APPLYING THE INSIDE-OUTSIDE CIRCLE (IOC) TOWARDS STUDENTS' SPEAKING ABILITYAT THE SECOND GRADE OF SMA INSHAFUDDIN

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Abstract
This study is based on the problem of the low speaking skill at the eleventh grade students of SMA Inshafuddin. The study is intended to know whether Inside-Outside Circle (IOC) can improve the students' ability. It also focused to know what the responses of the students are when Inside-Outside Circle (IOC) is applied in speaking class.The subject of the study was the second grade class XI IPA of SMA Inshafuddin. This study usedpre-experimental research by focusing on one group pre-test and post-test design.Techniques in collecting the data weretest and questionnaire.Then, they were analyzed by using statistic calculation of t-test and percentage formula.The results of this study show that Inside-Outside Circle (IOC) can effectively improve students speaking ability. The improvement of students was obtained from the differences between pre-test and post-test. The mean score of pre-test is 66.11 and it improves to 70.11. Further, it is supported by the t-test result as the calculation value obtain t-score (4.381)> t-table (2.120). It can be concluded that there is a significant improvement of students' speaking ability after they were taught by using Inside-Outside Circle (IOC).The result of questionnaire shows that by using Inside-Outside Circle (IOC) the students become more active to speak and interact with each other in teaching and learning process. Therefore, the result of the study implies that English teachers could applyInside-Outside Circle (IOC) technique in teaching speaking that can give students many chances to speak.

Keywords: *Inside-Outside Circle (IOC), Speaking Ability*

INTRODUCTION

Speaking is an important skill for communication. It helps us to communicate our thoughts, ideas, suggestions, comments, etc in the most natural and reliable way without much distortion of information. Speaking skills can enhance one's personal life, as increase their information about the world by exchanging the information each other, feel easier to get job, and develop more relationship. Kayi (2006:65) says that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Thereby, speaking is a way for people to communicate each other and make their life success. Nowadays, the mastering of English speaking at senior high school is still far from teaching learning goal. According to Basic Competence, the government determines of learning language standard for eleventh grade semester 1 (Depdiknas, 2013). Especially in speaking skills, the students have to study and achieve some competences goal of learning is communicative competence like they able to construct oral and written texts to express and respond to expressions of opinion and thoughts, with regard to social functions, generic structures, and language features which are true and in context. Thus, the writer found the students less achieve these aim of speaking goal.

According to Hasanah as quoted by Yunus (2012), at least there are two factors that influence students' speaking ability, internal and external factors. The familiar internal factors are lack of vocabulary, less

motivation, and difficulty to express their idea. Then, the external factors are the same teaching learning process, the teacher seldom never try out to teach in various method until make the students boring. Thus, these factors have influence students' speaking performance.

There are many problems appear in the teaching learning process, especially in the speaking activities, as found by the writer when doing an observation at SMA Inshafuddin Banda Aceh. The first, the students are shy and not confident while performing speaking English activities in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate each other. And the last, the students are not interested and passive in English learning process. Therefore, the English teaching learning process was not going effectively.

To respond it, the writer assumed that one of ways to solve these problems is by playing a good method. It will have a great influence in teaching learning process. Cooperative learning is one of teaching method which can be used in speaking class that can make students achieve the goal of speaking above. Jacob (1999:5) says that:

> *"Cooperative is a diverse group of instructional methods in which small group of students work together and aids each completing academic tasks. In other word, class member are organized into small group after receiving instruction from the teacher. They work through the assignment until all group members successfully understand and completed".*

One of the techniques of cooperative learning is Inside-Outside Circle (IOC) which enables and motivates members of the group to acquire certain concept deeply by the students' role. This is developed by Kagan (1994). This technique can be used to make the students active in speaking (fatirul, 2011: 43). Besides, Maulida and Narius (2013) say that Inside-Outside Circle (IOC) influences the students to improve their confidence in doing speaking. The role that they play in the technique makes them to be usually involving themselves to face each other and try to transfer their idea verbally.

