

**IMPROVING THE STUDENTS' SPEAKING
ABILITY IN CONVERSATIONAL
ACTIVITY THROUGH INSIDE OUTSIDE
CIRCLE TECHNIQUE**

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Abstract

The aim of the research is to improve students' speaking competence in English teaching and learning process through Inside-Outside circle technique. The research is carried out at SMK MA'ARIF NU 01 Paguyangan in Second Semester in Academic Year 2015/2016. The research uses Classroom Action Research. The writers take eleventh grade students which consists of 30 female students as the subject of the research. This action research is conducted in two cycles. Each cycle consists of

planning, acting, observing and reflecting. In collecting the data, the writers use observation, questionnaire, and test. Based on the result of collecting the data, there are some conclusions that can be drawn. Inside-Outside circle technique is able to improve students' speaking competence in English class. It can be seen from the result of test and observation. Students' speaking competence improved. The average of pre-test is 43.06%, post-test 1 is 60.13%, and post-test 2 are 76.83%. The score improvement in post-test 1 is 26.07% toward pre-test. The score improvement in post-test 2 is 7.7% toward post-test 1. The result of post-test 2 shows that from 30 students, there are 24 students (80%) and the success indicator ≥ 75 from minimum score (KKM). The observation result also shows the improvement, the total average of students' activities in Cycle 1 is 24.69%, and the total average of students' activities in Cycle 2 is 82.52%. Thus, the improvement of students' an activity is 57.83%. Thus, the improvement of students' activities is 57.83%. The questionnaire result shows 79.31% of the students agreed. Overall, the research shows that the teaching speaking through Inside-Outside circle technique can improve students' speaking competence in English teaching learning process.

Keywords: Improving, Speaking Ability, Inside Outside Circle Model

A. Introduction

There are four important skills that student have to master in English. They are speaking, reading, listening and writing. Furthermore the students have to master English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum, the English literacy level of vocational high school is the ability to use for communication in

daily life. It means that the objective of English teaching is the ability to speak English fluently. However in reality, there are so many students who are not able to speak English well. Commonly, they only have capability in grammar, reading or writing. It is because English is not spoken in society so the accuracy and fluency to speak English is difficult for the students. Moreover the use of conventional teaching techniques which only use in the same ways for each section of teaching English becomes the second reason of the problem in speaking English.

The research question which is taken based on the background above is “How to improve students’ speaking practice in conversational activity through Inside-Outside Circle technique on the eleventh grade students of SMK Ma’arif NU 01 Paguyangan at the second semester in academic year 2015/2016?”

B. Literature Review

The writers present definition of speaking, aspects of speaking competence, evaluation of speaking competence, the problem of learning speaking, definition of Inside-Outside Circle technique, and the way of Inside-Outside Circle technique.

1. Definition of Speaking

Speaking is an important thing in communication. Speaking is also tools to communicate our opinion that is used by physical factors, psychology and neurology. According to Nunan (1991: 40), “Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have our mind”. Therefore, speaking is not only as an expressing our ideas but also presenting new information. Speaking as an interactive

process as constructing meaning always involves in producing words and the meaning always involves in producing words and the meaning depends on the context.

2. Aspects of Speaking Competence

To measure speaking competence, there are four components we have to know. According to Brown (2001: 406-407), the components to measure speaking competence are: fluency, grammar, vocabulary, pronunciation, comprehension, evaluation of speaking competence.

3. The Problem of Learning Speaking

There are several problems faced by students in learning speaking. The problems can be from the students themselves and from outside of the students. According to Hanggoro (2010: 11-14), the problems in learning speaking can be classified into two, namely:

a. Internal Factor

Internal factor comes from the students itself. The factors can be: motivation, vocabulary mastery, grammar mastery, self-confidence.

b. External Factor

External factor is a factor that comes from outside of the students. It can be from the material, learning media, teacher, method, and friendships.

4. Definition of Inside-Outside Circle Technique

Inside-Outside Circle is a class building technique identified by Spencer and Kagan. It is intended to get all students up moving around the room and interacting with one another because participants are standing and moving it helps get the blood flowing to their brains and breaks the sitting at their desks routine. It also allows students

in an organized, productive manner. Inside-outside circle is a technique which is introduced by Spencer and Kagan in Lie (1994: 36).

5. The way of Inside-Outside Circle Technique

It consists of the steps the way Inside-Outside Circle Technique, as follows:

- a. Find a subject and adapt it where necessary to suit your students.
- b. Prepare the possible pre-teach vocabularies that may be used in applying the technique.
- c. Divide students into two equal groups. One group forms an inside circle and the other group will form another circle around the outside of the first. The inside circle turns and faces the outside circle forming pairs.
- d. Provide a question to be discussed and assign either the inside or the outside circle to share their thoughts to their partner first. When the person finishes, the other person shares their thoughts.
- e. After discussion with partner, the students (from group A/B) will be cued to rotate (clockwise or counter clockwise) and face a new partner. Now turn on the outside circle of students who gave the information.
- f. To get accountability, ask individuals to share what their partner said.

