

**IMPROVING STUDENTS' SPEAKING SKILL IN EXPLANATION GENRE  
BY USING IOC (INSIDE-OUTSIDE CIRCLE) TECHNIQUE AT THE  
ELEVENTH GRADE OF SMA N 1 PULUNG**

**THESIS**



**By**

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## ABSTRACT

**RAHMATIKA, NOVI LINDA.** 2018. *Improving Students' speaking skill in Explanation Genre By Using IOC (Inside-Outside Circle) at the Eleventh Grade of SMA N 1 Pulung.* **Thesis**, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Winantu K.S.A,S S, M.Hum.

**Keywords: Speaking Skill, Explanation, IOC (Inside-Outside Circle) Technique**

Speaking is one of the most demanding skills in the daily life. Because, speaking plays an important role in making a social interaction with other people in order to gain information, gather information and explain idea. Explanation text is used to explain how something works or the process involved in actions, events or behaviour. IOC (Inside-Outside Circle) as one of technique in learning English. The concepts of IOC is cooperative learning technique.

The purpose of this research is to know whether IOC (Inside-Outside Circle) technique can improve students' speaking skill in explanation genre at the eleventh grade at SMA N 1 Pulung or not.

This research applied Classroom Action Research. This research used one class for done the research. This research done in 2 cycles. Each cycles had 2 meeting. The population was taken from eleventh grade students of SMA N 1 Pulung Ponorogo. The total of the students were 38 students. The data collections in this research were test and observation also questionner.

The result shown that there was improvement of students' speaking skill result by using IOC. For the first cycle the speaking result was 64,43%, and second one was 72,4%. So there were 7,81% improvement between each cycle. Then, the students had positive perception of students toward IOC. It can be shown for about 60-89% of students enjoyed with IOC in speaking activities.

So, from that explanation above it can be concluded that there is significant improvement in students' speaking skill by IOC at eleventh grade in SMA N 1 Pulung. And there is positive responds or perception from the students toward the application of IOC for improving speaking skill in explanation genre. The conclusion is, it becomes important for the teacher to increase and develop their skill in teaching learning process. The teacher should be able to use the appropriate technique in learning English especially in speaking skill to make the students are more interest and enjoy in learning speaking skill.

## APPROVAL SHEET

This is to certify that the Undergraduates thesis of:

Name : Novi Linda Rahmatika  
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has been approved by the advisor and is recommended for approval and acceptance.

Ponorogo, 17<sup>th</sup> July 2018

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**RATIFICATION**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The objective of teaching English for Senior High School as stated in syllabus is to improve a communication in English through listening, speaking, reading and writing.<sup>1</sup> Among those skills, speaking seems intuitively the most important. As consequently, speaking becomes one part of English skill that must be learn by students. In addition, speaking is one of the most demanding skills in the daily life. It means that through speaking, people interact each others. On the other side speaking plays an important role in making a social interaction with other people in order to gain information, gather information and explain idea.

By mastering speaking, the students can conduct the conversation with other, share their opinions, express their ideas, give and demand information. It seems that speaking is one of ways to introduce each other and something, such knowledge, technology, and making relationship with other people. So based on the that explanation, every student should be able to increase speaking, so they can transform and express their idea

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<sup>1</sup>Departemen Pendidikan Nasional. *Kurikulum 2004 Standart Kompetensi SMA dan MA*. Jakarta: Departemen Pendidikan Nasional,2003. 14.

related to the material given. Students who are not be able to speak fluently will affect in sharing their information and ideas as well.

In fact, many students in class have willing to improve their speaking skill, because of many reasons. For instance, students should learn some materials before they speak such vocabulary. It's not easy mastering many vocabularies. Students should read more and remind some vocabularies. Furthermore they fell bored in speaking class as the result, they are not enthusiasm and less motivation. Such as the teacher who cannot manage class as well.

In pursuance of data obtained by researcher taken from the results of interview with some eleventh grade students in SMA N 1 Pulung, they are still confused in speaking. Based on the interview with two students of Senior High School in Pulung at Eleventh Grade, Sila and Ayu on 22 January 2018, Their problems in speaking firstly, their confidence to talk in front of their friend that is still low because they feel worry to make some mistakes. The second one is the teacher using some strategy but it is still cannot build up students motivation. The third is the activity in the class that make them bored such as some students' are not focused when the teacher teach them, even some students sleepy or talk with their friend during teaching and learning process. The fourth is students' cooperative character with the other friend is less. It means that in that they lack

unclose relationship with each other. Because they choose their partner based on their same hobbies, character, and habit.<sup>2</sup>

The other problem of speaking skill that identified from Interview with English teacher in 22 January 2018. She assumed that some problem of teacher in teaching speaking such as the memorizing of vocabularies are still low for teaching speaking process. In fact, Some students have a lot of vocabulary, some of them have low vocabulary. The other problem is students' enthusiasm and motivation in speaking skill that still low. Because they look aware with their grammar, pronunciation, and vocabulary.<sup>3</sup>

As the result, the students can reach good remark or score in speaking class. Students can not improve their scores on speaking activities, if teacher can not improve their skill in managing class and build up students' motivation and enthusiasm in speaking activities in the classroom.

Because of the problem in speaking skill at eleventh grade of SMAN 1 PULUNG from the observation and also interview above. Therefore, it is very important to give students an interesting activities to help students improving their speaking and cooperative skill.

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<sup>2</sup> Based on interview with two students of XI class Sila and Ayu at SMA N 1 Pulung, interviewed at 22 January 2018

<sup>3</sup> Based on interview with an English teacher at SMA N 1 Pulung Mrs. Endah, interviewed at 22 January 2018

There are several teaching techniques that can be used to enhance student's speaking skill. An effective and efficient classroom should be organized by an effective efficient teacher as well. To make classroom effective and efficient, teacher should deliver and give instructions in English. Teacher needs to choose the most effective or efficient technique in speaking class.

One of techniques that can be used to develop students speaking ability and social skill is IOC (Inside-Outside Circle) technique. The concepts of IOC is cooperative learning technique. As one of cooperative learning techniques, Inside Outside Circle facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs in two concentric circle.<sup>4</sup>

The researcher assumes that to overcome the problems in that school especially in speaking, she needs to apply IOC (Inside-Outside Circle) in teaching speaking because it can build up students confidence.

Indeed, the researcher believe that IOC (Inside Outside Circle) can build up the students' motivation and enthusiasm. Since, IOC (Inside-

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<sup>4</sup>Dewi Sri Wahyuni, etall , *"Improving Students' Speaking Skill by Using Inside-Outside Circle Technique"*, Journal English Language Teaching, Vol. 1 Numb. 2, (July, 2013), 18.



Outside Circle) explore the students ability in speaking. This technique engages all students to active in learning process.<sup>5</sup>

The other consideration of the researcher in conducting Inside Outside Circle is students' social skill and cooperative character. In pre-research have found that the students are making the group based on the similarities of hobbies, habit, and character. They don't have a close relationship except with their bestfriend or some friend. It make the researcher think that their solidarity is low. So, they need some strategy to enhance their solidarity. IOC (Inside Outside Circle) can solve this problem. Because by using IOC (Inside Outside Circle) the students can build up their social and cooperative skill with their friend. Teacher can teach and change their couple or their friend by using IOC (Inside Outside Circle). So, the students can not choose their partner or couple based on their wish, for example they only want do the assignment with their bestfriend. Its because Inside Outside Circle Technique gives the students opportunity to share the information with different partner in the same time.<sup>6</sup>

By using IOC (Inside Outside Circle) the students' problem can be solve during teaching speaking. The students can explore their idea without limitation and without feel shy. They are allowed to speak what

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<sup>5</sup> I. K Premiawan, "*The Application of Inside Outside Circle Based Problem Solving in Competences Achievement*", International Conference on Mathematics, Science and Education, (2014), C-2.

<sup>6</sup>Ibid.,

they want based on the context and the content. Because the technique can improve student's communication ability and explore their ideas.<sup>7</sup>

The researcher believes that by using IOC can enhance students motivation to speak up especially in explanation genre. In this research the researcher choose an explanation genre because students' need to study about explanation for explain why/how a phenomenon can be happen. It is important because explanation text can be part of larger text that one scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In this research, the researcher focused on improving students' ability in speaking an explanation text because it is one of the texts which should be mastered by the eleventh grade students. Explanation text are show to explain how something works or the process involved in actions, events or behaviour.<sup>8</sup> The researcher also realized that explain an explanation text was not an easy thing to do. Also the students have problem in using of action verbs, passive voice, and using of technical term of word based on

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<sup>7</sup>Ibid.,

<sup>8</sup> Professional Development Servica For Teacher, *Writing Genre – A Structured Approach* : 2013,page 17

the observation and interview.<sup>9</sup> Through this research, the students were expected to be able to produce explanation texts appropriately also solve their confuse about thir problem in using action verb , passive voice, and using of technical term of word in speaking activities with Inside-Outside Circle Technique.