Regarding to the explanation above, the writer intends to conduct a research, entitled "Applying Inside-Outside Circle (IOC) Towards Students' Speaking Ability at the eleventh grade of SMA Inshafuddin". This study is expected to have some contributions for teaching-learning process, particularly in improving speaking skill. The study is aimed to know (1)whether Inside-Outside Circle technique can improve students' speaking ability and (2) how do students respond towards Inside-Outside Circle technique.

METHOD

The study is aimed to revealing and describing the effectiveness of the use of Inside-Outside Circle (IOC) technique towards students' speaking ability. The study used pre-experimental research by using one group pre-test and post-test design, where the writer did an experiment in a single group only. Borg (1989:670) said: "The one group pre-test and post –test involves three steps: first, the administration of a pre-test measuring the dependent variable; second, the application of the experimental treatment (independent variable) to the subject; and finally, the administration of a post-test measuring the dependent variable again". The following

variables for the study: 1) Variable X (Independent Variable) is the use of inside-outside Circle (IOC) as the technique of teaching speaking. While 2) Variable Y (Dependent Variable) is the students' speaking ability.

The population of the study was the second grade of SMA InshafuddinBanda Aceh in academic year 2017-2018, which consisted of two classes, class XI IPA (26 students) and XI IPS (30 students). While for the sample, the writer randomly selected class XI IPA which is consisted 26 students. However, the valid data were from 17 students because some of them did not participate in all process of collecting data.

The techniques used in collecting the data in this studywere test and questionnaire. The test was conducted in two sessions; pre-test and post-test. Pre-test is a test given to measure students' ability about something that will be learned. While, post-test is a test given to measure students' ability about something that they had learned (Sugiyono, 2012: 110).In this term, the first test was pre-test done to know the students' speaking ability before being the treatment by using Inside-Outside Circle (IOC). Then, the post-test is done to know the students' speaking after being taught by using Inside-Outside Circle (IOC). The test was assessed by using speaking rubric assessment which consist 5 aspects, namely; fluency, pronunciation, accuracy (grammar and vocabulary) and body language.

Moreover, questionnaire is given to know the students' responses towards Inside-Outside Circle (IOC) in improving their speaking ability. The questionnaire sheet consisted 10 (ten) close ended questions.The questions was answered by marking one of four demanded rating scale (strongly agree, agree, disagree, and strongly disagree).

The procedures of data collecting were conducted in five meetings; where the pre-test was given in the first meeting, treatment was given in the second to fourth meeting, and the last are post-test and questionnaire were given in the fifth meeting.

Having got the data from pre-test and post-test, they were analyzed by using statistic calculation of T-test. Then the questionnaire data was processed by using percentage formula.

RESULT AND DISCUSSION
Result
administered to know the response of students to the Inside-Outside Circle (IOC). Through deeply and systematically step, those data were calculated to find the result.

1. The Analysis of Test

After conducting the test, the data obtained from pre-test and post-test was rangedin frequency distribution. In the pre-test section, it shows that the students got the highest score is 77 and the lowest score is 57. Nevertheless in the post-test section, the highest score is 85 and the lowest score is 60.

As stated before, the pre-test was aimed to identify the basic levels of the students'speaking before giving treatment and post-test was aimed to see the effect after treatment. From the results, the mean of pre-test is 66.11 and the mean of post-test was 70.11. Thus, the mean of post-test was improved from the mean of pre-test, and the writer conclude that the students' speaking ability was better after learning speaking through Inside-Outside Circle technique. To prove whether Inside-

Outside Circle (IOC) affected the students' speaking, it needs more following steps.

Based on the result of pre-test and post-test, the writer put the data into the difference of pre-test and post-test as follow:

Table 1. Difference estimating between pre-test and post-test.

