Picture. So he has white skin and black hair
19. Student 19: she has white skin, a sharp nose, and beautiful lips

20. Student 20: She Has Short Hair, Black Colors, Have A Shiny Nose
21. Student 17: she is lovely.
22. Student 22: she is beautiful. She has gorgeous eyes and cute cheeks
23. Student 23: she has an oval face and lovely eyes
24. Student 24: she has a slim body. She has an oval face and lovely eyes
25. Student 25: she has white skin, a sharp nose, and beautiful lips
26. Student 26: she is sweet, and she has black eyes
27. Student 27: she is beautiful. She has beautiful eyes, cute cheeks and she Has White Skin
28. Students 28: she is lovely and has a sharp nose
29. Student 29: I will describe the Picture. So she has white skin and black hair.
30. Student 30: she Has Short Hair, white skin, and beautiful eyes.
31. Student 31: she is beautiful. She has beautiful eyes, cute cheeks and she Has White Skin
32. Student 32: she is lovely and has a sharp nose

APPENDIXES VII

TRANSCRIPTION CYCLE II

1. Student 1: I choose picture A. He has a tall, muscular body. He has a square face, brown eyes, and a sharp nose. He has dimples in both his cheeks, which always appear when he smiles. His hair used to be black.
2. Student 2: The picture A is a boy with a bright face. He looks patient and is a fantastic actor.
3. Student 3: picture B. he is a man with an old face and strong muscles. He also has white skin and a sharp nose.
4. Students 4: picture A, he is handsome, kind and intelligent he is a fantastic actor he starred in incredible movies
5. Student 5: picture B, He has white and clean teeth. He also has beautiful dimples and thick black hair.
6. Student 6: picture A. He has a very handsome and beautiful face, a sharp nose, and a very high body.
7. Student 7: Picture B, he has a round face with a bit of dark skin, but he's still handsome.
8. Students 8: Picture B, He looks old but still young have a beautiful smile and a shiny nose.
9. Student 9: Picture B, he is a talented actor. He has slightly slanted eyes and a little chubby body.
10. Students 10: Picture B. He has a short stature, black hair, and a charming

smile.

11. Students 11: Picture A, he has a mole on his face which makes him handsome, has beautiful eyes, and has an excellent style.

12. Students 12: Picture A, he has a beautiful smile that makes him very handsome with black hair and beautiful teeth.

13. Student 13: Picture B. He has slanted eyes, a pointed nose, and slightly dark skin.

14. Students 14: Picture A he has thick eyebrows. He also has an oval face and white teeth.

15. Students 15: Picture A. He has a long neck, black hair, and slanted eyes.

16. Students 16: Picture B. He has a short neck, slanted eyes, and a round face.

17. Students 17: Picture A: He has a beautiful chin, black hair, and white teeth.

18. Students 18: Picture A. He has a thin mustache that makes him look handsome, has a cute smile, black hair, and slanted eyes.

19. Students 19: Picture A has long ears, long face shape, long chin, tall body, and fair skin.

20. Students 20: Picture B has slightly thick eyebrows and slanted eyes. He is also a famous actor who has many movies.

21. Students 21: Picture B, he is a famous actor because he is an international actor he has a face with a beautiful smile he has thin lips

22. Students 22: Picture A, he is an excellent actor he starred in incredible

movies, he is handsome, kind and intelligent.

23. Students 23: Picture A, His hair used to be black. He has a square face, brown eyes, and a sharp nose. He has dimples in both his cheeks, which always appear when he smiles

24. Students 24: Picture A. He has a mole on his face which makes him handsome. He has beautiful eyes and excellent style.

25. Students 25: Picture A, he looks patient, and he's also an excellent actor, he's a boy with a bright face,

26. Student 26: Picture B has a round face with dark skin, but he still handles.

27. Students 27: Picture A: He has black hair, a round face shape, and slanted eyes.

28. Students 28: Picture A, He has white and clean teeth. He also has beautiful dimples and thick black hair.

29. Students 29: Picture A, he has a mole on his face which makes him handsome, has beautiful eyes, and has an excellent style.