7. The Advantages of Inside-Outside Circle Technique

There are some strengths of Inside-Outside circle technique, such as:

- a. This technique can make the students get different information at the same time on the material being taught.
- b. These techniques can make students easier and fun in learning English.
- c. This technique can make the students improve

vocabulary and also to review the vocabulary terms.

8. The Disadvantages of Inside-Outside Circle Technique

This technique has its own weaknesses, such as:

- a. This technique requires a large classroom so that it is difficult to apply if the classrooms are too small.
- b. This technique is complicated to do.
- c. This technique is too long to do, so that the students become distracted in remembering the information which they have gotten from their friends.

C. Method of Investigation

This chapter presents the method of investigation. It covers the research design, source of data, technique of data collection, and technique of data analysis.

1. Research Design

The writers use an action research. There are two cycles consist of two actions. This research is conducted for five months in Desember until April 2015/2016. The action research is conducted to improve the students' speaking practice. The writers use the steps of action based on Kemmis and Mc Taggart.

To make the clear explanation about the specific process, the writers present the following steps:

- a. Determining the problem based observation

The first step in holding this research is observation to identify the problem in the field. Based on the observation, the main problem are most of students have low participation in their

English speaking class. It makes the passive class and there was no interaction between teacher and the students.

b. Planning

The writers prepare to make lesson plan, observation list, and pre-test and made a set of evaluation. The lesson plan consists of instruction, procedure of teaching, learning model, resources and evaluation.

c. Acting

The teacher conducted the English speaking class using conversation activity practice based on the lesson plan. There is one theme of acting step in each cycle.

d. Observing

The writers observed students' activity in teaching learning process. In the step, the writers do the observation toward the implementation of the action using checklist.

e. Evaluating

The writers evaluate to measure the students' speaking competence using conversation activity by using pre and post test in each cycle.

f. Reflecting

The writers try to report and reflect all observation data and evaluation to measure the weaknesses and improvement of teaching learning process and the students' speaking competence on the action in every cycle.

g. Revised Plan or Re-Planning

The writers result of observation, data collection, evaluation, and reflection to determine the next step to do.

2. Source of Data

The writers use a source of research data which became a direct point to answer any

problems towards. The data can be collected from:

a. Students

The students' data collection would be the significant data needed to deal with the context and the purpose of this research.

b. Input and Output Data

Input data would get from teaching learning process, interaction, creative, asking, questioning, teaching style, students' enthusiasm, evaluation and test result, etc.

3. Technique of Data Collection

Technique and instrument for the collecting data aim to support the success of the research. It helps the writers to get the data and information about the process of improving speaking practice by conversation activity practice in SMK Ma'rif NU 01, Paguyangan, Brebes. The data of this research collects from some techniques, namely observation, questionnaire, and test (pre-test and post-test).

4. Technique of Data Analysis

The writers use technique of analysis data which included both qualitative and quantitative data analysis. It comprises observation percentage, questionnaire percentage, mean, and test improvement.

D. Findings and Discussion

The Classroom Action Research (CAR) is carried in 2 cycles. Before giving an action in each cycle, the writers give pre-test to the students to know their speaking competence. In order to get the optional result and to solve the problem from the research, one way to do was by planning the guide line of the research about what the writers and teacher do in order to solve the students' problem. Then the

result of the planning is discussed by the writers and the teacher about the problems that are being faced by the students. The research should improve in two aspects. First is students' activity in speaking lessons and the second is students' speaking practice. The writers and the teacher explore the guide line for the research about what writers and the teacher do in order to solve students' problem as the following explanation.

Each cycle of the research is conducted in two actions. In each action, the teacher uses the implementation of Inside-Outside Circle Technique. In the process of action research, analyzing data in every cycle determines whether to continue with the practice, revise the action research plan, or stop the research if the writers and collaborator think those the result of cycles show any successes.

Then the lesson is preparing. The research instruments such as questionnaire, students' observation sheet that were aimed to observe the activities in teaching and learning process. The evaluation is used to know and to measure the students' speaking competence. The evaluation is conducted in three parts; there are pre- test, post- test in cycle 1 and post- test in cycle 2.

1. Cycle 1

In this cycle I consists of planning, acting, observing, reflecting, and evaluating.

a. Planning

This step begins with identifying the students' problem in teaching and learning process. The plans that the writers and the collaborative teacher assigned are; first, arranging the action through Inside-Outside Circle Technique that have been made by writers based on the pre-observation and pre-

test data. Secondly, preparing the lesson plan that has been taught to the students through Inside-Outside Circle Technique. Third, the writers prepare the observation sheet to observe the teaching learning process. It plans to get some data from the students and teacher's activities in teaching and learning process.

b. Acting

Teacher does the teaching and learning process of speaking through Inside-Outside Circle Technique focusing with the lesson plan. The implementation of Cycle 1, Action 1 is as follows:

a. Pre Activity

The teacher prepares the material systematically, greets the students, asks the students' about the previous material, gives motivation strategy related with the material.