From the explanation above, hopefully the result of this research enrich the reference of teaching English especially the usage of IOC (Inside-Otside Circle) for teaching speaking skill in explanation. Then, the result of this research can be used by English teachers in teaching, to motivate students in speaking and to suggest the school authority in recommendation for teachers applying appropriate techniques and affective strategies in teaching speaking.

## **B. Statements of the Problem**

Based on the background of the study the researcher formulated the statement of the problem into :

1. How can IOC (Inside-Outside Circle) improve students' speaking skill in explanation genre at the eleventh grade at SMA N 1 Pulung?

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<sup>9</sup> Based On the Interview with Sila And Mrs. Endah, on 22 January 2018

### **C. Objectives of the Study**

Based on the statement of the problem the objective of the research are:

1. To explain the using of IOC (Inside-Outside Circle) technique in improving students' speaking skill in explanation genre at the eleventh grade of SMAN 1 Pulung.

### **D. Significances of the Study**

#### **1. Theoretical Significance.**

The result of this study is expected to add the references of using method which can be accessed by some educational practice. It hopes give contribution of knowledge to develop in teaching learning process. It can help to involve the students in teaching learning process by directly

#### **2. Practical Significance**

##### **a. Teachers**

This study is to give English teachers, particularly English teachers of Senior High School, an input of conducting speaking skill in class.

##### **b. Students**

This study is to give a new solution for helping students from Senior High School especially for conducting speaking in teaching speaking skill

## **E. Organization of The Thesis**

This thesis consists of five part there are introduction, review of related literature, research methodology, findings and discussion, and closing.

Chapter 1 is Introduction that consists of background of study, statements of the problems, objectives of the study, significances of the study and organization of the thesis.

In chapter 2 tells about review of related literature, previous research findings, theoretical background, theoretical framework and hypotesis of action. Furthermore, theoretical background consists of The nature of teaching speaking, the nature of speaking, general concept of exposition text and the nature of Inside Outside Circle.

The third chapter is Research Methodology. This chapter consists of classroom action research design, research subject characteristic, classroom action research procedure and research schedule.

The fourth chapter is findings and discussions. This chapter consists of research setting, cycles explanation, data analysis and Discussion.

The last chapter is closing. In this chapter consists of conclusions and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE, PREVIOUS RESEARCH FINDINGS, THEORETICAL FRAMEWORK, AND HYPOTHESIS

In this part, the research presents and breaks down this chapter into four parts. The first part is related theories, the second part is related to previous research findings, the third part is related to theoretical framework, and the last is related to hypothesis.

#### **A. Related Theories**

##### **1. Teaching Speaking**

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>10</sup>

It means that when a teacher teaches, he or she will show or help and guide students to learn about something that provide with knowledge.

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.<sup>11</sup> A teacher has to guide and facilitate the learners or students learn

Teaching is not telling, it is not dispensing information, and it is not merely demonstrating skills.<sup>12</sup> Instead, teaching is involving the students as an active participant in the learning process.

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<sup>10</sup>Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition*( New York: Longman, 2000),7.

<sup>11</sup>Ibid

“Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition.<sup>13</sup>

Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.<sup>14</sup>

The goal of teaching speaking skills is communicative efficiency. Studentss should be able to make themselves understood, using their current proficiency to the fullest. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking.<sup>15</sup>

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<sup>12</sup> Kathleen B. Gaberson and Marilyn H. Oerman, *Clinical Teaching Strategies in Nursing* (New York: Springer Publishing Company, 2010), 60

<sup>13</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press),1

<sup>14</sup> Ibid.,1

<sup>15</sup>Teaching speaking <http://www.thpt-lequdyon-danang.edu.vn/upload/soft/teaching%20speaking.doc>, accessed on 24 april 2018,08.00p.m.

So it can be concluded that teaching speaking is an activity to develop the learners in speaking activity. So the learners should be able to make themselves try to avoid confusion in the message and faulty in pronunciation, grammar and also vocabulary. Besides that the students should be able to speak fluently as a goal of the speaking activity

## 2. The Nature of Speaking

### a. The Definition of Speaking

In this section, the researcher will consider what we mean by “speaking.” In language teaching we often talk about the four language skills (speaking, listening, reading, and writing) in terms of their direction and modality. Language generated by the learners (in either speech or writing) is considered **productive**, and language directed at the learners (in reading or listening) is known as **receptive** language. **Modality** refers to the medium of the language (whether it is aural/oral or written). Thus, **speaking** is the productive, oral skill.<sup>16</sup>

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.<sup>17</sup>

It means that speaking is the ability of somebody to express or to give ideas using verbal communication to communicate with other

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<sup>16</sup> Kathleen M. Bailey, *Practical English Language teaching: Speaking* (New York: The McGraw Hill, 2005),2

<sup>17</sup> Ibid.,2



spontaneously. Besides that, it involves producing, receiving, and processing information.

### 3. The Components of Speaking

There are several components of speaking that consist of :

#### a. Fluency

Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.<sup>18</sup>

#### b. Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning. Accuracy involves over the linguistic code.<sup>19</sup>

#### c. Grammar

Grammar is set of language or norms of language and rules must be follow when learn about learn about language rightly.<sup>20</sup>

#### d. Pronunciation

Pronunciation refers to the way a word or language in spoken, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.<sup>21</sup>

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<sup>18</sup> Ibid., 5.

<sup>19</sup> Ibid., 124

<sup>20</sup> Ibid., 125

<sup>21</sup> Ibid., 126

So, the reseracher concludes that the components of speaking skill are fluency, accuracy, grammar and pronunciation. All of that components are important for build up speaking skill and speaking activities.

#### 4. **The Characteristics of Successful Speaking Activity**

The characteristics of successful speaking activity as stated by Penny Ur are  
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- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in the fact occupied by learners talk. This may obvious, but often most time is taken up with teacher talk or pauses.<sup>23</sup>
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak and contributions are fairly evenly distributed.<sup>24</sup>
- c. Motivation is high. Learners are more to speak : because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective<sup>25</sup>
- d. Is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>26</sup>

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<sup>22</sup> Ur. Penny, *A Course in Language Teaching : Practice And Theory* (New York: Cambridge University Press, 1996), 120.

<sup>23</sup> Ibid., 121

<sup>24</sup> Ibid., 122

<sup>25</sup> Ibid., 123

<sup>26</sup> Ibid., 124

In order to success students' speaking ability, students need to have ability to talk a lot, participation to talk, motivation, and language acceptable.

## 5. The Problems of Speaking Activities

Some problems in speaking activities are:<sup>27</sup>

### a. Inhibition

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.<sup>28</sup>

### b. Nothing to say

Even if they are not inhibited and often hear learners complain that they cannot think of anything to say. It has no motive to express them beyond the guilty feeling that they should be speaking.<sup>29</sup>

### c. Low or uneven participation

Only one participant can talk at a time if they are to be heard. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.<sup>30</sup>

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<sup>27</sup>Ibid., 126

<sup>28</sup>Ibid., 127

<sup>29</sup>Ibid., 128

<sup>30</sup>Ibid., 129

So from the explanation above the researcher can conclude that some learners still low in confidence to talk with another people, nothing to say, and uneven participants that include in the speaking activities.