30. Students 30: Picture B, he is a talented actor. He has slightly slanted eyes and a little chubby body.

31. Students 31: Picture A, he has a round face that is a bit dark skin, but he's still handled.

32. Student 32: Picture B, he has a round face shape, he has slanted eyes, he has black and thick hair.

APPENDIXES VIII
OBSERVATION SHEET CYCLE I

Collaborator (English Teacher) : Sukmayanti S, Pd

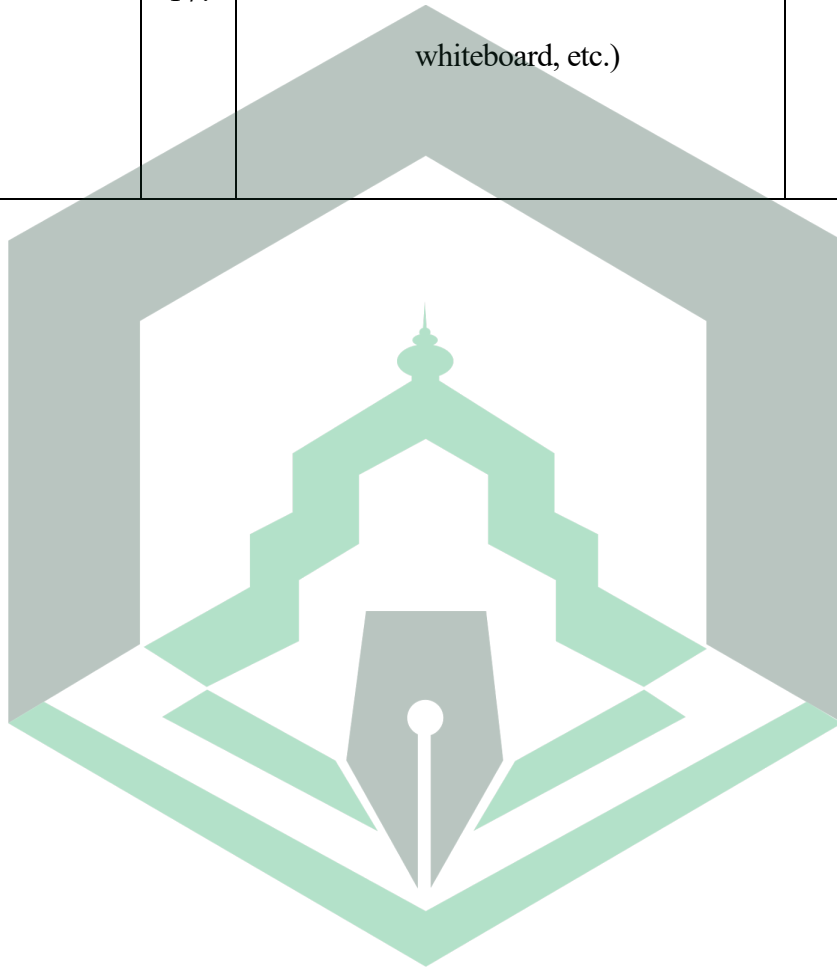
The researcher : Nurlia

Put a checklist (√) in column Yes/No based on your observation

| Focus | No | Observation topics | Cycle I | |
|------------------------------------|----|------------------------------------------------------------------------|---------|----|
| | | | Yes | No |
| The researcher (as the teacher) | 1. | The teacher attracts students' attention | √ | |
| | 2. | The teacher explains the teaching objectives | | √ |
| | 3. | The teacher motivates students to show their best in describing people | √ | |
| | 4. | The teacher's response to students' question | | √ |
| | 5. | The teacher explains how the way to describing people | √ | |

| | | | | |
|--------------|-----|---------------------------------------------------------------------------------------|---|---|
| | 6. | The teacher gives feedback to the students | √ | |
| | 7. | The teacher manages the time effectively and efficiently | √ | |
| The Students | 10. | The students pay attention to the teacher's explanation | √ | |
| | 11. | The students ask the question to the teacher if there is something unclear | | √ |
| | 12. | The students give a good response to the topic given | √ | |
| | 13. | The students feel interested in the teaching-learning process | | |
| | 14. | The student participate and enjoy the instructional of inside-outside circle strategy | √ | |

| | | | | |
|---------|-----|------------------------------------------------------------|---|--|
| Context | 16. | The classroom is comfortable (clean, calm \ | ✓ | |
| | 17. | The classroom has teaching aids (marker, whiteboard, etc.) | ✓ | |



