

## **INSIDE-OUTSIDE CIRCLE AS THE WAY IN BUILDING STUDENTS' MOTIVATION AND INTERACTION IN SPEAKING CLASSROOM ACTIVITIES**

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### **Abstract**

As the important factors in EFL speaking classroom activities, building students' motivation and interaction in EFL speaking classroom should be designed in meaningful ways. Many studies reported various ways in minimizing the problems as well as proposed innovative ways in teaching speaking skill. One of the ways recommended by the researches is the inside-outside circle strategy. It is a way that students can work cooperatively and raise their motivation to talk and interact with others. The classroom-based research was conducted with only one cycle implementing the strategy. 30 students at the first grade of Multimedia Program at SMK Negeri 6 Ambon were participated in this study. The results showed that during the implementation of inside-outside circle strategy in the classroom activities, the students could involve actively in expressing their ideas based on the given topics, build good interaction in the inside and outside a group, and show high motivation in speaking classroom activities.

Keywords: Motivation, interaction, speaking skill, inside outside circle strategy.

### **INTRODUCTION**

As one of productive skills, speaking plays an important role in communication. The process of communication involves the process of constructing meanings which involves producing, receiving and processing information (Brown,1994). It is an interactive process in which students can express their ideas or information. In classroom speaking activities, a teacher should design tasks and activities in which students can be trained to be actively involved in constructing meaning, producing, receiving, and processing messages or ideas. For that reason, teachers need to consider some factors before they

select appropriate teaching strategy to help students to develop their speaking ability. The factors such as students background knowledge of speaking skill, their level of English competency, their' attitude towards the speaking itself', and the materials that should be determined based on students' needs, interest, contexts, and competency.

Motivation as one of the aspects of students' attitude has an important role in developing students' speaking skill. The more students are motivated in speaking, the better improvement they will achieve for their speaking ability. Unfortunately, sometimes teachers do not realize about students' motivation in speaking classroom activities.

The results of preliminary study reported that there were some factors influenced students in speaking skill, and those factors also became students' problems in developing their speaking skill. The problems were related to their attitude in which the students were lack of motivation and interest to develop their speaking ability and as result their less to actively involved and less to interact with other friends in classroom activities.

There are many ways that can be designed by teachers in motivating students to speak up in the classroom process and building good interaction among students. Facilitating students with various teaching strategies can also build an enjoyable learning atmosphere. One of the strategies that can be applied in speaking classroom activities is inside-outside strategy.

It is a strategy that allows students to work cooperatively in sharing ideas, opinions, and information, and it can stimulate students' motivation and interaction in speaking activities.

## **LITERATURE REVIEW**

### ***The Essence of Speaking Skill in A Foreign Language Frame***

In a foreign language frame, mastering speaking skill is needed by foreign students to build good interaction with others from abroad countries. Moreover, the ability of English skill plays an important role in facing globalization era. For that reason, students should learn and master in for education purposes.

As productive skill, speaking is an oral process to share ideas, feelings, information to others for certain purposes. For that reason, a student needs to build an interaction when she or he speaks to others. Speaking makes someone trained to think and rethink before produce words or sentences for other people. Through speaking, someone can find a way to maintain the social relationship with others. According to Richard in Brown (1994)

speaking must exist in linguistic rules that must be applied in a given communicative situation. In speaking, students should learn some steps in order to make the speaking itself properly and understandably, those steps are: speak clearly and expressively about their ideas and concern or adapt the words and strategies according to various situations and audiences from one to any conversations to formal large group setting, interpret, and assess various kinds of communication, including intonation, phase gestures and body language that accompany speaking.

Speaking is the interaction process of constructing meaning starting to produce, receive, and process information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. The speaker of language, in this case the students, must know nature and characteristics of spoken English, which differs from the written form.

### ***The Essence of Motivation in Speaking Classroom Activities***

Motivation is a critical component of learning and getting students to engage in academic activities (Reid, 2007). It means that it is important in determining how many students will learn from the activities they perform or the information to which they will be exposed to. Some students are motivated to learn, while others are motivated to perform well and get a good grade. It is important that teachers should try to convince students that learning rather than grades are the purpose of academic work. This can be done by emphasizing the interest value and practical importance of the material that the students are studying, grades and other rewards.