## 6. General Concept of Explanation Text

### a. Definition of Explanation Text

Explanation text is an explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form.<sup>31</sup>

### b. Structure of Explanation Text

Explanations have the following structure:

- 1) Title :Title is explain the topics of the text
- 2) General statement introducing or identifying the phenomenon
- 3) General statements is an introducing statements in the texts
- 4) Series of sequenced paragraphs : Series of sequenced paragraph is a part of paragraph that show a clear explanation how and why that phenomenon can be happened
- 5) Concluding paragraph: Concluding paragraph is conclusion of all paragraph before

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<sup>31</sup> Explanation text introduction and overview p.1, [http://dinus.ac.id/repository/dos/ajar/explanation\\_and\\_overview\\_fp\\_916c1fe4.pdf](http://dinus.ac.id/repository/dos/ajar/explanation_and_overview_fp_916c1fe4.pdf), accessed on 23 04 2018 ,08.00pm

6) Labelled diagrams and flow charts: Labelled diagrams and flow charts is a visual data that support the text.<sup>32</sup>

c. Language Features of Explanation Text

The language features of explanation text are :

- 1) Use of present tense.
- 2) Use of abstract nouns, e.g. heat, earthquakes.
- 3) Use of pronouns for words already introduced in the text.
- 4) Usually the subject is not human, e.g. mountains, rain, video.
- 5) Use of sentences that have a clear subject and verb agreement.
- 6) Use of action verbs to explain cause, e.g. from, started from.
- 7) Use of adverbial phrases of time and place to tell where and when actions occurred, e.g. It is to be found in North America.
- 8) Use of connectives to link time sequences in a cause and effect sequence, e.g. first, then, after, finally, so, as a consequence.
- 9) Use of passive voice and nominalisation to link the events through cause and effect.
- 10) Use of time conjunctions, e.g. when, as, to sequence and link events and to keep the text flowing.
- 11) Use of technical terms or word chains about a subject, e.g. a spider falls into the family of arachnids.<sup>33</sup>

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<sup>32</sup> Ibid.,1

<sup>33</sup> Ibid.,2

## 7. The Nature of Inside-Outside Circle (IOC)

### a. Definition of Inside Outside Circle Technique

Inside-Outside Circle technique is a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence.

In inside-Outside Circle technique, the students stand in pairs in two concentric circles. The inside circle faces out, the outside circle faces in. students use flashcard or respond to the teacher questions as they rotate to each new partner. And function of this technique are checking for understanding, review, processing, helping, tutoring, and meeting classmates.<sup>34</sup>

Inside-outside circle is a technique which is introduced by Spencer Kagan. Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.<sup>35</sup>

So Inside Outside Circle is a techniques that give students for enhance their cooperatives character with make two concentrics circle. It can make the students easily to share information with each other without choose their partner in a concentric circle.

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<sup>34</sup> Daniel D. Holt, *Cooperative Learning: A Response to Linguistics and Cultural Diversity* (USA: Center For Applied Linguistics and Delta Systems, inc, 1993),15.

<sup>35</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*. San Clemente: Kagan Publishing,2009.149.

#### b. The Advantages of Inside Outside Circle Technique

As one of the 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 gives the students opportunity to share the information with different partner in the same time.
- 2) This technique can improve student's communication ability and explore their ideas.
- 3) As one of the cooperative learning technique, Inside Outside Circle can sets the stage for students to learn very valuable collaboration and social skills that they will use throughout their lives.
- 4) This technique engages all students to active in learning process.
- 5) This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.
- 6) This technique can minimize the students' of boredom of the classroom activities.<sup>36</sup>

#### c. Disadvantages of Inside Outside Circle Technique

It is like another technique in teaching process, Beside having advantages, Inside Outside Circle also have disadvantages, such as:

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<sup>36</sup> I. K Premiawan, "The Application of Inside Outside Circle Based Problem Solving in Competences Achievement", International Conference on Mathematics, Science and Education, (2014), C-2.

- 1) This technique requires a large classroom if applied in the class, because it will be difficult if the class too small.
  - 2) This technique has long process, so it requires long time to do.
  - 3) This technique need a large classroom. Its so difficult if do this technique in a small class.
  - 4) This technique can make teacher so difficult to manage classroom activities.
- d. Steps for doing Inside-Outside Circle

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

- 1) Students stand in two straight lines facing each other. One line rotates, and the other remains in place.
- 2) Rotating students rotate to a new partner and rotate to the back of their line when they pass the last student in the fixed line.
- 3) Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- 4) Remaining students find and face their partners (class now stands in two concentric circles).
- 5) Students ask a question from their question card; outside circle students answer. Inside circles students praise or coach.



6) Partners switch roles: Outside circle students ask, listen, then praise or coach.

7) The teacher repeated this technique 2-3 times.<sup>37</sup>

## B. Previous Research Findings

In this part, the researcher shows and break downs some previous studies that be a guidance :

The first research is *Improving Students Speaking Ability Through Inside-Outside Circle Technique of the Seventh Grade at MTs Al-Hidayah Betojo Kauman, Gresik*. The aim of this research is to know the implementation of Inside Outside Circle develop students' speaking skill. From the result of the study, it can be concluded that the students' progress by using IOC technique is well confirmed. The average score in the first up to third as (59), (62,5), and (75,3).<sup>38</sup> The different between this research and the previous study is the object the researcher focused in the explanation genre.

The second research was taken from Diah Fitria Rahmawati's thesis entitled *Implementation of Inside Outside Circle Game to Develop Speaking Skill for the First Grade of SMAN 1 Torogh in 2012/2013 Academic Year*. This research aims are to know the implementation of IOC game in improving the students' speaking skill and to know the effect of IOC in teaching

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<sup>37</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*. San Clemente: Kagan Publishing, 2009, 149

<sup>38</sup> BariqotulHidayah, *Improving Students Speaking Ability Through Inside-Outside Circle Technique of The Seventh Grade at Mts Al-Hidayah Betojokauman, Gresik*. 2013. on <http://digilib.uinsby.ac.id/10398/>

speaking skill. The conclusion of this research showed that the implementation of IOC could improve the students' speaking skill. It could be seen from the result of pre-test and post-test of the students. The mean score of pretest of the students was 61,3(fair) and post test &4,9 (significant) and the prove result of the implementation was 13,6.<sup>39</sup> The different between this research and the previous study is the object the researcher focused in the explanation genre.

The last previous research findings is a research by Muhammad Yunus entitled "*Improving Students' Speaking Skill through Guided Questions with Inside-Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang*". This study is categorized as a classroom action research (CAR). The aim of this study is to knowing Inside Outside Circle through guided question in improving speaking skill. The result of this research was the students' progress in their speaking skill. This research only focused on three speaking indicators; pronunciation, vocabulary, and fluency. Which the result of students' achievement from cycle 1 to cycle 2, there was a significant improvement. It can be seen from the mean average of cycle 1 was 8.5 became 11.5. It means that students can improve their speaking skill.<sup>40</sup>

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<sup>39</sup> Diah Fitria Rahmawati, *Implementation of Inside Outside Circle Game to Develop Speaking Skill For The First Grade of SMAN 1 Torogh In 2012/2013 Academic Year*, academic year 2012/2013.on <http://eprints.ums.ac.id/23506/>

<sup>40</sup> Muhammad Yunus, *Improving Students' Speaking Skill Through Guided Questions With Inside-Outside Circle Technique at The First Grade of SMA Wahid Hasyim*

The different between this research and the previous study is the object the researcher focused in the explanation genre.