APPENDIXES IX

OBSERVATION SHEET CYCLE II

Collaborator (English Teacher) : Sukmayanti S, Pd

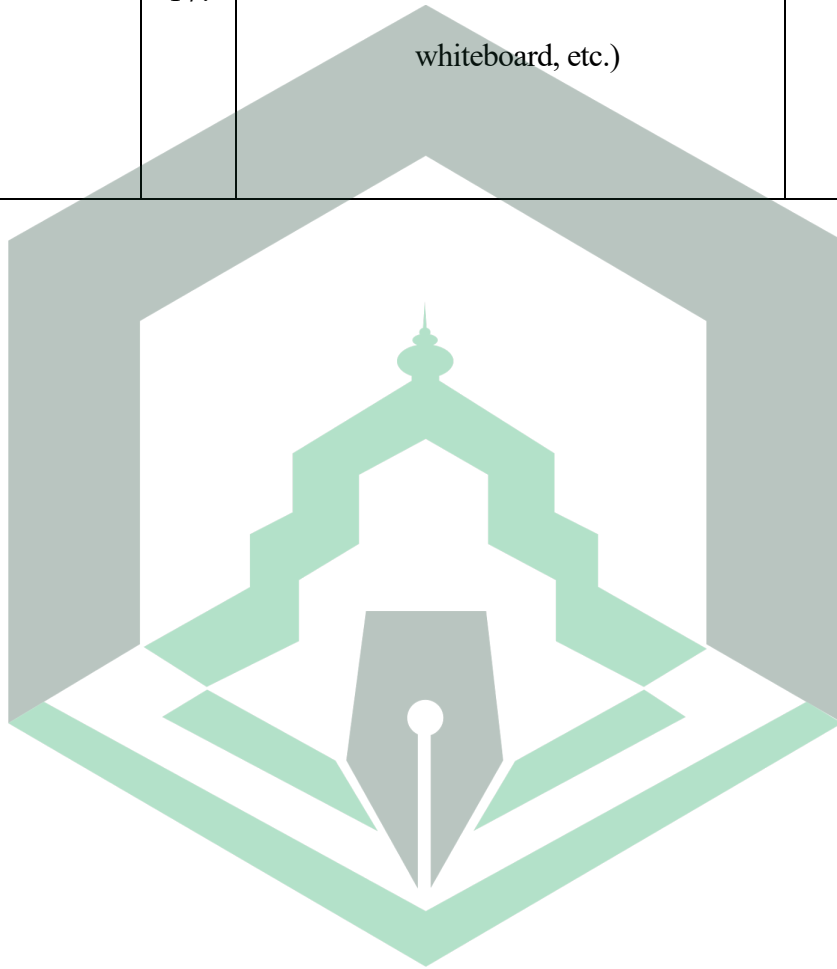
The researcher : Nurlia

Put a checklist (✓) in column Yes/No based on your observation

| Focus | No | Observation topics | Cycle I | |
|------------------------------------------|----|------------------------------------------------------------------------|---------|----|
| | | | Yes | No |
| The researcher (as the teacher) | 1. | The teacher attracts students' attention | ✓ | |
| | 2. | The teacher explains the teaching objectives | | ✓ |
| | 3. | The teacher motivates students to show their best in describing people | ✓ | |
| | 4. | The teacher's response to students' question | | ✓ |
| | 5. | The teacher explains how the way to describing people | ✓ | |

| | | | | |
|--------------|-----|---------------------------------------------------------------------------------------|---|---|
| | 6. | The teacher gives feedback to the students | √ | |
| | 7. | The teacher manages the time effectively and efficiently | √ | |
| The Students | 10. | The students pay attention to the teacher's explanation | √ | |
| | 11. | The students ask the question to the teacher if there is something unclear | | √ |
| | 12. | The students give a good response to the topic given | √ | |
| | 13. | The students feel interested in the teaching-learning process | | |
| | 14. | The student participate and enjoy the instructional of inside-outside circle strategy | √ | |

| | | | | |
|---------|-----|------------------------------------------------------------|---|--|
| Context | 16. | The classroom is comfortable (clean, calm \ | ✓ | |
| | 17. | The classroom has teaching aids (marker, whiteboard, etc.) | ✓ | |



APPENDIXES X

INTERVIEW SHEET

INTERVIEW WITH THE STUDENTS FOR THE LAST TIME AT SMPN 1

LAROMPONG

1. The researcher: What do you think about the Application Inside-Outside Circle Strategy teaching Speaking Skills?

The student I: I think the Application Inside-Outside Circle technique in teaching Speaking Skill yesterday is good because it can increase interaction with others

Student II: I am pleased, Miss. It helps me with my Speaking Skill, Sir.

The student III: ee, I was pleased Miss, because that technology can help my speaking skill and interest me.

The researcher: Thank you all, my students:

You're welcome, Miss.

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

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 the English class that's 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 more active than usual.



APPENDIXES XI

DOCUMENTASI



Learning Proseses

CURRICULUM VITAE



The researcher, Nurlia was born on 7th April 2001 in Bolong . She is the fifth child in her family, she has 2 brothers and 2 sisters. Her fathers' name is Sumardi and her mothers' name is Friati. The researcher completed her studies at SDN 235 Bolong in 2012 and then continued her studies at SMPN 2 Lamasi, graduated in 2015. Then continued her education at SMAN 2 Luwu and graduated in 2018. After graduating from senior high school, the researcher continued her study in English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of (IAIN) Palopo of English program S1 degree.

In the end, studying at IAIN Palopo, the researcher wrote a thesis entitled **“The Implementation of The Inside Outside Circle (IOC) Strategy in Improving Student's English Speaking Skills at SMPN 1 Larompong”**