In line with the statements above, in the language learning domain, motivation, which is generally accepted as leading to

the success or failure of the learner when learning a foreign language, plays a pivotal role in mastering the language (Dörnyei, 2001). From those opinions, it can be implied that in speaking skill, learners might speak well if they are motivated with vary meaningful ways. So, motivation has the crucial role for foreign learners to develop their speaking ability. The more they have strong motivation, the better practice and train their selves to speak fluently an accurately in order to be good speakers. On the contrary, when they have low motivation in speaking, they will rarely practice and train themselves to speak fluently.

Motivations are commonly separated into two different kinds, namely intrinsic and extrinsic motivation. Dincer & Yesilyurt (2017) pointed that Extrinsic motivation is controlled by external factors and regulated by the factors apart from the activity itself whereas intrinsic motivation is an inherent tendency to search for novelty and challenges, to extend and exercise one's capacities to explore and learn. The theories implied that students should consider about the motivation that they have. Awareness about the ways they motivated their selves in speaking skill will lead them to figure out any kind of strategies in developing their speaking ability.

### ***The Essence of Classroom Interaction in Speaking Classroom Activities***

In the field of foreign language, interaction has long been considered important in language learning. It requires in the process of a foreign language learning the presence of two or more learners who collaborate in achieving communication. Interaction is a way of learning in general and developing the language skills in particular. Allwright (1984) points out that it is important to keep learners active in the classroom which means reducing the number of teachers talk in classroom and increasing the learners'

talk time. Thus, learners will be more talking to each other in pairs or in groups.

The concept of interaction is defined as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another (Wagner,1994). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too, it is an essential part in learning and teaching processes. Allwright and Baily (1991) hold that interaction is something people can do together. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation.

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback. If these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis and Foto (1999) argue that interaction contributes to learning through the provision of negative evidence and through opportunities for modified output. Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

### ***The Inside Outside Circle Strategy in Teaching Speaking Skill***

One of the objectives in foreign language teaching in Indonesia is to improve speaking skill accurately and fluently. To reach the target of teaching speaking, the educational institution from secondary to higher education should implement appropriate strategies to produce good outcomes of foreign language learners. Inside Outside Circle

(Kagan, 1994) is an activity that involves all students in the class. Inside outside circle is very useful to establish communication between students and build community in the classroom. This strategy enabled the students to want or do not have to talk to each other. By interacting with fellow friends, they would exchange their thoughts about the topic, motion, or pictures provided by the teacher. By practicing their ability to continue to try to practice speaking then naturally, they will motivate themselves to speak in the learning process.

The procedures of Inside Outside Circle (IOC) strategy (adapted by Kagan, 1994) as follows: 1) Split the Class: Decide which half of the students will form the inside circle and which half will form the outside circle. 2) Question: Put a question or statement or picture on the board. Give students at least ten seconds to think of an answer on their own. 3) Share: Ask students in the inside circle to share their response with their classmate facing them in the outside circle. When they have done this, ask them to say "pass," at which point their partners in the outside circle will share their responses. 4) Rotate: On the teacher's signal, the outside circle move one step to the left or right and discuss the same question with the new partner. After the allotted time is finished, the teacher may ask students to return to what they were discussing with their friends through this strategy.

According to Yeck (2005) from Round Rock High School, inside outside circle is a terrific strategy that really engages English language learners because it gives chance to all students to share information at the same time with different partner in a short time and in structural way. English language learners need as many opportunities to speak English as possible. Maulida (2013) conducted a classroom action research in teaching and learning speaking by using inside outside circle strategy in Junior High School and the findings showed that inside outside circle strategy can attract students' self-

confidence because this strategy help the students to be more active in express their ideas, opinions, and sharing with others.

## **METHODOLOGY**

Classroom-based research was applied to conduct the study at SMK Negeri 6 Ambon. The students at the second grade of SMK Negeri 6 Ambon who were enrolled in Multimedia program were participated in this study. In collecting the data, some instruments were used such as classroom observation check list, field notes, in-depth interview, and review documents.

The researcher focused on students' motivation and interaction in speaking classroom activities through Inside Outside Circle (IOC) strategy. The researcher collaborated with the English teacher of SMK Negeri 6 on Multimedia program. In conducting the study, the English classroom teacher treated the students with Inside-outside circle strategy whereas the researcher observed the classroom process including the ways students were motivated and interacted in the process of teaching speaking skill. In conducting the study, the researcher collaborated with the English teacher starting with planning step until reflecting phase. Some instruments were used to collect the data such as classroom observation checklist, field-notes, in-depth interview and it was provided by the guided questions, and review documents. In analyzing the data, qualitative and quantitative analyses were applied.