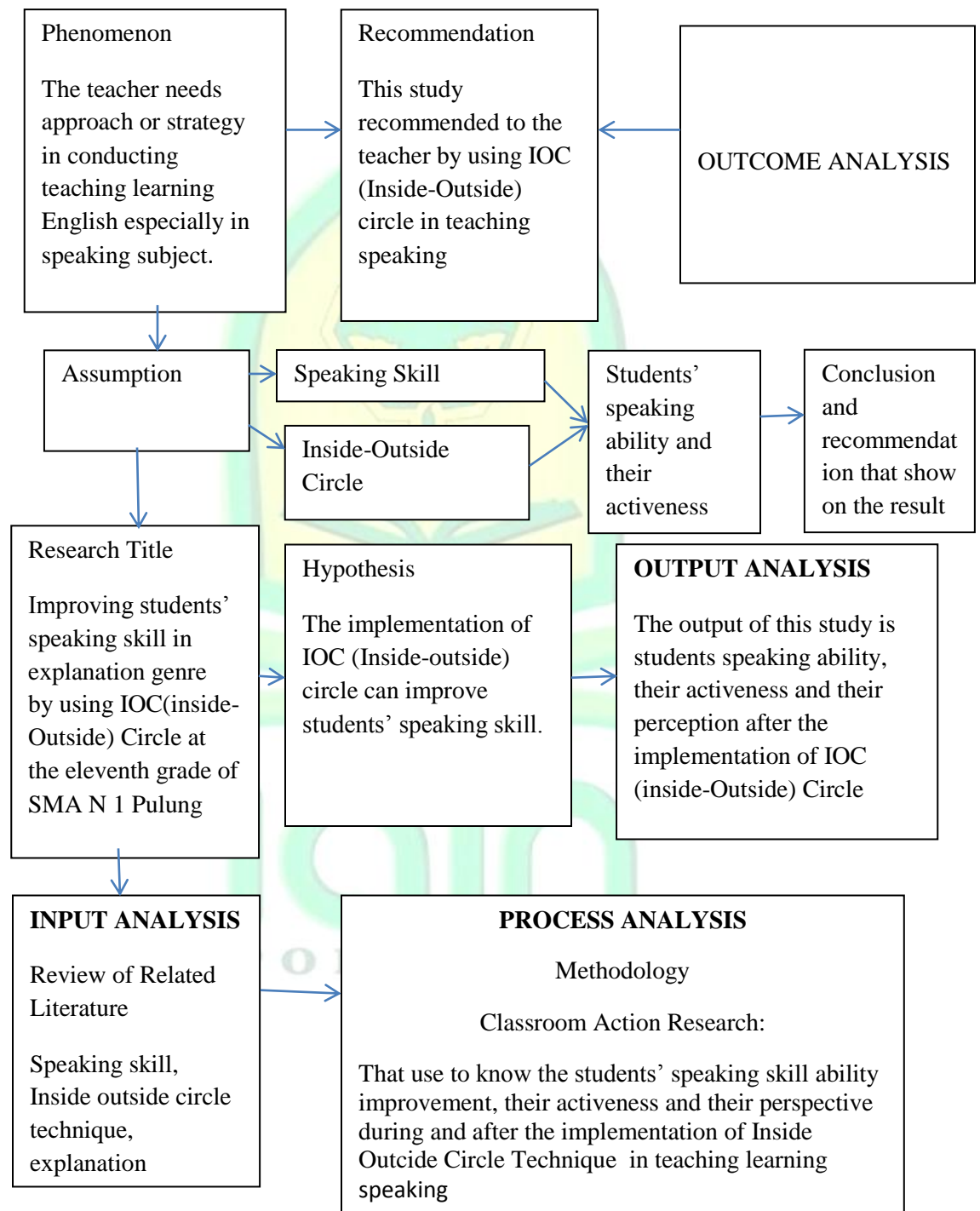
### C. Theoretical Framework

In this research, the researcher wants to improve students' speaking skill by using IOC technique. It can be decided by the problem which found in observation and interview with some students and with English teacher. This problem be solved because of the importance of speaking skill in English language.

The classroom action research done in this research. For the first activity is doing observation, interview and decide the class subject. The next activity the reasearcher will conduct each cycle such as planning, implementing, observing, reflecting. Each part of the cycle will be analyzed by the result of the data and the learning process also. The theoretical framework can be seen in the draft below :

Chart 2.1

## Theoretical Framework



Based on chart above, the researcher found the problem in students' speaking ability at SMA N 1 PULUNG. The students were difficult to speak and express their idea. They have low ability in delivering their ideas and affected by their confidence and vocabulary mastery. They could not focus in the lesson and be passive during the lesson. The teacher did not use strategy during teaching and learning process. Those problems made students feel bored mostly.

Furthermore, the researcher applied a strategy to make the students interest and active in the teaching learning speaking. That was Inside-Outside Circle. This strategy can help the students confidence to express their idea when they speaks and improve students ability and social skill.

In this study, the researcher conducted classroom action research. In this study, the researcher found that the problem of this class especially in speaking activity can be solved by using Inside Outside Circle based on Kagan's Theories Inside Outside circle can improve students' social skill and also students' ability in express their idea. This statement can support the researcher for solved the problem in the class by using IOC(Inside-Outside Circle). Furthermore the result of this research can be a solution for the teacher in conducting a strategy for doing teaching and learning process. Especially in teaching speaking by using Inside-Outside Circle.

#### **D. Hypothesis Action**

The hypothesis in this research is there is an significant difference in speaking skill in explanation genre between students before taught using Inside Outside Circle technique and after taught using Inside Outside Circle technique at XI grade students of SMAN 1 Pulung.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents research methodology that used in this study. This part has a goal to provide the information about research design, research subject and setting, and research procedure.

#### A. Research Design

The design of this study is classroom action research because the study focused on a particular problem and a particular group of students in a certain classroom. An action research is any systematic inquiry conducted by teacher, researchers, principals, and school counselors in the teaching an learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.<sup>41</sup>

In classroom action research, the researcher tried to make a collaboration with English teacher. In this research the researcher became a teacher and the English teacher became an observer. It means that the English teacher was not only become an observer but also become a collaborator who helped the researcher in the research process.

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<sup>41</sup> Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher. (2nd ed)*, (New Jersey: Merrill Prentice Hall, 2003), p. 5.

## A. Research Subject and Setting

In this part, the researcher would like to described the subject or the place of the research and the setting of the research. Each of them would be described below:

### 1. The Subject of Research

This research located in SMA N 1 PULUNG. The researcher chose SMA N 1 PULUNG because of these following reasons :

- a. This school has a problem especially in speaking based on observation and interviewed with English teacher in SMA N 1 PULUNG
- b. This school had not applied Inside Outside Circle
- c. That they are 6 classes of XI grade but the teacher recommended XI IPA 2 because of some reasons such as:
  - 1) some students lack of vocabulary, the students enthusiasm and motivation in speaking still low. It is because students look aware with their grammar, pronunciation, and vocabulary<sup>42</sup>
  - 2) The researcher found that the students' mastery in speaking skill need an improvement.
  - 3) The students still have some problems in speaking activity including less of vocabulary and also less of confidence.<sup>43</sup>

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<sup>42</sup>Based on interview with an English teacher at SMA N 1 Pulung , interviewed at 22 january 2018

<sup>43</sup> Based on Interview with Mrs.Endah , English Teacher, 22 January 2018



- 4) The teacher tried to applied some techniques but the students still don't have interest yet.<sup>44</sup>
- 5) Inside-Outside Circle had never applied in the Classroom before<sup>45</sup>

## 2. The Setting of Research

This research conducted in SMAN 1 Pulung, particularly in Class XI IPA 2 with total of students are 38 students in the classroom. The location of this school is at Jln. Djayengrono, Pulung Merdiko, Ponorogo.

### **B. Research Procedure**

In classroom action research, the cycles depend on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The researcher conducted the research based on the problem in teaching speaking skill. Teaching speaking through IOC (Inside Outside Circle) as a teaching based on lesson plan and after that the researcher administered the test of speaking. the researcher also analyzed and discussed the result both speaking test and observation. Furthermore, if the result had required the indicator of the research, the researcher stopped at the first cycle only, but if the result have not reached the indicator of the research yet, the researcher would conduct the next cycle. It focused on the weakness

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<sup>44</sup> Based on Interview with Ayu, Student of XI IPA 2,08 january 2018

<sup>45</sup> Based on Interview with Sila , Student of XI IPA 2,08 january 2018

of the previous cycle and so on. In this research, the researcher conducted the research into two cycles. Each cycle consist of :

#### 1) Planning

In this cycle, the researcher tried to make a planning and found the cause of problem. Based on the title, the researcher should make a plan and the standart of the succesfull action research in each cycle.in each cycle the researcher make some instrument for action research:

##### a. Made lesson plan about explanation genre

The reseacher made a lesson plan to know the step by step in teaching and learning process. The process of making lesson plan itself was important because the lesson plan shown the step, the way ,and also the activity which done in the class. In making lesson plan, the researcher prepared the equipment for doing teaching and learning process also. Surely, the equipment was supported the Inside Outside Circle Technique.

##### b. Make a SOS (Student Observation Sheet)

The reseacher made SOS (Students Observation Sheet). The reseacher made SOS to know the progress or the activity or respond of the students during teaching and learning activity especially in speaking skill.

In this SOS the researcher observed the students while the students doing teaching and learning process.

- c. Make a question/test in this study the researcher chose “oral test” for knowing the students’ criteria of speaking skill level. The researcher made a test for the students.

In this study, the researcher made two types of test. The first test was conducted for pre-test and the second was conducted in post test.

- d. Make standart of successful criteria of each cycle.

In this case the researcher take the standart from *KKM* in the senior high school. In this study, the researcher took the standart or *KKM* based on the formulated of SMA N 1 PULUNG, the *KKM* of english object is 75. If 70% of students reach score based on the *KKM* it can be concluded that the research was successfull.

