



THE EFFECT OF USING INSIDE OUTSIDE CIRCLE TECHNIQUE IN TEACHING SPEAKING AT THE GRADE VIII OF SMP NEGERI 1 ANGKOLA TIMUR

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Abstract

The study was conducted at the Grade VIII of SMP Negeri 11 Padangsidimpuan. The aims of this research is to find out if there is a significant Effect of Using inside outside circle technique in teaching speaking at the Grade VIII of SMP Negeri 1 Angkola Timur. In order to achieve the purpose of this research, the writer carried out in quantitative approach by applying experimental method. The population of this research was the Grade VIII of SMP Negeri 1 Angkola Timur. They were 155 students, the writer used cluster sampling technique to get the sample. The samples were 36 students. The speaking ability was applied as the instrument of this research, the writer used “t” tes formula. Based on the data that has been analyzed, it can be found that (1) the students’ achievement in speaking ability without using inside outside circle technique was “enough”, (2) their value by using inside outside circle technique can be categorized “good”, and (3) there was a significant effect the result of using inside outside circle technique in teaching speaking at the grade VIII of SMP Negeri 1 Angkola Timur. It meant that the hypothesis was accepted.

Key Words: Teaching Speaking, Inside Outside Circle Technique

Abstrak

Penelitian dilakukan di kelas VIII SMP Negeri 11 Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari teknik *Using inside outside circle* dalam pengajaran berbicara di kelas VIII SMP Negeri 1 Angkola Timur. Untuk mencapai tujuan penelitian ini, penulis melakukan pendekatan kuantitatif dengan menerapkan metode eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 1 Angkola Timur. Mereka berjumlah 155 siswa, penulis menggunakan teknik cluster sampling untuk mendapatkan sampelnya. Sampel penelitian adalah 36 siswa. Kemampuan berbicara digunakan sebagai instrumen penelitian ini, penulis menggunakan rumus tes “t”. Berdasarkan data yang telah dianalisis, dapat diketahui bahwa (1) prestasi siswa dalam kemampuan berbicara tanpa menggunakan teknik lingkaran luar dalam adalah “cukup”, (2) nilai siswa dengan menggunakan teknik lingkaran luar dalam dapat dikategorikan “ baik”, dan (3) terdapat pengaruh yang signifikan hasil penggunaan teknik *inside outside circle* dalam pembelajaran berbicara di kelas VIII SMP Negeri 1 Angkola Timur. Artinya hipotesis diterima.



INTRODUCTION

There are four skills in learning English those are listening, speaking, reading and writing. But, the mastery of speaking skill in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). Why does it become the priority? Because English is an international language which is used by all people around the world to communicate with others. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated (Brown, 2003:140). By listening to a correct model, students will be able to speak correctly. By creating English atmosphere in the classroom placed teacher as a model, students will be accustomed to using English orally to express their mind, feeling, communicate with their friends and teacher and etc, so they will be able to use English fluently in daily life.

Students have some problems in speaking English, according to Hinkel (2005:121), there are some students' speaking problems to talk in the classroom, these are inhibition (students are often inhibited, they are worried about making mistakes, fearful of criticism or losing face and they are shy of the attention that their speech attracts), nothing to say (learners often complain that they cannot think of anything to say and they have no motivation to express themselves), low or uneven participation and mother-tongue use (the learners often use mother-tongue to speak with others, because it is easier for the learners).

In addition, Hetrakul (1995:76) states that some students' problems in speaking English are there is no support for the students to speak English, they have problem with grammar and vocabulary, most students are very easy to get confused with English grammar and sometimes when they are speaking English, they have a sentence in mind, but they are missing two or three important vocabulary words – and then it becomes difficult to say what they are thinking.

It relates to the writer's observation at SMP Negeri 1 Angkola Timur, he found that the students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they do not accustom to using English in English class. The students' difficulties in speaking are caused by low vocabularies, low ability in producing and constructing sentences and utterances, and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake.