## **FINDINGS**

### ***The Results of the Observation, field-notes and review documents***

The cycle consisted of 8 meetings which divided into 6x meetings implemented the strategy as the in building the students' motivation and interaction in speaking classroom activities. 2 meetings were done to in-depth interview in focus groups discussions and distributed

questionnaire for the students to find out their responds about the strategy. The results can be presented in the following paragraphs.

### ***First Meeting***

In opening the class (figure 1), the teachers greeted the class, checked students' attendance and reviewed the last materials. Then to build students' prior knowledge about the materials, she gave some examples in Indonesia. Some students looked enthusiastic to answer it by using Bahasa Indonesia. When she asked other questions in English, most students were confused to answer it because they did not understand the questions. It can be seen through their faces which they really could not grasp the point of her questions. All students still kept silent, therefore she translated her questions into Indonesia, and two students could answer it by using Bahasa Indonesia.

At the next step, she wrote some English expressions on the white board, read it by herself then asked the students to read it as individual and classical. The technique that she used was individual and choral drills. After she found that all students could read all suggestion and offering expressions, then she explained the use of those expressions and gave a short dialog about it and asked the students to practice it into peers. When the students practiced a dialogue, she controlled them and sometimes gave error treatment when she heard some miss pronounce words did by the students. After having time in practicing a dialogue into peers, she invited some peers to present in front of the class. The next step, she divided the students into 2 big groups consisted of 12 students. She formed 6 students as inside group and 6 students as outside group. Each big group has different pictures. First group obtained

the picture A and the second group got picture B. After that she explained the rules of inside and outside group. For the students who were in inside group, they have to find two words which describe about the pictures. Each student in inside group would show the words for each member in outside group and each student in outside group would gave more explanation about the words based on given picture. In this case, each student was demanded to speak up. Even some students in outside group have difficulties in expressing their thoughts or ideas in English but they tried hard to do it. In this meeting, the teacher suggested the students to find words in the dictionary when they found difficult words to express their ideas and they could express it into short sentences. In the process of students' activities in inside and outside groups, sometimes the teacher praised the students' sentences and did error treatment both in reading and writing sentences. The setting of classroom interaction in the first meeting can be seen in the picture below.

### ***Second Meeting***

The teacher opened the teaching with review the last materials. Some students could give good responds in explaining the last material. After that she asked the students about their work about any difficulties they found in working their assignments together. Some students gave responds in

Based on the students' responds then she motivated the students to always work hard in their learning, never give up and tried hard to do the best for their works. After that she settled the class and the students' seats in different setting from the last meeting. The setting of class interaction was presented below (figure 2).

Figure 1. The setting of classroom Interaction

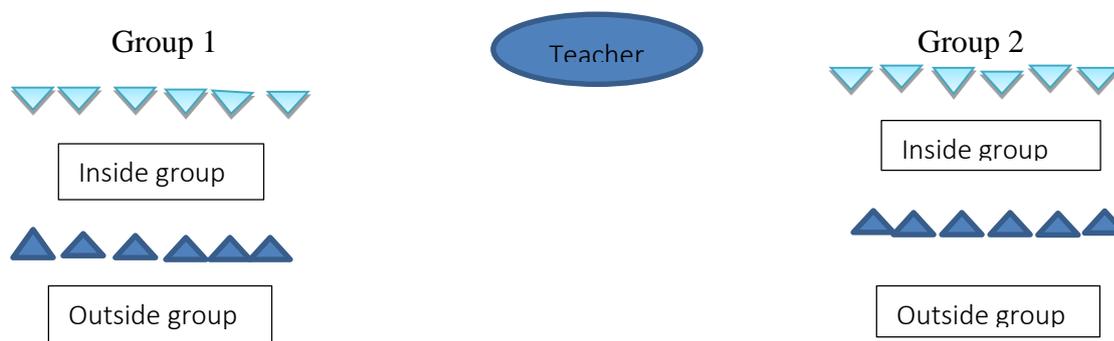


Figure 2. The setting of classroom Interaction



The given theme was ‘Suffering people’ for the second meeting. In this meeting, each group should find the relevant pictures about it, mention some words related to the pictures and there were some guidance questions that provided by the teacher before the group gave more explanation about their topic discussions using some English expressions that they had learnt in the previous meeting. The first group showed the picture about “the children who were suffering because of lack of foods”. In inner group consisted of 6 students, the relevant words described the pictures such as *African children, hungry, poor, need help, lost parents, need rice and water, sad face, waiting for food, long time in queue line*. The first inner group read their sentences and the teacher wrote the words on the white board. After that she asked the second inner group read their words related to their pictures. The second