## 2) Implementing/acting

The next part after planning is acting/implementing. This section is about the steps and activities that conducted in this research. This section was about the implementing of the lesson plan or planning before. In this researcher the researcher was conducted the research in the two cycle. Its cycle was conducted in two mettings. The process of each cycle itself would be evaluated for improved and done the next cycle itself.

The researcher done each meeting by detailed that explain below :

The first activity the teacher gave information about the steps of Inside Outside Technique to the students. In this process the teacher needed 10 minutes.

The second activity is the teacher divided the students into 2 circles. In this process the teacher needed 10 minutes. In this process the teacher divided the students into two circles. The circles include of Inside Circle and Outside Circle.

The third activity is teacher gave task to each groups and each member do the conversation based on the topic in the materials. In this process the teacher need 10 minutes to gave the material. The material here was about explanation text.

The next activity the teacher did Inside Outside Circle and the teacher gave a commands for move their circle based on the clock wise. Its repeat 3 times. In this activity the teacher did the inside Outside circle. The inside circle face out, and the outside circle face in. And then the students did a conversation with their couple from each circle based on their material that the teacher gave. In this activity the teacher need 20 minutes.

After that the students explain their material in front of their friend and class. And students remember their couple during in the inside outside circle. It means that when the students did the inside outside circle they changed their couple 3 times with the different couple and did different

theme in conversation. In this process the students remember their couple and then their couples' material. This process need 30 minutes.

The next activity was the teacher and students clarified the materials. It means that the teacher and the students clarified the material in the question and answer section. This activity need 5 minutes.

The last activity, the teacher asked the students to conclude the material. This activity need times in 5 minutes.

### 3) Observing

Observation and interpretation toward the action in the class was done during the researcher teaches in the class IOC technique by filling observation sheet.

In this study the resercher made observation sheet. The researcher filled thick space in students' name that have some indicator such as students activeness, students cooperativeness, and students attitudes (responses) :

Table 3.1:  
Students' Activeness Checklist

No	Name	Aspects			Comments
		Students' cooperativeness	Students' participation	Students' attention	

a) Explanation about the criteria of students' cooperativeness

1. Student Very active in students cooperativeness if :

The students could take conversation enjoyable and happy with their friend with enthusiasm when in the circle.

2. Students active in the students' cooperativeness if:

The students only could take conversation with enthusiasm only without feeling enjoyable while in the circle.

3. Students less active in the students' cooperativeness if:

The students didn't show enthusiasm and enjoyable also didn't happy when they took conversation with their friend while in the circle.

b) Explanation about the criteria of students participation:

1. Students very active in students' participation if:

The students could give feedback for teacher and answer the teacher's question.

2. Students active in student participation if:

The students could give question to the teacher if they didn't understand with the material.

3. Students less active in the students participation if:

The students could not give feedback, could not answer the teacher question, and the students could not give question to the teacher.

c) Students very active in the students attention if:

1. The students pay attention to the teacher while teaching and learning process with enthusiasm.

2. Students active in students' attention if:

The students only pay attention without play with theyself and without talk with their friend during teaching and learning process without enthusiasm.

3. Students less active in students attention if:

The students did not pay attention while the teacher give explanation.

The students almost play with themself even the students talk with their friend and sleepy.

The instrument to evaluate the students speaking activity is show in the table below :

Table 3.2:

Students' speaking rubric (based on David P. Harris)

No	Name	Aspects				
		pronunciation	Grammar	vocabulary	Fluently	Comprehension
o						

To give the score, it can be shown in the lesson plan. Besides, the researcher made an instrument to knew the students' perception toward teaching and learning process.

Table 3.3

## Students' perception questionnaire

No	Indikator	SS	S	TS	STS
1	Saya menyukai pembelajaran bahasa Inggris terutama Speaking menggunakan teknik Inside-Outside Circle (IOC)				
2	Pembelajaran Speaking dengan teknik Inside-Outside Circle (IOC) membuat saya mudah memahami materi eksplanasi				
3	Saya berfikir bahwa tehnik Inside-Outside Circle(IOC) dapat membantu saya berbicara dengan percaya diri kepada teman saya				
4	Saya dapat membedakan teks eksplanasi dengan teks lain				
5	Saya mau mencoba untuk berbicara setelah pembelajaran speaking menggunakan Inside_Outside Circle (IOC)				
6	Dst.				

The point of each criteria :

SS (Strongly Agree) = 4

S (Agree) = 3

TS (Disagree) = 2

STS(Strongly Disagree) = 1

#### 4) Reflecting

The analysis and reflection was done after teaching learning process.

This stage was done to see the weaknesses and strengthness in each cycle.

The process and result in this research were measured as the variables. The variables that would be measured in this research are the process and the result. The process were discussion, and what the response of the students' when teaching learning process. Its included students' behavior when teaching and learning process. The result the students' score



in speaking test and product and their activeness during the class. In this research the researcher conducted 2 cycle.

The research was successful if 70% of the students could improved their score. It can be showed based on the pre-test and post test. If the 70% of students can reach the score between KKM (75) or more than 75 it can be showed that the this technique appropriate in improving students' speaking skill. The students' assumption can be shown from the questioner before. If mostly of them agree it can be shown that the researcher got a positive responses. But, if most of them disagree it can be concluded that the researcher got a negative respons.

### C. Research Schedule

Table 3.4

The Schedule of CAR

No	Activity	Time	Description
1	Planning and Observation	22-30 january	In this section the researcher interviewed students and english teacher. The researcher interviewed the english teacher in her house and interviewed the students in SMA N 1 PULUNG
2	Pre-test	2 april 2018	In this activity the researcher give pre-test to the students in XI IPA 2 with explanation text. The theme of the explanation text in this pre-test is "tsunami" and "water cycles"

3	Cycle 1	4 and 11 april 2018	In this cycles the first teaching and learning process in 4 april 2018, with explanation material in 11 april the researcher did the second teaching and learning process the material in the second meeting is passive voice
4	Post-test	12 april 2018	In this post-test the researcher did oral test with themes "how volcanoes are happen"
5	Cycle 2	18 and 25 april 2018	In the third meeting in 18 april 2018, the researcher did explanation text also in teaching and learning process and in 25 april 2018 the researcher did passive voice again
6	Post-test	2 may 2018	Because the result of the post test in the first cycle can't reach the maximum criteria (about 70% is more than 75) so, the research did post test for measure the sucessfull of the research. The second post test with theme "how tornadoes are happen.

## **CHAPTER IV**

### **RESEARCH RESULT**

Chapter IV is shown the result of research, it included some parts such as, result of preliminary study, and research result. Here, result of preliminary study including: General Description about Research Setting, Research Subject and Demographic Information, Result of Speaking Test in Cycle One, and Result of Reflection On Cycle 1. Besides, Research Result Including: Improving Students' Speaking Through IOC and Students' Perception Toward IOC. The more detail discussion are presented in the following detail:

#### **A. Result of Preliminary Study**

In this Part Included General Description about Research Setting, Research Subject and Demographic Information, Result of PreInitional Questionare, Result of Speaking Test In Cycle One, Result of Questionare and Result of Reflection on Cycle 1.

##### **1. General Description About Research Setting**

This researcher took the research in SMA N 1 PULUNG the location of this school is at Jl. Djayengrono, Pulung Merdiko Ponorogo. The condition of this school were good from the building aspects, there are many rooms with good quality, clean, and then tidy. There were some facilities in the classroom: Tables, Chair, White Board, BoardMarker, Administration Board, And some Pictures.

## 2. Research Subject And Demographic Information

Here, the subject of the research in SMA N 1 Pulung was XII IPA 2 class. The total of the students in this class were 38 students.

Here, the result of students' before the researcher took a treatment this result from the English teacher:

Table 4.1  
Students' result in English Quiz

Class XI IPA				
	IPA 1	IPA 2	IPA 3	IPA 4
$\sum f.x$	2315	1763	2285	2284
N	36	38	36	36
M	64,31	62,96	63,48	63,44

Based on the result of quiz about the researcher could took the conclusion that XI IPA class has 3 result of each class, the first class is 64,31, the second class is 62,96 , the third class is 63,48, and the last class 63,44 So, in this research the researcher took the XI IPA 2 class for reserach. The researcher would conducted research for improved the students' speaking skill in XI IPA 2 class.

