

The Effectiveness of Using Inside Outside Circle Technique towards Students' Speaking Ability at Tenth Grade Student of Senior High School 8 Muaro Jambi

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Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan Teknik Inside Outside Circle Terhadap Keterampilan Berbicara pada siswa kelas XI SMA 8 Muaro Jambi. Metodologi penelitian yang digunakan dalam penelitian ini adalah desain penelitian kuantitatif dengan penelitian eksperimen sejati. Populasi penelitian ini adalah siswa kelas XI dan sampelnya adalah XI IPA 2 sebagai kelas eksperimen dan XI IPA 3 sebagai kelas kontrol. Instrumen penelitian ini adalah tes kemampuan lisan. Pengumpulan data dalam penelitian ini melalui pre-test, treatment dan post-test. Data dianalisis dalam penelitian ini melalui rumus uji-t. Sesuai dengan yang diharapkan pada penelitian kali ini, diperoleh koefisien t-(pengamatan) = 4,05 dimana koefisien t-(tabel) = 1,967. Artinya terdapat pengaruh yang signifikan penggunaan teknik Inside Outside Circle terhadap keterampilan berbicara bahasa Inggris siswa kelas sebelas SMA Negeri 8 Muaro Jambi.

Kata Kunci: Berbicara, Pembelajaran Kooperatif, Inside Outside Circle

Abstract: *This study aims to investigate the effectiveness of using Inside Outside Circle Technique Towards Speaking Skill at Eleventh Grade student of Senior High School 8 Muaro Jambi. The research methodology used in this study was quantitative research design with true experimental research. The population of the research was eleventh grade student and the sample was XI IPA 2 as experimental class and XI IPA 3 as control class. The instrument of the research was the oral proficiency test. The data were gathering in this research through pre-test, treatment and post-test. The data were analyzing in this research through t-test formula. As expected, the current study, it was found that the coefficient of t-(observation) = 4,05 where the coefficient of t-(table) = 1,967. It means that there is a significant effect of using Inside Outside Circle technique toward students English speaking skill at eleventh grade student of senior high school 8 Muaro Jambi.*

Keywords: *Speaking, Cooperative Learning, Inside Outside Circle*

INTRODUCTION

In learning English, four basic skills need to be mastered; listening, speaking, reading, and writing. Students should be able to use the skills, whether oral or written. Speaking is one of basic skills in learning foreign language that student must study. Speaking skill is required by people to interact among them. In speaking activity, many things that should be paid attention, not only related to what is being spoken, what the language is used, but also is our interlocutor. In addition, a good speaker should pay attention what topic is being spoken by him/her, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks.

Speaking is very important to help the students to learn English. With the ability to speak well, students can achieve the goal of speaking. It means that students are expected to speak English to be able to communicate with other, to convey an idea, opinion, message, feeling to other people, to express their thought and wishes, and socialize themselves to communicate or interact.

Therefore, speaking become a crucial ability that the student needs to master, because it helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship and so on. Nunan said that speaking is a productive oral skill that produces systematic verbal utterances to convey meaning (Nunan, 2003). Thus, it can be concluded that speaking is a productive oral skill

not only about skills but also about how to produce verbal utterances to convey ideas or meanings to be shared.

To do so, in teaching and learning process the English teacher is expected to be able to manage their classroom instruction which allows all students to have equal opportunities to participate. The students also need to learn how they are expected to interact in the classroom. The difficulties caused by several factors such as aptitude, interest, previous knowledge, and environment. The students often have difficulty in memorizing vocabulary and pronunciation so they are not felt confident to speak English. The students also cannot enjoy their speaking because they do not have some required skills in reading and translating. In other words, the main problems often felt by the students are their inability to speak fluently.

Further, this research proposes a technique to solve the problems and make new atmosphere in teaching learning classroom is called inside-outside circle technique. Inside-Outside Circle is one of the cooperative learning techniques developed by Spencer Kagan. The English words have to be introduced clearly to the students, so that they can remember them easily. Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction and giving each student a new peer to talk to. Inside-Outside Circle Technique should be used to get students to speak fluently.

REVIEW OF RELATED LITERATURE

The Nature of Speaking

Speaking is the oral delivery of a message between a speaker and listener. In other words, the purpose of speaking activity is that speakers communicate their message to the listeners. According to Byrne (1987) Speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding, while Huebner (1969) states that speaking is the main skill in communication. Brown and Yule stated in their book "Speaking is to express the needs-request, information, service, etc." The speakers say words to the listener not only to express what in her mind but also to express what she needs whether information service. Most people might spend of their everyday life in communicating with other.