The primary of the speaking problem is low motivation for students to speak English. Harmer (2002:51) states that motivation is accepted for most fields of learning that motivation is essential to success, without such motivation we will almost certainly fail to make the necessary effort.

Students need to be motivated by applying teaching technique which is able to make them enthusiastic and confident in expressing their mind in the target language. Experts have totally given their mind in the study of developing techniques and methods to teach English as the second language in order to improve the motivation of the students in learning English. As the result, a variety of English teaching techniques and methods have been found and applied in every level of education. One of them is inside outside circle technique. It is an activity in the classroom belongs to cooperative learning method which developed by Spencer Kagan(Lie in Hidayah, 2013:7). It is a student engagement strategy that requires partner responses. Where, in this strategy two concentric circles of students stand and face one another. After the teacher gives a



question, the partners talk for a short time. Then outer circle rotates one position to the left to face a new partner. And the conversation continues for several rotations (McCafferty et al, 2006:165).

Based on the background above, the researcher is interested to research with title "The Effect of Using Inside Outside Technique in Teaching Speaking skill at the Grade VIII of SMP Negeri 1 Angkola Timur.

1. Concept of Speaking

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Thornbury, 2002). Moreover, Kushartanti (2005:32) defines speaking as a set of voices uttered by one and understood by someone else. Walter (2004) defines speaking as the development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological and physical rules should be applied in a given communication situation. It means that the main objective of speaking is for communication. From the definitions about speaking above, it could be concluded that Speaking is a form to say or talk something to give information with expressing of ideas, opinions, views, and description to other for getting response or way of conveying a message in order to make understanding of wishes to other and to contribute to the other.

Elements of Speaking According to Harmer (2001:269) in his book *The Practice of English Language Teaching* that the speakers have to be competent in speaking skill, those are language features in which contains four points. They are:

1. Connected speech. It is the sound's modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).
2. Expressive devices. It is the stress and pitch variation in producing utterance in order to convey the true meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices, people will be able to show what and how they feel to whom they are talking to.
3. Grammar and lexis. People live in different ways, places and environments which is causing a different mindset too. Therefore, teachers need to supply their students with various phrases for different function in their speaking classroom activity. For instance, students will know what expressions they have to use appropriately in different stages of interaction.
4. Negotiation language. This is the speech clarification. It is the use of language on how to clarify and to show what they means. Sometimes people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify in order to avoid misunderstanding between the speaker and the listener

(Harmer,2001: 267-270).

In addition, Harmer (2001:270) concerned with other elements of speaking that is necessary to be mastered by a successful speaker, those are mental/ social processing and the rapid processing which involves language processing, interaction, and information processing.



1. Language processing. Effective speakers need to be able to process language in their own head and put it into a coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended.
2. Interaction. Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.
3. Information processing. Quite apart from our response to other's feelings, we also need to be able to process the information they take us the moment we get it.

Those elements mentioned above showed that the speakers must be communicatively competence in the language they use. As it is stated by Walter in her book, about communicative competence that it defines as the ability to use language appropriately in a variety of context (Walter, 2008:18) which involves:

1. Grammatical Competence. It is a competency that focuses on the accuracy and correctness of using language code such as vocabulary, spelling, grammar, pronunciation and so on in the language skill especially speaking and writing.
2. Sociolinguistics Competence. It is a competency that focuses on the use of appropriate language in the various social setting. Here, the target language speaker is demanded to know how, where and when the language will be uttered by them the inappropriate situation, such as how to invite, how to asking information, how to describe something and etc.
3. Discourse Competence. It is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.
4. Strategic Competence. It is a competency that focuses on manipulation of language in achieving the communication goals. This competency involves the use of both verbal and nonverbal, such as changing the voice tone, using the body language and emphasizing the specific word (Walter, 2008:1)

2. Inside Outside Circle Technique

There are many techniques of cooperative learning method that can be used by the teacher in teaching speaking. One of them is Inside Outside Circle (IOC) technique. Kagan in Sari (2013) stated that Inside-Outside Circle (IOC) is a technique that places learners facing each other in two concentric circles, one within the other. It will be more effective if it is done with six or more students, half in each circle. This Inside-Outside Circle technique facilitates verbal interaction between learners which give them opportunity to practice more with their rolling pairs.