The percentage of the result quiz for XII IPA 2 class were below:

Table 4.2

Percentage of the result quiz for XII IPA 2 class

Range Score	Total	Percentage	Mean
0-20			46,68
21-40			
41-60	22	57,89%	
61-80	15	39,47%	
81-100	1	02.63%	

Based on the data about the researcher could took conclusion that this class need treatment for improved their speaking skill.

## B. Result of Action Research

### 1. Action Cycle 1

In this phase the researcher shown result of implementation in cycle 1, Result of Observation on cycle 1, result of speaking test on cycle 1, and result of reflection on cycle 1. Here the detailed explanation of result Of Action cycle 1:

#### a) Result of Implementation in cycle 1

The first cycle was conducted on April 4<sup>th</sup>, 2018. In this cycle the researcher done the first meeting in 2x45 minutes. The classroom action reserach process will be explained as follows:

## 1) Planning

In this process the researcher planned all things that needed for the research. The researcher takes the treatment based on the information that the researcher got from the English teacher before. The researcher prepared the treatment for improved the students' speaking skill. In the first meeting that done in 2x45 minutes the researcher used theme "how volcanoes are happened?". Some steps in the first cycle were below:

### (a) Identifying the problem

In this part, the researcher identified the students' problem in teaching speaking skill. In the teaching speaking the students were passive and bored with the situation in the class room. They feel shy when they speak and make some mistakes. Besides, the students feel afraid with their grammar and also they less of vocabular. So the researcher began to use Inside Outside Circle in teaching and learning process.

### (b) Designing lesson plan

The researcher designed the lesson plan based on the syllabus and then choose the theme. In this research the researcher make 1 lesson plan for two meeting. For the first meeting the researcher decide "how volcanoes are happened?"

## (c) Preparing the material

The researcher got material about explanation text. They are explanation text and passive voice.

## (d) Making the research instrument such as:

- i. Observation sheet which used to measure students' activeness, cooperativeness, and attitudes.
- ii. The Test with speaking practices or other instruments to measure students' skill, knowledge, and cooperativeness.

## 2) Acting

The researcher done the first cycle in twice meeting. The meeting was conducted on , 4<sup>th</sup> April, 2018 and 11<sup>th</sup> April, 2018. The activities in every meeting would be explained below :

**a. First meeting on 4<sup>th</sup> April, 2018**

For the first for starting activities in the classroom for the first the researcher greeting and praying also some opening activities. The reesarcher needed 90 minutes for this meeting. The time allotments which was needed in this meeting was 90 meeting. 15 minutes in the pre activity, 60 minutes in main activity, and 15 minutes in post activity. The next is applying the lesson plan based on Inside Outside Circle Technique. Here, the activities were based on the steps in Inside Outside Circle Technique in speaking skill. The steps were explained as follows:

(1) Building the knowledge about the context and content

This activity including introducing Inside Outside Circle and Discussing the text of explanation text. The theme of this text is How Volcanoes ore Happened. In this occasion the researcher distributed the materials to students and giving explanation about the material to the students.

Besides the researcher as a teacher also tried to know the knowlege of the students in explanation text based on the theme that resercher give before. The students try to understand the content of the text and the teacher give occassion tho the student for geeting question and answer session if the students still did not understand about the material. After that the researcher begun the discussion

(2) Constructing students knowledge

In this part, the teacher tried to expose the students' knowlege with showed the explanation text. The students try to find the purpose of the text. In this part the teacher explained the structure and the information that include in the explanation text. To make sure that the students understand with the text, the teacher make question and answer session. Besides, the teacher asked to the students to take their action among the teaching and learning process with explained and answered the teacher question. In this process the researcher as the teacher asked the students about explanation text.



In the end of the teaching and learning process. The researcher takes conclusion about the material. Also the the researcher asked to the students about their question or their difficulties in the teaching and learning process.

**b. Second meeting, on 11<sup>th</sup> April 2018**

In the second meeting, the researcher review the material that have been learned before. For the first process the researcher started the meeting with praying. After that the researcher reviewed the students' memories. The researcher give some questions to check the students memories about the material before. In this meeting the researcher also applied Inside outside Circle In speaking activity. The steps in conducting Inside Outside Circle are below:

**(1) Joint Construction of the Oral explanation Text**

The next activity in the second meeting is construct students ideas in oral or speaking session. In this session the researcher give a card for one student. And then the students try to construct their ideas in oral text about explanation text. Besides based on the theme of the text the students make oral text that they should practice it with their friend in the circle.

**(2) Independent Construction of the Text**

In this phase the students try to create their own explanation in the dialogues with their friend in their circle. They make dialogues with

their different couple that repeat in 3 times. During this process the researcher observed this process. They try to explore their own ideas with their friend in explanation text, spontaneously with clue that they have received from the researcher by using card before.

### (3) Linking to Related Text

In this last step, the researcher gave few times for explaining their activity before. In this process the students explained what theme that they have received before. Also, the students clarify their explanation by asked their couple while in the circle. By this activity the teacher can clarify and check the students understanding in the circle during Inside Outside Circle Process.

### b) Result of observation in cycle 1

In this part, the researcher observed the students. The researcher always record students progress by observed students while did teaching and learning process. While did teaching and learning process the researcher observed students activeness in the speaking activity. It is because the researcher should know how the participation of the students during teaching and learning process and how the students give their attention during teaching and learning process. Below is the students' data checklist in the first cycle in speaking activity:

Table 4.3

Result of students' activeness observation in cycle 1

No	Name	SC	SP	SA	Score	Explanation
1	Adhela Resti Liana			√	1	Less active
2	Alida Novitasari		√	√	2	Active
3	Amanda Rahmadani		√		1	Less active
4	Anik Rizqirusela			√	1	Less Active
5	Ardi Gilang Satria	OSIS				
6	Ardiansa Dwi			√	1	Less active
7	Aulia Anissa Putri			√	1	Less Active
8	Bagas Megondaru	TAKE PERMITION (Dance practice)				
9	Ersa Rosyana	√	√	√	3	Very active
10	Eryka Erfin Safira	TAKE PERMITION (chorus)				
11	Fadilla Budi Prayogo	√	√	√	3	Very Active
12	Faizatunniswah			√	1	Less active
13	Ferry Setiawan	OSIS				
14	Galang Febrianto		√	√	2	Active
15	Habib Toha Muchlisin	√		√	2	Active
16	Heni Hanifah		√	√	2	Active
17	Irvan Wahyu Kirana			√	1	Less active
18	Istriani		√	√	2	Active
19	Maharani Sandi P	OSIS				
20	Melati K		√	√	2	Active
21	Melia Yunitasari		√	√	2	Active
22	Miftakul Hidayah	TAKE PERMITION (chorus)				
23	Muh. Rigan A	OSIS				
24	Muhamad Mifta A.Q.	TAKE PERMITION (chorus)				
25	Muhammad Khoirul		√	√	2	Active
26	Nadiya Meitasari			√	1	Less active
27	Nanda Karbela			√	1	Less active
28	Nur Hidayah Ayu P.N	OSIS				
29	Putri Soleha Intan P.			√	1	Less active
30	Rista Kurniawati			√	1	Less active
31	Riv'ay Chusnul Adi F			√	1	Less active
32	Roy Adi Saputro		√	√	1	Less active
33	Sila Vita Arinda	√	√	√	3	Very Active
34	Tasya Satsangha S			√	1	Less active
35	Umi Nur Qomariah			√	1	Less active
36	Vanessa Intaningrum			√	1	Less active

	S.M.					
37	Yohanes Krisna C.N.	TAKE PERMISSION (chorus)				
38	Yunika Puspitasari		√	1	Less active	

1) Explanation about the criteria of students' cooperativeness

a) Student Very active in students cooperativeness if :

The students could took conversation enjoyable and happy with their friend with antusias when in the circle.

b) Students active in the students' cooperativeness if:

The students only could took conversation with antusias only without feelling enjoyable while in the circle.

c) Students less active in the students' cooperativeness if:

The students didn't enthusiasm and enjoyable also didnt' happy when they took conversation with their friend while in the circle.

2) Explanation about the criteria of students participation:

a) Students very active in students' participation if:

The students could give feedback for teacher and answer the teacher's question.

b) Students active in student participation if:

The students could give question to the teacher if they didn't undersatnd with the material.

c) Students less active in the students participation if:

The students could not give feedback, could not answer the teacher question, and the students could not give question to the teacher.

- d) Students very active in the students attention if:
- 3) The students pay attention to the teacher while teaching and learning process with enthusiasm.