The Component of Speaking Skill

Vanderkevent (1990) stated that there are three components in speaking: 1) The speakers, speakers are people who produce the sound. They are useful as the as the tool to express opinion or feelings to the hearer. So, if there are no speakers, the opinion or the feelings or the feeling won't be stated. 2) The listeners, listeners are people who receive or get the speakers' opinion or feeling. If there are no listeners, speakers will express their opinion by writing. 3) The Utterances, the utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will be sign.

Function of Speaking

Several language experts have attempted to categorize the functions of speaking inhuman interaction. According to Brown and Yule, as quote by Richards and Renanda (2007), "the function of speaking are classified into three, there are talk as interest, talk as transaction, and talk as performance." Each of these speech activities is quite distinct in term of form and function and requires of different teaching approaches.

1) Talk as Interaction.

Being able to interact in language is essential. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, some of the skill (involved in using talk as interaction) are opening and

closing conversation, closing topics, making small-talk, recounting personal incidents and experiences, turn-talking, using adjacency pairs, interrupting and reacting to others.

2) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, some of the skill involve in using talk for transnational are: explaining a need or intention, describing something, asking questioning, confirming, information, justifying an opinion, making suggestions, clarifying understanding and making comparisons.

3) This refers to public talk or public speaking that is talk which transmits information before an audience such as morning talks, public announcements and speeches. Talk as performance tents to be in the form of monologue rather than dialogue. Often follows a recognizable format and is closer to written language conversational language. Some of the skills involved in using talk performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using check on the audience, using correct pronunciation and grammar, creating and effect on the audience, using appropriate vocabulary, using appropriate opening and closing. Talk as performance needs to be prepared in much the same ways as written text.

Assessment of Speaking

Harris (1974) says that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like “ums” and “ers” and so on.

The Concept of Inside-Outside Circle Technique

According to Kathleen and Nunan, an Inside- Outside circle is a technique that allows students to repeat conversations or interviews with new people to build fluency and confidence. (Bailey & Nunan, 2004). Kagan states that students rotate in the Inside-Outside Circle, in concentric circles facing new partners for sharing, quizzes, or problem solving (Kagan, 2009). According to Wahyuni, this technique places students facing each other in two concentric circles for verbal interaction between students, allowing them to practice more with their partner in turns (Wahyuni et al., 2013). Based on the explanation above, Inside-Outside Circle Technique as the way in building students' motivation and interaction in speaking classroom activities helps students to work cooperatively and raise their motivation to talk and interact with others. Inside Outside Circle are particularly useful for conversation practice and community-building in the classroom and this technique can give a change to all students to give information at the same time with different partner in a short time and in such structural way.

Procedure of Using Inside-Outside Strategy

Inside-Outside circle technique has several procedures in the application. The procedures of the inside-outside circle technique according to Fitriainingsih & Sholihah, the procedure for the Inside- Outside Circle technique in learning to speak begins with forming a group. Students will be divided into two groups. One group forms an inner circle, and the other forms the contrary while facing each other. One circle rotates to the next partner. Indirectly, they will face their new partner. It will stop when students have found their first partner. (Fitriainingsih & Sholihah, 2017).

Furthermore, Sulung et al. added the steps of the inner-outer circle as follows: First, the teacher divided the class into two groups. Second, the students formed two circles facing each other. Third, students from inside the circle answer the questions given by their friends by sharing them with their partners. Students who form the outer circle give ideas related to questions and ask the inner circle with pairs again. Fourth, after a few minutes, the teacher instructs the students to turn to the next partner and discuss again with the same topic (Sulung et el. 2017).

According to Kagan, the steps for the Inside-Outside Circle technique are as follows: Students form pairs. One student forms each pair moves in a large circle in the classroom facing outward. The remaining students find a face their partners so that each student faces the other. Students in the inner circle ask questions from their question cards and are answered by the outer circle. Partners switch roles: Students outside the circle ask questions and the inner circle answers. When finished, the teacher tells them how many to play, and they face the new partner until they meet their first partner. (Kagan, 2009).

The Advantages of The Inside-Outside Circle Technique

There are several advantages of the Inside-Outside Circle technique, according to Ulfah& Puji Hartono, i.e., it can help the students obtain different information from the material at the same time. It can also make the learning process easier and more fun, especially in speaking and

can make students improve vocabulary terms obtained. (Ulfah & Pujihartono, 2017). Furthermore, Saputri et al. state that the advantage of the Inside-Outside Circle technique is that it first allows all students in the class to participate in speaking. They dare to express their ideas, thoughts and feelings to their classmates. And second, students become more active in the classroom so that the learning process becomes more fun. (Saputri et al., 2020).

