



Using Inside-Outside Circle Method to Enhance Students' Speaking Skill

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Abstract

This study aims to determine the application of the inside-outside method to enhance students' speaking skills. The design of the research is a true experimental study with Pre-test-Posttest Group Design. Learning outcome data are obtained through pretest and posttest activities. The samples are 80 students randomly taken by adjusting to the condition and aim of the research. There is a significant difference from the results of the experimental class posttest and control class this is evidenced by the F_o value. F_o value is 5.225 and Sig is 0.025 < 0.05. It means that there is a difference in an interaction effect of using inside-outside circle method to enhance students' speaking skill.

INTRODUCTION

The researcher has observed speaking skill of eleventh-graders of MA Negeri 1 Serang. Based on the syllabus and curriculum MA Negeri 1 Serang, the understudies are required to comprehend: 1) the meaning of transactional and interpersonal dialogues in daily context. 2) the meaning of short functional texts such as recount, procedure and narrative texts in daily life. Based on the goals that have been determined, students MA Negeri 1 Serang are expected to achieve them. However, there is a gap between the goal and the fact in the classroom. In reality, speaking skill of students MA Negeri 1 Serang is very low. The understudies are not ready to communicate their thoughts easily. The researcher's observation in speaking class finds that there are some problems facing by the students.

The first problem is related to the condition of students with low motivation to speak English. They think that it is very difficult to speak English so that they hesitantly communicate their ideas in English. Besides, they are also worried that their friends will laugh at them. They often cover their face with book while

speaking English in front of their friends. When the teacher gives them assignment to have a conversation with a friend, they refuse to do it. They worry that they will make many mistakes. They are also lack of vocabularies to speak English.

The second problem is the students' capability in mastering grammar, vocabulary and also pronunciation is low. They have limited vocabularies, incorrect grammar and bad pronunciation. It makes them unable to say anything during speaking class. They get difficulties to find the appropriate words to create sentence or expression. They also speak with lot of pauses and pronounce word incorrectly. For instance, when the teacher asks the meaning of several words, the students cannot answer it and keep silence. Some problems arising during an English speaking class are usually as a result of students' unwillingness, skepticism, dread of committing errors, or deficiency of sufficient vocabularies (Fauzan, 2014), most students were not certain and have no motivation (Nunan, 2000: 231-233).

The third problem is dealing with teaching technique that is used by the teacher. The teacher actually gives students more practice to speak English, but, at last, it is the teacher who dominates in teaching students using Indonesian language. Worse, students cannot improve their ability to speak English fluently. Besides, the teacher rarely uses instruments to support teaching material such as picture show, role play, game or simulation. It makes the students feel bored because there is no variation during speaking class. This situation cannot increase their speaking skill. Many students at MA Negeri 1 Serang face obstacles and are not satisfied with their speaking achievement.

Based on the facts, the researcher would like to increase their speaking skill by conducting an experimental research by applying inside-outside circle method. Teaching through inside-outside circle method can provide opportunities to process information and can improve communication skills (Lie, 2007:65). Referring to the adoption of inside-outside circle method to enhance students' speaking skill inclusion in the course of studying process in the classroom, some studies have been conducted to find the relation of using inside-outside circle method in the classroom with students' speaking skill. For instance, Susi Sulung, Y. Gatot Sutapa Y., Zainal Arifin (2017) conducted a study in SMAN 1 Rasau Jaya in Academic year 2016/2017. Their findings show that the technique helps the students to improve their skill in communication and co-operation. Thus, the utilization of inside-outside method to increase the students' speaking skill is successful. In addition,

Mochammad Sudrajad and Armeria Wijaya (2016) conducted a study SMP Muhammadiyah 11 Surabaya in academic year 2015/2016; it is about The Effect of Inside-Outside Circle Method Using Cue Card on Students' Speaking Skill. The findings reveal that students are able to increase their ability to cooperate and communicate with their friends especially when describing people. This study can be defined as following inquiries: 1) is there any contrast between the talking expertise of understudies before and after being taught by implementing inside-outside circle method? 2) is there any effect inside-outside circle technique to enhance speaking skill?