- (a) Students active in students' attention if:

The students only pay attention without play with theyself and without talk with their friend during teaching and learning process without enthusiasm.

- (b) Students less active in students attention if:

The students did not pay attention while the teacher give explanation. The students almost play with themself even the students talk with their friend and sleepy.

The instrument to evaluate the students speaking activity is show in the table below :

Percentage of each criteria can be seen below:

Table 4.4

The percentage of students' activeness

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	17	8	3

## c) Result of speaking test on cycle 1

Table 4.5

Result of speaking test on cycle 1

Description	Score
N	28
$\Sigma$	1776
M	63,42

Classification and Frequency of speaking on cycle 1:

Table 4.6

Range Score	Total	Percentage	Mean
0-20			63,42
21-40			
41-60	14	50%	
61-80	14	50%	
81-100			

## d) Result of Reflection on cycle 1

In this process the researcher observed and analyze all activity and data in teaching and learning process to overcome and analyze the first cycle weakness. This activity was important its because the researcher could knew and designed the better treatment for the next cycle. Many weaknesses in the first cycle form the teacher or for the students. Only few students can develop their ideas in speaking activity. Besides the students activeness in classroom still less also. So, in the next activity or cycle the researcher

should take some different activities in order to make the students' activeness and interest in speaking activities could be improved.

## 2. Result of Action Cycle 2

In this phase the researcher shows the result of implementation in cycle 2, Result of Observation on cycle 2, result of speaking test on cycle 2, result of questionnaire, and result of reflection on cycle 2. Here is the detailed explanation of the result of Action cycle 2:

### a) Result of Implementation in cycle

The second cycle was conducted on 18<sup>th</sup> April, 2018 and 25<sup>th</sup> April, 2018. The action research steps in this cycle were presented below:

#### 1) Planning

The second cycle also began with the planning process. But the second cycle in here was created based on the result of evaluation of reflection of the first cycle before. Also, in this step, the researcher also prepared the materials in explanation text which are needed for the second cycle. The activities can be seen as follows:

##### (a) Making lesson plan

Same with before, the first activity is making lesson plan.

The lesson plan of the second cycle is almost the same as the first cycle. The difference in here is only in the theme. Besides, the researcher applied Inside Outside Circle also.

## (b) Preparing the material

The material in here also explanation text, but the researcher take passive voice material. Here, the researcher give a card also whis is contained of material about passive voice. In this case, the researcher give the card randomly to the students. By this way, hopefully the students could increased their ideas while speaking activities.

## (c) Preparing research instrument

- i. Observation sheets
- ii. Assessment instrument

## 2) Acting

Same with first cycle, in the second cycle there were two meeting. The times that researcher took also 90 minutes for this activity. The detail of the activities in every meeting by using Inside Outside Circle Technique in the teaching speaking activities were explained as follows :

**a. First meeting, 18<sup>th</sup> April, 2018**

For the first, the researcher gave greeting and checking students' attendance list. After that the researcher started the teaching and learning process by making a small fun ice breaking. It is because hopefully the researcher can build up the mood of the students to did teaching and learning process. Especially in speaking activities. As before, the researcher also use Inside Outside Circle Technique. The step in this meeting can be explained as below :



(1) Building the knowledge about the context and content

The researcher asked the students to open their lesson book and then continued to read the material in explanation text about passive voice. The researcher also brought card as media for did Inside Outside Circle. As before, the researcher explained about the material before divide the student in the 2 circle.

The next activity, the researcher distribute the card that have been brought before, and then the researcher give chance to the students for understanding the content in the card. The content in the card was passive voice. The researcher asked to the students to change the active sentence to the passive voice. Also, The teacher give some chance to the students to asked to the researcher if they still didn't understand with the instructions or the content that have been explained by the teacher before. This activity could build up the students' activeness and then checked students' understanding.

(2) Deconstructing students knowledge

In this part. The researcher checked students' knowledge about explanation material that have been learn before whether about explanation text. In this part the researcher called students name and make sure that the students understand with give question to the students.

The researcher give some question randomly. The researcher write down some question and point some students to write down the answer. Also, the researcher clarify the answer together with the students.

### (3) Joint Construction of the Text

Same with before, the researcher divided again the students into 2 circle. After that the researcher asked to the students to make conversation with their friend in the Inside Outside Circle. In here the researcher has a role for manage and then observe the students.

In the end of the activity the researcher asked to the students for come back in their sheet. And then the students clarifry their task with mention who is their couple in the circle. Also, the researcher asked the couple for clarify it. The researcher aslo asked to the students for mention what is the theme of the couple so the researcher could checked the students understanding about the activity and the material when in the circle.

#### **b. Second meeting on 25<sup>th</sup> April, 2018**

In these second meeting, the researcher also started the meeting by greeting and praying for the first activity. After praying and greeting, teacher checked the students attendance list. After that the researcher checked the students' memories with reviewed the material before. Next,

the researcher continued the activity by Using Inside Outside Circle The activity in the last meeting was described as follows:

(1) Independent Construction of the Text

In this phase, the researcher asked to the students for explain the explanation text in front of the class by using picture. And then they using active voice and passive voice. And then the researcher observed the students speaking skill. The time allontments that the researcher needed in here about 45 minutes.

(2) Linking to Related Text

The researcher give text to the students and then the students should identified the active or passive voice and analyze thye language features. The researcher did this activity in the circle. So the students could discussed their task with their friend or couple while in the circle. The discussion was finished until the time was up.

b) Result of Observation in cycle 2

Based on the observation. The researcher looked that the students' activeness and achievement were improved in the second cycle. The students' response were more active. The students felt enjoy and happy with speaking activity by using Inside Outside Circle Technique. The record of the students' activeness in the second cycle can see below:

Table 4.7

Result of students' activeness in cycle II

No	Name	SC	SP	SA	Score	Explanation
1	Adhela Resti Liana	√		√	2	Active
2	Alida Novitasari		√	√	2	Active
3	Amanda Rahmadani		√	√	2	Active
4	Anik Rizqirusela	√		√	2	Active
5	Ardi Gilang Satria	OSIS				
6	Ardiansa Dwi Pradipta	√		√	2	Active
7	Aulia Anissa Putri		√	√	2	Active
8	Bagas Megondaru	TAKE PERMISSION (Dance practice)				
9	Ersa Rosyana	√	√	√	3	Very active
10	Eryka Erfin Safira	TAKE PERMISSION (chorus)				
11	Fadilla Budi Prayogo	√	√	√	3	Very Active
12	Faizatunniswah	√		√	2	Active
13	Ferry Setiawan	OSIS				
14	Galang Febrianto		√	√	2	Active
15	Habib Toha Muchlisin	√		√	2	Active
16	Heni Hanifah	√	√	√	3	Very Active
17	Irvan Wahyu Kirana	√		√	2	Active
18	Istriani	√	√	√	3	Very Active
19	Maharani Sandi Pratiwi	OSIS				
20	Melati Karismaningtyas		√	√	2	Active
21	Melia Yunitasari	√	√	√	3	Very Active
22	Miftakul Hidayah	TAKE PERMISSION (chorus)				
23	Muh. Rigan Aldiantoro	OSIS				
24	Muhamad Mifta Al-Kaffi Q.	TAKE PERMISSION (chorus)				
25	Muhammad Khoirul Abidin	√	√	√	3	Very Active
26	Nadiya Meitasari	√		√	2	Active
27	Nanda Karbela			√	1	Less active
28	Nur Hidayah Ayu Puspita N.	OSIS				
29	Putri Soleha Intan P.	√		√	2	Active
30	Rista Kurniawati			√	1	Less active
31	Riv'ay Chusnul Adi Fratama	√		√	2	Active
32	Roy Adi Saputro		√	√	2	Active
33	Sila Vita Arinda	√	√	√	3	Very active
34	Tasya Satsangha Sivanandi	√		√	2	Active
35	Umi Nur Qomariah			√	1	Less active
36	Vanessa Intaningrum S.M.			√	1	Less active
37	Yohanes Krisna Cahya N.	TAKE PERMISSION (chorus)				
38	Yunika Puspitasari	√		√	2	Active

Explanation= SC = Students' Cooperativeness, SP=Students' Participation, SA= Students' Attention

a. Explanation about the criteria of students' cooperativeness

(1) Student Very active in students cooperativeness if :

The students could took conversation enjoyable and happy with their friend with antusiasm when in the circle.