Student's Initial	Pre-Test (X)	Post-Test (Y)	D = (X-Y)	$D^2 = (X-Y)^2$
KK	60	62	+2	4
M	62	70	+8	64
IS	73	82	+9	81
SA	64	66	+2	4
IM	77	85	+8	64
WM	58	62	+4	16
W	75	72	-3	9
NH	61	60	-1	1
MF	76	85	+9	81
M	66	64	-2	4
ZS	76	79	+3	9
NW	76	79	+3	9
N	57	64	+7	49
BH	58	61	+3	9
EM	59	62	+3	9
FM	69	75	+6	36
RN	57	64	+7	49
N = 17	-	-	$\sum D = 68$	$\sum D^2 = 498$

Which:

D = Difference between variable X and Y, the writer calculated the mean of difference (MD) shown below:

$$M_D = M_D = \frac{\sum D}{N}$$
$$= \frac{68}{17}$$
$$= 4$$

By calculating the mean of difference (M_D), total difference (($\sum D$), and total difference in square (($\sum D^2$), the writer calculated standard of deviation (SDD) as shown by the following statistical step.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - (M_D)^2}$$

$$= \sqrt{\frac{498}{17} - (4)^2}$$
$$= \sqrt{29.29 - 16}$$

$$= \sqrt{13.29}$$
$$= 3.65$$

Having had the estimation of standard of deviation, the writer calculated error standard of mean difference (SEMD) between variable X and Y as follow:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$
$$= \frac{3.65}{\sqrt{17-1}}$$
$$= \frac{3,65}{4}$$
$$= 0.913$$

Next step is finding out t_0 value by:

$$t_0 = = \frac{MD}{SEMD}$$
$$= \frac{4}{0.913}$$

= 4.381

Finally, the writer compared t_0 with the score of t_t. Therefore, she needed the degree of freedom (df) as follow:

$$Df = N - 1$$
$$= 17 - 1$$
$$= 16$$

Then, the writer checked out the score of degree of freedom to t-table at significance of 5% (α =0.05). It showed that:

At the degree of significance 5% = 2.120
The result obtained that t score is 4.381 and t table is 2.120.

From the result, it could answer the categorized hypothesis.The hypothesis used in the study is an alternative hypothesis that says "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using Inside-Outside Circle (IOC)".This hypothesis can be formulated as follow.

Null hypothesis is H_0: H1= H2
Alternative hypothesis is H_a: H1 ≠ H2

H1: The Achievement of students' speaking before using Inside-Outside Circle (IOC)
H2: The achievement of students' speaking after using Inside-Outside Circle (IOC).

H_0: There is no significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).

H_a: There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).

Arikunto (1991:70) said the criteria of t-test are:
1. If the result of t score is higher than t-table ($t_0 > t_t$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If the result of t-score is lower than t-table ($t_0 < t_t$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

Having analyzed the data of pre-test and post-test by using t-test formula, from the result of calculation, it is obtained the value of the t-score (t_0) is 4.381 the degree of freedom (df) is 16 (obtained from N-1) = (17-1=16). The writer used the degree of significance of 5%. In the table of significance, it can be seen that on the df 16 and on the degree of significance of 5% the value of degree of significance are 2,120. The calculation value obtain t-score (4.381)> t-table (2.120). This result means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. So, hypothesis states that "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using Inside-Outside Circle (IOC)".

1.2 The Analysis of Questionnaire.

The data of students' responses about applying Inside –Outside Circle technique in speaking class were obtained through questionnaire. The questionnaire

was given to 17 students of class XI IPA. Below were 10 questions whichwere distributed in the questionnaire.

1. Students' interest in speaking class
2. Students' need to learn speaking by using good and fun methods.
3. Students feel comfortable in learning speaking through Inside Outside Circle technique.
4. Students' vocabulary development by using Inside- Outside Circle technique
5. Students' pronunciation development by using Inside- Outside Circle technique
6. Students' motivation development by using Inside- Outside Circle technique
7. Students' grammar development by using Inside- Outside Circle technique
8. Students' cooperative development by using Inside- Outside Circle technique
9. Students' confidence development by using Inside- Outside Circle technique
10. Students' idea development by using Inside- Outside Circle technique

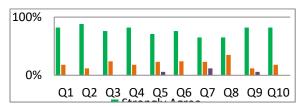The students gave their opinion for each mentioned number as described in the following chart.

Chart 1.The Students' Response towards Inside-Outside Circle (IOC) in teaching speaking.

Based on the chart,it shows that the students had positive responses. On the first statement, the majority of students (82.35%) strongly interested to learn speaking and only 3 students (17.65) that said they agreedto interest in speaking class.