RESEARCH METHODOLOGY

This study uses a quantitative method. A quantitative research method has the purpose to describe a social phenomenon which focuses on the relationship between the variables studied. Based on the philosophy of positivism, this research method is also known as positivistic method. Sugiyono (2012:14) defined a quantitative method as a research method that comes from the philosophy of positivisms; the use of method is usually related to the population or sample analysis. The research design is Experimental Design with type of True Experimental. Sugiyono (2012:109) says that some research designs that can be employed in a research include a Pre-experimental design, True experimental design, Factorial experimental design and Quasi-experimental design.

True Experimental with Pre-test-Posttest Group Design is the form of research design of this study. Sugiyono (2012:113) said that "In this research, there are 2 groups chosen randomly. They are Control Group (A) and Experiment Group (B). Then they are given Pretest to know if there is any difference or not between both of them". Control class A is a class that uses the inside-outside circle method in learning (X) from the researcher and the experimental class B is a class that does not use (X) the inside-outside circle method of the researcher to determine whether the use of the inside-outside method has an influence or not. The treatment is using Inside-Outside Circle method to teach speaking. As for the design of the research, it is based on Sugiyono's design (2012:113).

Table1. The Research Design of pretest and posttest

<i>Class</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
<i>Control</i>	Y1	-	Y2
<i>Experimental</i>	Y1	X	Y2

Note:

Y1: Pretest before teaching with the inside-outside circle method (Both Classes)

Y2: Posttest after teaching with the inside-outside circle method (Both Classes)

X: Teaching with the inside-outside circle method to Experimental Class

This research takes population and sample from class XI IPA MA Negeri 1 Serang in the 2018/2019 academic year. To decide the number of samples of this study, the researcher uses Snowball Sampling Technique. Cresswell (2009:161) stated that "Snowball sampling is a technique taken by interviewing a superior person. Cresswell also said deeply that superior person can be a teacher, headmaster etc. who know all of conditions about the sample". By the statement above, the researcher uses it to decide the number of samples. But before deciding it, the researcher interviews English teacher at MA Negeri 1 Serang, who says that XI IPA 1 and XI IPA 2 classes are more effective to be used as sample of this study. Based on this interview, the researcher decides that XI IPA 1 class will get the treatment of teaching speaking using inside-outside circle method, while XI IPA 2 class will not get treatment and just be taught speaking with conventional method.

The data are obtained by administering two type of the tests on the students. In the pretest, the researcher asks the students to take speaking test. In the treatment, the researcher teaches about inside-outside circle method and how to talk English well. In the posttest, the students asked to do the speaking test similar to the pretest. To analyze the data, researchers used pre-test and post-test scores. Then, the researcher composes the result of the tests to takes a summary. The test is about speaking test. This oral proficiency scoring categories are as follows (Brown, 2000):

Table. 2 Scoring of oral proficiency

Elements	Value	Explication
Grammatical	4	No mistakes in applying grammar
	3	Few mistakes but overall the applying of grammar good
	2	Almost the whole speaking of speaking gets wrong in grammar.
	1	Cannot use grammar correctly at all during
Vocabulary	4	Vocabulary stock is very good with the right words.
	3	Vocabulary can hold only the whole speaking but few words
	2	Vocabulary is enough for forty percent of speaking.
	1	Vocabulary stock is low.
Pronunciation	4	Eighty to ninety percent of words are pronounced
	3	Fifty to sixty of pronunciation are clearly and the whole speaking can be understood.
	2	Only thirty to forty percent of words are
	1	All the words are pronounced poorly.
Fluency	4	Speaking fluently
	3	Speaking almost fluently.
	2	Speaking with few stops.
	1	Hardly speak.

The researcher will use the rating scale to know the students' speaking skill. In this research, to facilitate the assessment score, a scale of 0 to 100 is used (Harris, (1969: 134).