group’ topic was the rich children which they got the picture about the children who have many kinds of foods and candies. The relevant words describe the pictures that the inner group has such as *rich children, happy faces, lot of foods, enjoy, many candies, never suffer, share the foods with others, good looking*. Then the teacher wrote the words on the whiteboard then she read all the words and commanded the students to read it and did drilling technique to improve the students’ pronunciation.

The next activity was she gave some guidance questions for the outer group such as what are you going to do to help suffering children? For the first group, and for the second group the question like if you are a rich child, what is your plans to help others poor people? Each of the members could share his/her opinions with their friends in inner group. During the process of sharing ideas, the teacher always

controlled the students, motivated the students to practice their English, did error treatment when she heard miss pronunciation of words from some students. Some students showed their enthusiastic to practice their speaking skill, it could be seen when they always open their dictionary when they have difficulties in finding words into English in expressing their ideas. The class became crowded with mix languages, although half of the students still used Indonesia first then tried hard to translate into English.

In the last activity, she gave opportunity for the students to present their summary of the ideas on helping others people who were suffered as the results of their group discussion among inner and outer groups.

In closing the group work discussion, the teacher did informal assessments for each group work such as 'good job', 'great work, nice ideas', 'you have got it. Ok, you. The positive statements given by the teacher made the students felt happy and it could be shown when they have big applause for each word said by the teacher for their group work.

### ***Third Meeting***

In the beginning of her class, she always checked the students' attendance, motivated the students with the positive words and started to teach the material. The topic of the third meeting was "Coming Late" and she wrote the word on the white board. After that she asked the students to think about any reasons that cause them came late to school. The students have vary answered which were they answered it in Indonesia and English. Then she read short conversation about coming late for two times and asked the students' understanding about the conversation. Some students gave good responds about it when they explained it using Bahasa Indonesia. Next, she distributed the copy material of the conversation for students and asked them to practice it into peers in which one would be a teacher while other

as a late student. After giving some times for practicing the short conversation, she has chance for several peer to practice the conversation in front of the class and continued with the explanation about some expression found in the conversation and the function of using it in oral communication.

The next activity, she divided the students into 3 groups consisted of 8 students which 3 students as placed in inner and 5 students in outer setting in each group. She led the students to find their group name and then distributed a short case which they have to discussed and shared ideas among the groups. The first group name was *Smart group*, the second was *Technology group* and the third group was *Education group*. The role of inner group was each member would give one question for the members of outer group to answer it as the solution for the given case. Whereas the outer group discussed the ideas then share it with the inner group. The setting of the class interaction was presented in the following illustration (figure 3).

All groups have the similar case. The procedures of inner-outer group discussions can be explained following; first, every inner and outer group have the similar case in which each member had to read it and understand it. Second, each member of inner group could raise a question and it could be answered by the member in outer group. For that reason, the students in inner and outer group should discuss it together before they presented the ideas for the teacher and other groups. This activity raised the students' participation when they discussed a case, made questions and found the answers. The process of group works still dominated in Indonesian language. Most students preferred to write their opinions in Indonesia first then translated it into English. In the third meeting, most students brought their dictionaries. As usual, the teacher always monitored the students' works, helped them when they encountered difficulties in

translating their ideas into Indonesia, she did error treatment when she heard some miss pronunciation words from the students.

Before she asked the students to present their works, she read the case once more because all of the groups had similar case. The case was about '*obtained bad mark in English final examination*'. From the smart group, the inner group had 3 questions such as; 1) Was the student happy with the English mark? 2) why did the student got F for his examination? and 3) What would you do if you got bad mark? 3 questions also made by inner group in the technology group such as; 1) what happen if you have bad mark in English? 2) mention two reasons caused the student got bad mark for his examination? 3) What would you do to help this student? In inner group of educations, 3 questions also addressed to be answered such as: 1) how is the student felling when he knows that he obtains bad mark for his examination? 2) What is your suggestion to help this student? 3) what happen if you have bad mark for your favorite subject?