The second statement shows that there was 88.24% students strongly agreed that the students' need good and fun methods in teaching speaking and 11.77% students agreed about it. On the third statement, 76.47% stated strongly agreed and 23.53% agreed that if they feel comfortable in learning speaking through Inside-Outside Circle technique. The statement number 4, showed almost of all students (82.35%) strongly agreed and 17.65% agreed if their vocabulary could be increased after they did speaking activity by using Inside-Outside Circle technique. In the statement number 5, only one student (5.9%) disagreed about Inside-Outside Circle (IOC) could improve their pronunciation, while twelve students (70.59%) strongly agreed and 4students (23.53%) agreed about it.

Then, on the sixth statement, it was strongly agreed by 13 students (76.47%) and 4 students (23.53%) agreed if their motivation was increased when learning speaking using Inside-Outside Circle (IOC). The seventh statement describes as many 11 students or 64.71% of the total students strongly agreed and 4 students (23.53%) agreed that Inside-Outside Circle (IOC) could improve their grammar, while 2 students (11.77%) disagreed about it. The statement number 8, shows that 11 students (64.71%) strongly agreed and 6 students (35.29%) that Inside-Outside Circle (IOC) affected their cooperative learning. The students felt nearer among classmates and made their study become enjoyable.

The students' response on the number 9, shows that the majority of students (82.35%) strongly agreed and 2 students (11.77) agreed if they got enhancement for their confidence after

applying Inside-Outside Circle technique. Yet, 5.88% of the students or a student did not think that they got improvement. On the last statement, as many 82.35% of the 17 students or 14 students strongly agreed, and 3 students (17.65%) agreed if Inside-Outside Circle (IOC) is helping them to get idea and controlling themselves to speak in the topic area.

Regarding to the result of questionnaire, it could be concluded that the students got many improvements in term of speaking area. They would able to practice their speaking ability more intensively while doing conversation using Inside-Outside Circle (IOC).

Discussion

Previously, the result of pre-test was low which shows that the students still had many obstacles in mastering speaking skill. The students got lack of vocabulary to use in their speaking activity. They have not been able to deliver a word, a suitable phrase or construct a complete sentence. Sometimes they used wrong word in a certain context and also they often repeated the same word in various situations.

Because of their vocabularies was lack, the students felt reluctant and less confident to express their idea verbally. They only speak in shortly sentence, used more pauses and also got lost idea before the speaking was finished. In addition, the students spoke with low quality of grammar. They usually couldn't build a good sentence even in the simple sentence. It affects the information were not delivered effectively to the listener.

So as the Inside-Outside Circle (IOC) was applied to solve the students' problem in speaking. It was expected to improve the students' speaking ability in terms of fluency, pronunciation, accuracy (grammar and vocabulary) and body language. The implementation of Inside-Outside Circle (IOC) was conducted after pre-test. The students were involved in this treatment for five times regularly.

Based on the obtained result, it is proven that the students able to improve their speaking ability by using Inside-Outside Circle (IOC). As cited by Kagan (1994), this technique is effective to train the students in practicing their speaking more creatively in a group work. The students met various classmates with different characteristic and different level of speaking achievement. It opens more opportunities for each student to take and share the knowledge of speaking among their rolling pairs.

Regarding to the speaking achievement, the students' score was significantly improved between before and after the treatment. After conducting the treatment by using Inside-Outside Circle (IOC), all of the students' improvement can be seen from the aspects of speaking ability. The students' vocabularies were increased (about 30%) when they want to say something in English. Such as the word of nouns (basket, cigarette, etc) and verbs (allow,consult, etc). The technique taught them to participate actively in a group. They have to show all their competencies totally in order to get the successfully learning objectives. Besides vocabulary, the aspect of grammar was also improved (about 25%) in which the students able to use and construct the sentence in the properly rules. For example, the combination of pronouns and to be ('he is' not 'he are', 'It is' not 'he are', 'Amru does' not 'Amru do', 'you were' not 'you was'). Again, the use of verb in present and

past tense (buy for present and bought for past).