Table 3 Assessment performance

Criteria of proficiency	Rating
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

DISCUSSION

The results of data analysis conducted in this research show the following results: After receiving the data, the researcher analyzes them using SPSS then compares the results of posttest of inside-outside circle method. The results showed a significant effect on the speaking skills of students who learned to use the inside-outside circle method. This method that greatly enhances to students' speaking skill. It was proven by the difference in the average gained scores of the test in the class XI IPA 1 and class XI IPA 2 before and after treatment. In class XI IPA 1 the students' mean scores before treatment is 68.55 and the mean scores after treatment is 86.70. In class XI IPA 2 the students' mean scores before treatment was 65.40 and the mean scores after treatment is 73.55. It suggests that inside-outside circle method is better than conventional method in teaching speaking.

Furthermore, the answer of first research question about any difference between students' speaking skill before and after being taught by using inside-outside circle technique to enhance speaking skill can be seen from F_0 value of 5.225 and Sig of $0.025 < 0.05$. So, it means there is a difference between students' speaking skill before and after being taught by using inside-outside circle method.

For the second research question, the researchers tried to find out the effects of using inside-outside circle method to enhance students' speaking skills. The researcher analyzes the data by comparing the students' scores taught with inside-outside circle method. The result of using inside-outside circle method to enhance students' speaking skill indicates a significant effect of using inside-outside circle method to enhance the speaking skill of the students. The effect helps them to study English better. It was proven by F_0 of 13.882 and Sig of $0.000 < 0.005$. The technique improves their speaking achievement to the level of satisfaction of 50.4%. Based on the results of this study the use of inside-outside circle method to enhance students' speaking skills, it was concluded that the inside-outside circle method was appropriate to be used to increase students' speaking skill. It also showed that there was the effect of using inside-outside circle method.

Using inside-outside circle method was effectively in teaching speaking to enhance students' speaking skills. it was proven by;1). Students' responses were very good and the improvement of their scores from first until third treatment. 2). the students can easily speak English materials that have just been taught. It was

proven by the students' final scores with most of them getting score 9 in doing the task. 3). Students' responses to use of inside-outside circle method by the teacher were: All students were happy and interested in the use of the method. Most students point out that it was very useful because it can make them speak English easier. The result of this research also means that the method gives positive effects that can increase student's vocabulary mastery.

CONCLUSION AND SUGGESTIONS

Based on the results of this research that has been done show the following conclusions: (1) First, if students' self-confidence is very high, they will be brave and able to speak English. (2) Second, students become fluent and speak English well after using inside-outside circle method. (3) Third, if students are taught by applying inside-outside circle method and their self-confidence are very high, they can enhance their speaking skill very smoothly and significantly. It indicates that there was a significant difference between students taught by using inside-outside circle method and those taught by using the conventional way. Students with high self-confidence differ significantly in their skill at speaking English with those with low self-confidence, both taught by employing inside-outside circle and conventional methods. There was a significant effect of using inside-outside circle method to enhance students' speaking skill. Thus, it proved that using inside-outside circle method has better results because it can significantly enhance students' speaking skill.

There were some suggestions offered based on the above conclusions. First, the researcher suggests that all English teachers should be able to find some appropriate methods or techniques to teach English language, especially at senior high school. So, the students can improve speaking skill and make the process of studying funnier and easier. Inside-outside circle method was a good method to teach speaking. The method should be employed for all students to avoid their boredom and to generate their motivation to learn more about English, especially speaking. It was the facts making the form of inside-outside circle method understandable. The inside-outside circle method improves students' speaking skill so that they were able to speak English properly and correctly.

Second, the researcher suggests that all English teachers use the inside-outside circle method so often. Because generally, based on this research showed

that using inside-outside circle method makes most of the students motivated when doing the activity and doing the test. Even though there were students who did not do the method well, there were only some students who seem unmotivated while doing the game or the activity. From the pre-activity to the post-activity, the students look more active and enthusiastic in learning speaking.

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