According to Muhammad (2017) as one of cooperative learning technique which give the students chance to work in group, Inside-Outside Circle technique has some advantages, such as: 1) Inside-Outside Circle technique give the students opportunity to share the information with different partner in the same time. 2) This technique can improve student's communication skill and explore their ideas. 3) This technique can minimize the students of boredom of the classroom activities. 4) This technique can make all students to active in learning process. 5) This technique has a clear structures, so the teaching process will be effective to improve the student's learning outcome.

In sum, Inside-Outside Circle technique makes students able to learn in more fun situations, can participate actively, can obtain different information, can increase their vocabulary, and students will be more confident and courageous. Students can express their idea and students can improve their speaking ability with different partner also different knowledge so that students can increase speaking fluency.

METHOD

This research is categorized as quantitative research design with experimental research design. According to Creswell (2014) quantitative research design is an approach for testing objective theories by examining the relationship among variables. Quantitative research basically applied to the collection of data that is structured and which could be represented numerically. Thus, Gay (1992) defines that the experimental method is the only method of the research that can truly test hypotheses concerning cause and effect relationships, further to determine its effect on an outcome.

The population in this research is the science eleventh grade students of Senior High School 8 Muaro Jambi in academic year 2022/2023. Cluster sampling is a type of sampling in which single-unit elements (such as individual students, teachers, and administrators) are randomly selected with XI IPA 2 as control class and XI IPA 3 as Experimental class. To do so, the instrument of this research is a test. Technique in collecting data was using pre-test, treatment and post-test. Further, this research uses t-test formula to analyze the data. The test is useful to find out whether there is an influence.

FINDINGS AND DISCUSSIONS

This research took two classes as a sample, one as an experimental class was taught used Inside-Outside Circle technique and the other as a control class was not taught used Inside-Outside Circle Technique.

Pre-test and Post-test Results

Pre-test given to know students' ability before they were giving treatments by the researcher. In this research, the pre-test was in form of oral test with one topic. The students were asked to introduce themselves and talk about their family.

The mean score of the experimental class was higher than the control class. The mean score of experimental class is 0,31, meanwhile the mean of score of control class is 0,27. The highest score of the experimental class is 56,6, meanwhile the highest score of control class is 36,6. The lowest score of experimental class is 23.3 while the lowest score of control class is 23.30.

The mean score of control class is higher than control class. The mean score of experimental class is 0,39 and 0,32 for control class. The highest score of experimental class is

73,3 and 40 for control class. Then the lowest score of experimental class is 23,3 and 26,6 for control class.

The result of pre-test and post-test could be interpreted based on the score interpretation for students' achievement. Table shows the distribution of pre-test and post-test score of students in Experimental class as follow:

Table 1. The Distributions Scale of Pre-test and Post-test Score in Experimental Class

Scale	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100%	Very Effective	-	0%	-	0%
61-80%	Effective	-	0%	1	5.0%
41-60%	Sufficiently Effective	4	20.0%	6	30.0%
21-40%	Not effective	13	65.0%	16	80,0%
0 – 20	Not very effective	-	0%	-	-
Total		17	100%	23	100%

Based on the table about frequency distribution of pre-test experimental class and histogram above, there were 20 samples. 16 students from 80% had score between 21-40 and 4 students from 20% had score between 41-60. Meanwhile, based on the table about frequency distribution of post-test experimental class and histogram above, there were 20 samples. 13 students from 65% had score 21-40, 6 students from 30% had score 41-60, and 1 student from 5% had score 61-80.

The result of pre-test and post-test could be interpreted based on the score interpretation for students' achievement. Table shows the distribution of pre-test and post-test score of students in Control class as follow:

Table 2. The Distributions Scale of Pre-test and Post- test Score in Control Class

Scale	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100%	Very Effective	-	0%	-	0%
61-80%	Effective	-	0%	-	0%
41-60%	Sufficiently Effective	-	0%	-	0%
21-40%	Not effective	20	100%	20	100%
0–20%	Not very effective	-	0%	-	-

Total	20	100%	20	100%
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Based on the table about frequency distribution of pre-test control class above, there were 20 samples. 20 students from 100% had score between 21-40. Meanwhile, based on the table about frequency distribution of post-test control class above, 20 students from 100% also had score between 21-40.

CONCLUSIONS

Based on the analysis data used t-test, it was found that the t-count is 1,967 while the t-table 1.729. It means that the Null hypothesis is accepted and alternate hypothesis is rejected and it can be concluded that there is good effect on speaking ability for students at grade XI IPA of Senior High School 8 Muaro Jambi. In sum, the inside outside circle technique has a significant effect toward students' speaking ability.

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