b. Main Activity

The teacher explains the material of interview and exposition, gives example related with the material, explains about Inside-Outside Circle Technique, gives example about the implementation of Inside-Outside Circle Technique, asks the students to do the task and practiced it, and asks the students to do their final performance.

c. Post Activity

The teacher gives the opportunity to the students to ask the difficulties in teaching and learning process, teacher and students discuss the difficulties together, gives an evaluation of students' activity and closes teaching and learning process.

c. Observing

Based on the data, the average of students'

activity is still low (24.86%). The students also are passive in joining the teaching and learning process; the average of students' activity in action 1 is 16.11% and action 2 shows 33.62%. Many of students don't follow the teaching and learning process well. The students don't speak fluently and do the implementation of Inside-Outside Circle Technique well.

d. Reflecting

The implementation of Inside-Outside Circle Technique in Cycle 1 shows that the result has not showed the progress or significant improvement both of the students' and teacher activities. The students' speaking competence also has not improved.

e. Evaluating

Based on the test result in Cycle 1, the lowest score is 57, and the average score is 69 of 75 in *KKM* which means the class average score has not achieved the success of learning from the criteria of the action success, it is $\geq 75\%$. The students still cannot speak well.

2. Cycle 2

In the cycle 2 the teacher does planning, acting, observing, reflecting, and evaluating.

a. Planning

The writers and the collaborative teacher decide to conduct the next cycle after identifying the problems that have been found in Cycle 1. The plans for action 2 are follows:

- 1) The writers and the collaborative teacher prepare the lesson plan that would be taught to the students in Cycle 2.
- 2) The writers and the collaborative teacher also prepare the same observation sheet as the Cycle 1 to observe the students' activity

in teaching and learning process.

3) The teacher gives motivation for the passive students.

b. Acting

Teacher does the teaching and learning process of speaking through Inside-Outside Circle Technique focusing with lesson plan. The implementation of Cycle 2, Action 1 is as follows:

1) Pre-Activity

The teacher prepares the material systematically, greets the students, asks the students' about the previous material, gives motivation strategy related with the material.

2) Main Activity

The teacher explains the material of interview and exposition, gives example related with the material, explains about Inside-Outside Circle Technique, gives example about the implementation of Inside-Outside Circle Technique, asks the students to do the task and practiced it, and asks the students to do their final performance.

3) Post Activity

The teacher gives the opportunity to the students to ask the difficulties in teaching and learning process, teacher and students discusses the difficulties together, gives an evaluation of students' activity and closed teaching and learning process.

c. Observing

The average of students' activity increases. It can be seen from the improvement of each student's activity. The average of students' activities in Cycle 2 improves, action 1 is 56.91%, and action 2 is 108.13%. Most of

students can be more active during the teaching and learning process, especially when the students implement Inside-Outside Circle Technique in improving speaking competence. The students can pronounce the words correctly and fluently. They also use appropriate grammar and vocabulary in speaking. It indicates that teaching speaking through Inside-Outside Circle Technique can improve the students' speaking competence.

d. Reflecting

The results of reflection in Cycle 2 is there are improvements of students' activity when the teacher implemented Inside-Outside Circle Technique which are include how to pronounce the words correctly and fluently with good intonation, and being actively in teaching and learning process.

e. Evaluating

Based on the test result above, the lowest score is 60, and the score average is 76.83 of 75 in *KKM* which means the class score average achieved the success learning. Most of the students can pronounce the words correctly and fluently. The students also use appropriate vocabulary and grammar when they are speaking. It indicates that teaching speaking through Inside-Outside Circle Technique can improve students' speaking competence in English teaching and learning process.

Based on the data, it can be seen that students' activities improves from Cycle 1 to Cycle 2. It is because students are ready and feel confident in English class. The students can pronounce the words correctly and fluently. Almost students can speak used

appropriate grammar and vocabulary. Many students look enthusiastic and courageous in following the teaching and learning process through Inside-Outside Circle Technique.

1. Test Result

The result of the test can be concluded that the result of students' speaking test improved in each test. The average of pre-test is 43.06%, post-test 1 is 60.13%, and post-test 2 are 76.83%. The score improvement in post-test 1 is 26.07% toward pre-test. The score improvement in post-test 2 is 7.7% toward post-test 1. Based on those result, students' speaking competence improve through Inside-Outside Circle Technique in learning English.

2. Questionnaire Result

The result of the questionnaire also shows the same positive responses toward the implementation of Inside-Outside Circle technique. The writers find that 79.3% of the students enjoy in following the lesson and most of the students are active in English class through Inside-Outside Circle Technique. The students can pronounce the words correctly and fluently and use appropriate grammar and vocabulary in speaking and also make the students more active in following the teaching and learning process.

E. Conclusion

From the result above, the writers conclude that English teaching and learning process through Inside-Outside Circle technique can be appropriate technique to improve students' speaking practice. It is because the students can pronounce the words correctly and fluently. The students can speak with appropriate grammar and vocabulary. The students also have more confidence to speak up during the teaching and learning process especially in doing their final

performance because the students already practiced it before.

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