In addition, McCafferty et al (2006: 165) stated that Inside Outside Circle (IOC) is a student engagement strategy that requires partener responses. Where, in this strategy two concentric circles of students stand and face one another. After the teacher gives a question, the partners talk for a short time. Then outer circle rotates one position to the left to face a new partner. And the conversation continues for several rotations. In this strategy each student will have conversation with different partner during the activities.



There are several procedures of Inside Outside Circle (IOC) technique that can be used in speaking class. According to Kagan (1990: 14), the procedures of Inside Outside Circle (IOC) technique are as follows:

- a. Students stand in pairs in two concentric circle.
- b. The inside circle faces out; the inside circle faces in.
- c. Students use flash card or respond to teacher question as they rotate to each new partner.

In this study, the researcher applies the procedures of Inside Outside Circle (IOC) technique are modified from Kagan (1990: 14), they are as follows:

- a. Teacher asked a half of the students in the class to stand up and make circle as inside circle so they have to face out. Teacher can name the students of inside circle such as 1, 2, 3, 4, and so on.
- b. Another half of students make another circle outside the first circle (as inside circle) so they have to face in. Teacher can name the students of outside circle such as A, B, C, D, and so on.
- c. In this case, the students of inside circle will have pair with students outside circle such as student 1 will be in pair with students A and so on.
- d. Students will do conversation in pair about their personal experience based on the questions guide from teacher.
- e. Teacher asks the students of outside circle to move one step continually after two minutes so that they face a new partner such as student 1 with student B and so on and they do conversation as step d.

METHODOLOGY

This research was conducted at the SMP Negeri 1 Angkola Timur, exactly at the grade VIII students of SMP Negeri 1 Angkola Timur. The reasons why the writer takes this school as location of the research, because: First, data of the research, namely data of speaking skill and the using inside outside circle technique can be found in the location. Second, the location had large number of students it was possible to get valid data.

The types of this research belongs to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score in explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

Population is a number of all subjects or objects that it has supply data which is needed in the research. Arikunto (2002: 108) states that population refers to all of subjects' research. It means that all of subjects in the researching area become population of the research. Based on the quotation above, the writer takes conclusion that population refers to whole of research objects/subjects which their characteristic. The population are targeted to be generalizing. Thus, the writer chooses the VIII grade students of SMP Negeri 1 Angkola Timur as population with 151 students. The writer takes the Grade VIII because speaking skill is taught in this grade. Furthermore, Arikunto (2002: 134) states, "*Apabila subjek kurang dari 100 orang, lebih baik diambil semua sehingga penelitiannya merupakan penelitian popualsi. Tetapi jika jumlah subjeknya besar, dapat diambil antar 10-15% atau 20-25% atau lebih.*" It means that sample is a procedure which only takes a part of the population and it is used to secure the characteristic of the population which is demanded by the researcher. Based on the quotation above, the writer takes conclusion that sample is representative of the



population and it can get by doing total sampling. Therefore, sample in this research is taken by cluster sampling. Therefore, the numbers of sample are 36 students.

The instruments of this research is test, it means to get the data accurately from the students in the field, the writer uses an instrument. Arikunto (2008:141) says that instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to be analyzed. It means that instrument is used by the researcher in collecting or gathering the data in a research. They are the instrument for Y variable and X variable. Where the Y variable is speaking skill by using inside outside circle technique and X variable is speaking skill before using inside outside circle technique.