(1) Students active in the students cooperativeness if:

The students only could took conversation with antusiasm only without feelling enjoyable while in the circle.

(2) Students less active in the students' cooperativeness if:

The students didn't enthusiasm and enjoyable also didnt' happy when they took conversation with their friend while in the circle.

b. Explanation about the criteria of students participation:

(1) Students very active in students' participation if:

The students could give feedback for teacher and answer the teacher's question.

(2) Students active in student participation if:

The students could give question to the teacher if they didn't undersatnd with the material

(3) Students less active in the students participation if:

The students could not give feedback, could not answer the teacher question , and the students could not give question to the teacher

(4) Students very active in the students attention if:

The students pay attention to the teacher while teaching and learning process with enthusiasm.

(5) Students active in students' attention if:

The students only pay attention without play with themself and without talk with their friend during teaching and learning process without enthusiasm.

(6) Students less active in students attention if:

The students did not pay attention while the teacher give explanation. The students almost play with themself even the students talk with their friend and sleepy.

To know the amount students in every criteria, the percentage of each criteria was presented below:

Table 4.8

The percentage of students' activeness in cycle II

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	4	17	7

## c) Result of speaking test on cycle 2

Table 4.10

Description	Score
N	28
$\Sigma$	2020
M	72,14

## Classification and Frequency of speaking on cycle 2 :

Table 4.11

Range Score	Total	Percentage	Mean
0-20			72,4
21-40			
41-60	6	21,428%	
61-80	20	71,428%	
81-100	2	7,142%	

## d) Result of Questionare on cycle 2

In this study, the researcher give questionare related to the students' feeling while teaching and learning process (Table 4.19), the teacher when transferring material and theacher when using media (table 4.20), teaching strategy and material mastery also task for progress the students (table 4.21), the last questionare about the aplication Of Inside Outside Circle (table 4.22). Here The Indicator is Strongly Agree (Sangat Setuju), Agree (Setuju), Disagree (Tidak Setuju), Strongly Disagree (Sangat Tidak Setuju).

Table 4.11

Students' feeling while teaching and learning process

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya merasa tegang pada pembelajaran menggunakan tehnik IOC	20	4	2	2	71,42%	14,28%	7,14%	7,14%

Table 4.12

The second table was about the students' perception toward the teacher's transferring material and teacher when using media :

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya dapat membedakan teks explanation dengan teks lain T	18	2	4	4	64,28%	7,14%	14,28%	14,28%

Table 4.13

The third table is students' perception toward Teaching strategy and material mastery also task for progress the students

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya lebih senang menentukan sendiri pembentukan kelompok	10	2	14	6	35,71%	7,14%	50%	21,42%
Pembelajaran speaking dengan tehnik Inside Outside Circle membuat saya mudah memahami materi eksplanasi	22	3	2	1	78,57%	10,71%	7,14%	3,57%
Saya dapat mengetahui fungsi teks explanation	25	1	1	1	43,13%	3,57%	3,57%	3,57%



dalam kehidupan sehari-hari								
Saya akan belajar berbicara dengan percaya diri setelah mengetahui pentingnya speaking	18	2	4	4	64,28%	7,14%	14,28%	14,28%

Table 4.14

The last questionare about students' perception towards the application Of Inside Outside Circle

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya menyukai pembelajaran bahasa Inggris terutama speaking menggunakan tehnik Inside Outside Circle	20	4	2	2	71,42%	14,28%	7,14%	7,14%
Saya berfikir bahwa tehnik Inside Outside (IOC) dapat membantu saya berbicara dengan percaya diri kepada teman saya	18	4	3	3	64,28%	14,28%	10,71%	10,71%
Saya mau mencoba berbicara setelah setelah pembelajaran speaking menggunakan Inside Outside Circle	23	3	2	3	82,14%	10,71%	7,14%	10,71%
Saya dapat bertukar fikiran dengan teman saya secara mudah dengan menggunakan IOC	23	3	2	3	82,14%	10,71%	7,14%	10,71%
Pembelajaran speaking menggunakan IOC membuat saya semakin dekat dengan semua teman saya	25	1	1	1	89,28%	3,57%	3,57%	3,57%

e) Result of Reflection on cycle 2

When in the second cycle, the student felt more enjoy and took attention with their task. Its mean that the second cycle was more sucessful

than first cycle. Their participation and their activeness was improved and the class situation was so condusive. Besides, their knowledge with explanation text and their vocabularies were improved. Also, their confidence was increased. In the second cycle some of the students could develop their own sentence when they speaks. Its mean that the students can improved their ideas and their critical thinking.

### **C. Research Discussion**

1. Improving Students' Speaking Trough Inside Outside Technique
  - a. Students' Activeness through Inside Outside Technique

The research of Inside Outside Circle technique had been conducted in two cycle. Each cycle consist two meeting. The first aim of this research is To explain the using of IOC (Inside-Outside Circle) in improving students' speaking skill in explanation genre at the eleventh grade of SMAN 1 Pulung. It aims to know the students' improvement of speaking skill. From all cycle, the researcher could took conclusion that inside outside circle technique was appropriate to be applied for students who have passive characteristic. It can be shown for the result of students observation sheet and result of the students speaking skill test.

Its like in SMAN 1 Pulung, especially in XI IPA 2 class. Based on the data in the cycle 1 and cycle 2 it can be conclude that the

research was success because there was a improvement in speaking skill. The research result shown that the research get good enough improvement. It can be show such as follows:

#### The Students Activeness

Cycle	Less Active	Active	Very Active
Cycle one	60%	29%	11%
Cycle two	14%	61%	25%

As shown on data above, it can be seen that the students activeness increase in the second cycle. It means that Inside Outside Circle Technique could build up students activeness in teaching speaking activity.

#### b. Students Result

The research result was shown the result of the teaching speaking skill. It can be seen in the table below :

Cycle	Passed	Unpassed
One	36%	64%
Two	71%	29%

The table shown that the result of the students in teaching speaking skill was improved by using Inside-Outside Circle in the second cycle. It can be conclude that the Inside-Outside Circle could improved student achievement in speaking skill.

So, it can be concluded that the research can answer the aim of the research , its beacuse more than 70% students' of the classroom

can reach more than standart critteria (KKM). So, the using of IOC ( Inside-Outside Circle) in improving students' speaking skill in explanation genre at the eleventh grade of SMAN 1 Pulung.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research finding and discussion in previous chapter, the researcher conclude that, with using Inside Outside circle for improving students' speaking skill, the researcher could took conclusion that :

1. The using of Inside Outside Circle Technique for improving the speaking skill at XI IPA 2 class improved the students' speaking skill. It can be shown from the data of students' achievement for each cycle. Each cycles concluded of four processes: Planning, Acting, Implementing And Repleting. In the first cycle, from 28 students, 10 student with percentage 35,72% passed the test, and 18 students with percentage 64,28% unpassed the test. But, in the second cycle, 20 students with percentage 71,42% passed the test and 8 students with percentage 28,57% unpassed the test. So, the Inside Outside Circle Technique can improve the students' speaking skill in XI IPA 2 class. By using Inside Outside Circle Technique can make the students feel enjoy and happy during teaching and learning process.

#### B. Suggestions

After the researcher know the real condition and situation of the subject of the research, the researchre would like suggest some solutions in teaching speaking process as below:

1. For English Teachers

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 use Inside Outside Circle Technique in speaking class. The English teacher should use an interesting method or technique in speaking class. The teacher could use this technique to make the situations in the class more enjoyed and less the students' worried in speaking skill.

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 the class. So they are not bored when they are in the class. They could divide the class into two groups, the group A which exist inside circle to stand up with facing out, and group B which exist outside circle to stand up with facing in, so they have a partner. They can share some information to their partner. They can discuss something or just tell a story.

The students should also have high motivation in improving their speaking ability. They must study hard, not to be lazy to open a

dictionary, make a note a new word, memorize the new vocabularies from the dictionary and practice more and more. They should have good self-confidence to speak English and they should practice to speak English with their friends.

3. For other researchers

It has been known that the using of Inside Outside Circle can improve the students' speaking skill, so that the other researchers or the readers could use Inside-Outside Circle when they are learning speaking and to improve their speaking ability. They should read this research clearly, so they can understand how to practice Inside Outside Circle to improve their speaking ability well without making a mistake.

Based on the above explanation, the writer would like suggest the readers and other researchers that this research can be used to additional reference to further research with the different sample and occassion.



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