All the questions were written on the whiteboard, and then the teacher asked the students in outer group to choose a question then share their thoughts or opinions about the questions as their answers. This activity allowed all of the students should took part in practicing their speaking skill. Some students wrote their ideas first then read it with confidence even they made wrong sentence structure, but the teacher always did she turned in error treatment for it.

#### **Fourth Meeting**

In this meeting, the students still have the similar groups such as in the second meeting, the difference of the procedures was, the students who were placed in the inner group that have change position as in outer group and vice versa. All groups have the similar pictures, but the students were in inner group had picture A and the outer group had picture B.

In opened the class, the teacher did the similar procedures such as greeted the students, called the students' names and reviewed the last materials. After that she asked the students to sit in their own group and explained the roles of inner and outer group position. Next, she brainstormed the students' experiences due to the pictures with some questions such as, 1) do you have a sister or brother? 2) how is your relationship with your sister/brother? 3) Are your parents the busy workers? How is your feeling when your parents have not time to communicate with you? Do your parents have good relationship? Two students could respond the questions well using English and some students just share their opinions in Bahasa Indonesia. Even though she found her students' talk Indonesia, she always appreciates her students' ideas by giving some informal assessment such as good, ok, not bad, great. It seemed that she tried to encourage the students to be actively involved in teaching and learning process although some students still used their first language in giving their ideas or opinions.

The next activity, teacher asked students to make conversation in pairs about situation that students saw on the picture above. Then, teacher called some of them to practice their conversation in front of the class. Most of them were enthusiastic who wanted to present their work in front of the class. As a controller, when students practiced, teacher made correction for their mistakes in pronounce the words which she wrote on the white board and taught them to pronounce correctly. Many practices that given for students is very important to make them to be better in speaking skill.

#### **Fifth Meeting**

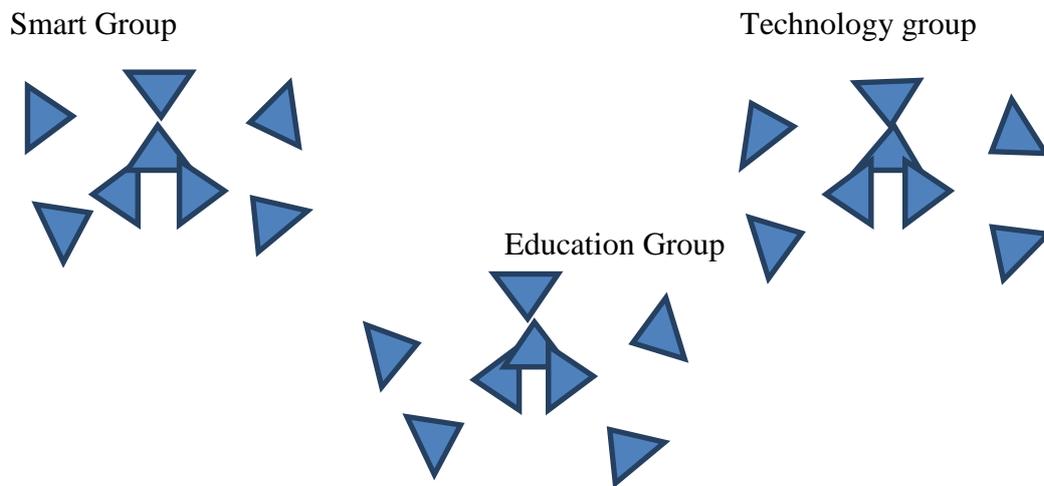
In this meeting, the students have same groups with the last meeting. One group got the picture A and other group got the picture B. Next, teacher brainstormed the students experiences to the pictures with some questions such as: 1) do you ever see a smoker or drunker? 2) do you have a

father, brother or someone in your family as a smoker or drunker? 3) what do you think about them? 4) do you like their habit or not? 5) what do you want to suggest for them?

All the questions were written on the whiteboard, and then the teacher asked the students in groups to share their ideas, thoughts or opinions about the questions as their answers. This activity allowed all of

the students should took part in practicing their speaking skill. Some students who ever wrote their ideas first then read it with confidence even they made wrong sentence structure, now they tried to give their ideas directly without any notes. The topic looked familiar and they were very interest to discuss their opinion related to their experiences with the topic (figure 4).