Then, the students' pronunciation was improved also. By the technique, the students got more knowledge and learned many things from their partner, such how to say the word between 'patient'(*sabar*) and 'patient'(*pasien*)correctly. Those words were produced wrong by the students in the pre-test. The interaction that the students passed in the technique made the students to say English repeatedly and continuously. This condition directly influences the students' fluency. This aspect was improved about 20%. The last aspect is body language which is improved about 15%. The students was demanded to show out their role completely, so that beside their speaking have to do well, their body language must be played entirely. They felt enjoy to carry out themselves in conversation activity. Sometimes they played their eyes, their head, their hand and others body language feature to convince their speaking to the listener about what they want to deliver.

Likewise, the characteristics of cooperative learning also encouraged the success of the technique. Roger and David as quoted by Lie (2002: 31-35) categories them into five; positive interdependence, individual accountability, promote face-to-face interaction, group processing and group process evaluation. These aspects closely related to each other, so that the student got many advantages to improve their speaking process. The students should enthusiast to engage themselves involved as the player on the technique. They had to be responsible to themselves that refers to group objectives.

Working in agroup, one student not only had to accountably for him/herself but also for his/her teammate. Each of them has

the specific duties to complete. When one of them got difficulties, such as using a disconnect vocabulary, incorrect pronunciation, and lost ideas, others partners should give a help. This effort made the students realize that they could need each other in achieving a goal.

Face-to-face interaction gave a good point for students to build their motivation and confidence. Unconsciously, each student learnt how to interact to others and get communicatively interaction. To carry out their role, the students must be confident to face and speak to others. The students in inside circle tried to speak for each new partner that they face in outside circle. This repeated action made the students speak for more times and enhance their motivation to do it.

Actually, every student would know how to work effectively in a group. They started it from the selection of member and group, the duties that they got and the roles that they play. Each of them passed this process in order to get the learning objectives. To achieve a success, evaluation is needed to see how far the duties are working on. So, this condition opened many opportunities for students to realize about their work, whether the duties as intended goal or not until they got the correction and suggestion from each other.

In conclusion, the result of the data analysis proven that the students' score of speaking taught by Inside-Outside Circle technique is better. It means that the use of Inside-Outside Circle (IOC) is effective. Another reason based on the students' responses because most students felt that Inside-Outside Circle (IOC) is enjoyable. This reason leads to better attention in learning and stimulate them to participate in Inside-Outside Circle (IOC) activities.

CONCLUSION

The writer conducted a research which the aim is to improve the students' speaking ability using Inside-Outside Circle (IOC) technique and get the students' response to this technique. Based on the research result, the writer can draw the conclusion as follow:

1. Based on the data obtained during the research, the data from 17 students were used for this analysis. There is a significant difference between students' speaking ability and Inside-Outside Circle Technique. It refers to the result of test proved that the students have improvement at their speaking achievement after applying Inside Outside Circle technique. Besides, the t calculation of value of 4.381, with significant probability (sig) of=0.05 and df=n-1=17-1=16, the table is 2.120, so the t calculation value obtained $(4.381) > $ t table $(2,120)$. Thus, H_0 is refused and Ha is accepted. Therefore, the hypothesis stating that, "There is a significant difference between teaching speaking before using Inside-Outside Circle (IOC) and teaching speaking after using inside – outside circle (IOC).

2. The questionnaire's result showed that the students recognized if this method gives advantages for them in English such as their improvement in grammar, pronunciation, vocabulary, classmate relationship, etc. Besides, most of the students are quite enjoyed and interested to be taught applying Inside Outside Circle technique in their speaking class. In conclusion, the students had positive responses about Inside-Outside Circle (IOC) as an effective technique to improve their speaking ability.

This research had proven that the use of Inside-Outside Circle technique in teaching speaking shows good results. Then, it is suggested:

1. A teacher of English at Senior High Schools should be creative in selecting interesting methods in teaching learning-process. Especially, Inside-Outside Circle can be used as an alternative technique of teaching speaking. In fact, Inside-Outside Circle technique can improve the students' mastery in speaking.

2. The writer has recommended that this technique gave an advantage such made the students more interactive and attractive to speak English. The students also learned more knowledge about speaking by following conversation activity with different classmate whether being less or high achiever students. Although, an additional disadvantage of this technique is being difficult to apply if the teachers don't do enough preparation in advance and also good monitoring in the classroom.

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