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, and mode). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

RESULT

The data of the research for speaking skill in post test was the score of the students in doing the test. The writer described as follows: the lowest score was 50 and the highest score was 90, it was concluded in order to know the description of the data. From the calculation, it was known that the mean of speaking skill in post test to the X grade students was categorized “enough”. It meant that speaking skill in post test was satisfied. It shown in the score of each indicator in the table 2 chapter III and can be seen in the explanation below: a) Speaking skill taught by using inside outside circle technique with indicators language processing was categorized “enough”. It can be showed by the students’ mean score were 65.74%. b) Speaking skill taught by using Qinside outside circle technique with indicators interaction was categorized “good”. It can be showed by the students’ mean score were 70.23%. c) Speaking skill taught by using inside outside circle technique with the indicators information processing was categorized “good”. It can be showed by the students’ mean score were 71.82%. While the students without conducting the inside outside circle technique the lowest score was 40 and the highest score was 85. In order to know the description of the data, after doing calculation, it was found that the average or mean was 61.94, the median was 65 and the mode was 60 and 65. It shows in the score of each indicator can be explained as follows: a) Speaking skill with the language processing and taught without using inside outside circle technique was categorized “bad”. It can be showed by the students mean score are 59.72%. b) Speaking skill with the indicator interaction and taught without using inside outside circle technique was categorized “enough”. It can be showed by the students mean score was 61.9%. c) Speaking skill with the indicators information processing and taught without using inside outside circle technique was categorized “enough”. It can be showed by the students means score are 63.89%.

Based on the above calculation, the researcher has found that the coefficient of t_0 2.104. It was compared with the score of t_t on degree of freedom (df) 70 or $(N_1 + N_2 - 2) = 36 + 36 - 2 = 70$. So, the score of t_t 2.00 of 5% significant degree. It means that the score of t_0 was greater than the score of t_t namely $= 4.03 > 2.00$. From the score, the hypothesis was accepted.



DISCUSSION

As it was the first time for the researcher to conduct a research, the researcher realizes that there were some mistakes and weaknesses that can be seen in this research. These weaknesses were caused by the lack of the references, fund, and the ability of the researcher in analyzing the data, researcher's time, also the researcher's knowledge. For those mentioned above, the researcher realized and asked apologies.

In spite of those weaknesses, however, the researcher can make it as the first experience to do further research. Hopefully, this research might be as a reference for other researcher in carrying out other research

After conducting the research, the researcher found that students' speaking skill by using inside outside circle technique was better than taught before inside outside circle technique. It meant that independent and critical thinking directly can help students to get more information in speaking skill. Furthermore, research finding can be described as below:

- Students' speaking skill taught before using inside outside circle technique Strategy was 69.72.
- Students' speaking skill taught before using inside outside circle technique was 61.94.
- The coefficient of t_0 2.104. It was compared with the score of t_t on degree of freedom (df) 70 or $(N_1 + N_2 - 2) = 36 + 36 - 2 = 70$ while t_t 2.00 of 5% significant degree. It meant that the score of t_0 was greater than the score of t_t namely $= 4.03 > 2.00$. From the score, the hypothesis was accepted. It meant that there was a significant effect of inside outside circle technique in speaking skill at the Grade VIII of SMP Negeri 1 Angkola Timur.

Based on the research finding, the writer found that inside outside circle technique can improve the students speaking skill. It occurred because students motivation and interest increased. The increasing due the using students experience in speaking skill.

CONCLUSION

Based on the result of this research, the conclusion can be formulated as follows:

- 1) The application of inside outside circle technique in speaking skill was in mean score 69.72. It can be categorized "enough".
- 2) Students' speaking skill taught before using inside outside circle technique was 61.94 can be categorized "enough".
- 3) There was a significant effect of using inside outside circle technique in speaking skill at the Grade VIII Students of SMP Negeri 1 Angkola Timur. It can be seen from the calculation and explanation that value of t_0 namely, $4.03 > 2.00$. it meant that hypothesis was accepted. So, there was a significant effect of using inside outside circle technique in speaking skill.



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