*Figure 3. The setting of classroom Interaction*



*Figure 4. The setting of classroom Interaction*



From the students' respond during in classroom activity, there were found any contrast with their discussion related to the topic. Some of them agreed with smoker or drunker and others did not like it. The students showed their interaction actively. So, practicing given by teacher was really helpful for them in engaging their speaking skill.

### **Sixth Meeting**

With the same groups liked at the last meeting, the teacher asked students to discuss in their groups. Next, the first group got the picture A and the second group got the picture B. Teacher started to brainstorm the topic with some questions, such as: (1) what do you see in this picture? (2) what do you think about that? (3) Do you have an experience like this picture? All the

questions were written on the whiteboard then teacher asked them to discuss in their groups. This activity made all of the students should involve actively in practicing their speaking skill. From the first meeting until this day, students showed the good responses in classroom activities. After the students discussed in their groups, the teacher asked some students to give their ideas related to the questions that given by teacher. Then, the teacher wrote some ideas on the white board. Besides, teacher also gave some correction for the students' pronunciation and asked them to repeat the words after she read.

## DISCUSSION

### *Students' Motivation in Speaking Classroom Activities by Using Inside Outside Circle Strategy*

In teaching speaking as a foreign language, the roles of teacher are very important in make students actively in classroom activities. There are such as: give students practice and use group work or pair work is very helping students be better in speaking skill. To engage students' speaking, students should be given enough opportunities to speak in the class. It is important for English teachers do not take up all the time. According to teacher' experience, in pair work and group work can be used to increase students' speak in the target language during the lesson. So, the students get chance to interact and practice the language with other students.

To be motivated means to be moved to do something. A person who feels no inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. *Reid (2007) pointed that motivation is a basic component of learning that engage students in academic activities.* There are two types of motivation base on the different reasons of goals that give rise to an action. They are intrinsic and extrinsic motivation. Intrinsic

motivation is defined as doing of an activity for fun or challenge entailed rather than pressures or rewards. Next is, extrinsic motivation is that rise and work for their influence from the outside such as: get good grades, praise and reward from others.

In teaching speaking by using inside outside circle strategy, teacher prepare small steps and ensure that each step is beneficial to students to motivate them to perform a given task. Teacher started with opening the class, greeted, checked students' attendance, reviewed the last materials, and she asked some questions to brainstorm the lesson. The next step, she divided the students some big groups consisted of total of students who presented. She formed some students in big group as inside group and some students as outside group. Each big group has different pictures. After that she explained the rules of inside and outside group. Each member had to explain in words based on the given picture. In this case each student was demanded to speak up. Even some students have difficulties in expressing their thoughts or ideas in English but they tried hard to do it. For the first meeting, students can use dictionary when they found difficult words to express their ideas and they could express it into short sentences. To help the students in groups, teacher prepared some questions which can help students to explore their thought, ideas, and opinion. In the process of students' activities in inside and outside groups, teacher as a controller. She let the students to practicing until the time limited. After students practiced in groups, students got the feedback from the teacher related to their discussion. Teacher asked some of students to report what they have discussed in their friend in groups. When they made mistakes in pronouncing the words, teacher wrote on the whiteboard and taught them to pronounce correctly. She also gave praise in motivating and helping students become motivated to complete a given task. Besides, when students work in their groups, the social interaction in their

activities can make build their self-confidence, awareness for their self, and feel challenging to be better than others.

Motivation is a mainly thing in make students' desire in participating on speaking class but it depends on how the teacher' roles in the learning process. If there were many practices in classroom activities, minimize teacher' talk, there are any internal stimuli from students' self-confidence such as: want try to speak and speak again

### ***Students' Interaction among Groups by Using Inside Outside Circle Strategy***

The ideas that interaction could and should take place in the classroom became more popular especially in second or foreign language classroom. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices.

In teaching speaking by using inside outside circle strategy, teacher modified the class base on the total of students in the classroom. Teacher gave the different topic in every meeting to the students for discuss in groups. The first topic was about garbage, the second was about suffering and rich people, next was get the bad mark, family problem, smoker and drunker, the last was about tired and sickness. The topics were given by the teacher before she entered the class. So, students had the time to find the material, self- study and prepare the main point that will be discussed in the classroom. When students prepared for anything related to the given topic, absolutely they also find some new words. In directly, they had trying to rich their vocabularies.

Students showed their good interaction in classroom activities, when they work in their groups. In the first meeting in applying inside outside circle

strategy, they prepared a note in helping them when they nervous when expressing their ideas. Most of them who never participate in speaking classroom activities through this strategy, they had to interact with other even though in their groups. Working in groups have been increased each student' opportunity to interact with materials and with other students while learning. Then, in the second until six meeting, students showed their progress in teaching and learning process. They showed their ability to express their thoughts and ideas, it is not just for their friends but also for their English teacher. The atmosphere in the class was changing be more interesting and actively.

### ***The strength and Weakness of the Inside Outside Circle Strategy in Teaching Speaking Skill***

In finding out the strengths and weaknesses of Inside-outside circle strategy in teaching speaking, the questionnaire was distributed for the respondents and it consisted of 25 questions. The questionnaire contained 6 main components namely: 1) willingness to practice English, 2) actively involved in classroom activities, 3) learning from mistakes, 4) participation in group work, 5) feeling confidence in speaking and 6) making notes during classroom activities.

#### **1. Willingness to Practices English**

After implemented the inside outside circle strategy in English classroom activities, 100 % of the students or all students supposed that speaking in English is a challenge for them. The students liked what they have in speaking even they tried hard enough; they believed that they will have good practice their speaking skill. In the process of classroom activities, they said that if they did not understand their teacher and their friends talking, it was because they didn't try hard enough to master the vocabularies. When they tried

hard to speak, they still thought about ideas in Indonesia first before they talked it into English and they knew that it was their fault if they fault if they didn't try to speak English in classroom activities. Sometimes, they felt their heart beating fast when they argued about the ideas, and even when the topic was uninteresting, they still kept working until they could speak about it

## **2. Actively Involved in Classroom Activities**

In classroom activities, all the students (100%) believed that their speaking skill is improved. They argued that they can build good interaction with their friends within the group and also with the teacher. By sitting in inside and outside group, the students have more chance to be participated in communicating their thoughts, ideas and opinions. For that reason, they said that they like what they did in speaking classroom activities.

## **3. Learning from Mistakes**

Through working in inside and outside groups, the students can also learn from their mistakes. When they mispronounce words, they could learn from other members in a group. They did mistakes in pronouncing words and they try to learn from mistakes, so that they thought that what they were learning in speaking class is useful for them to know, they asked their selves questions to made sure they knew what they were talking about it. All of the students responded that when they studied a topic, they tried to make everything fit together.

## **4. Participation in Group Work**

Dealing with participation in group work, all of the students responded that they were certain they could understand the ideas shared by their classmates. The most satisfying thing for them in the speaking activities was trying to understand their classmates talking as thoroughly as possible. Understanding the role of their part in group work was very important for them. They expected to do well in group discussion, even

when they had an uneasy, upset feeling when they worked in group, they still kept trying to be participated in group works. They conclude that by using inside-outside strategy, working together in a group is a great fun for them.

## **5. Feeling Confidence in Speaking**

All students expected to do the best in speaking class. By many practices in the inside outside circle strategy, their confidence was slowly increasing. Students can speak without shame anymore. They hoped to do the best and expected to get a good grade.

## **6. Making Notes During Classroom Activities**

In the using of inside outside circle strategy, students more be active than teacher. In helping them to speak well, they were trying to write important points that will be saying to avoid mistakes when they were nervous. In fact, they copied their notes even to help them remember the material. Sometimes, they wrote their ideas into their own words first, and read it.

Based on explanation above, the writer concludes there are some strengths of inside outside circle strategy, such as: (1) this strategy can make the students get different information at the same time on the material being taught, (2) This strategy can make students easier and fun in learning English, (3) This strategy build students' motivation in speaking class, (4) This strategy can make students to interact in speaking activities.

As nothing perfect in the world, so does the strategy. This strategy has its own weaknesses, such as: (1) This strategy requires a large classroom so that it is difficult to apply if the classrooms are too small, (2) This strategy is too long to do, so that the students become distracted in remembering the information which they have gotten from their friends.

## CONCLUSION

In speaking classroom activities, the strategy that used by teacher is very crucial in motivating students to interact in classroom activity. Inside outside circle strategy gives the many opportunities to the students in practicing in speaking classroom activities. When students do practice or conversation with their friends, there is arise an interaction. Interaction can be start from the simple one. Inside outside circle is the solution to push students' motivation and interaction in speaking as well as to build students' confidence.

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