IMPROVING STUDENTS' SPEAKING ABILITY THROUGH INSIDE-OUTSIDE CIRCLE STRATEGY OF THE SECOND GRADE AT SMP NEGERI 5 LANGSA

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IMPROVING STUDENTS' SPEAKING ABILITY THROUGH INSIDE-OUTSIDE CIRCLE STRATEGY OF THE SECOND GRADE AT SMP NEGERI 5 LANGSA

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**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
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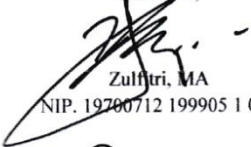GRADE AT SMP NEGERI 5 LANGSA**

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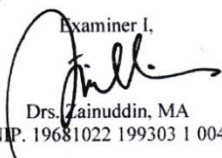Thursday, January 11th, 2017 M

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
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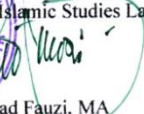
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Meanwhile, the writer knows that his thesis has much weakness, because the writer's skill is still limited. Therefore, the writer hopes the critics and suggestions correcting for better in the next time. The writer also expects this thesis has useful for writer and reader to add some knowledge.

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ABSTRACT

This research investigated the improvement of students' speaking ability by using inside - outside circle strategy at second grade of SMPN 5 Langsa. The interest in doing this research came to the writer when there were some issues about students who was not active to speaking English in the English classroom activity. The kind of this research is classroom action research which was conducted in two cycle. The subject of this research is VIII-4 grade SMPN 5 Langsa in academic year 2016 with total number is 25 students which had taken by using simple random sampling technique. The technique of collecting data were by using test and observation. The data of observation were analyzed qualitatively by observing teaching and learning process. meanwhile the data of test were analyze quantitavely through assessing students' speaking performance. The result of this research showed that the use of inside - outside circle strategy was successfull to improve students speaking ability. Based on the qualitative data, the use of classroom activities helped the students to be more familiar with English. It helped the students to increase all of aspect of speaking skill. Meanwhile, the use of various media could attract their attention during the class. Based on the quantitative data, the students' average scores for the speaking skill improved. 63.76. Meanwhile, the mean score of cycle 2 was 73.92. Besides, the researcher also found that $t_{count} > t_{table}$ (5.71 > 2,07). It means that the hypothesis was accepted.

KEYWORDS : Speaking ability and Inside - outside circle strategy

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills in teaching English namely: speaking, listening, reading and writing. Speaking is one of the English skills that should be learned by students, because it is one way to express the ideas, the opinions, the experiences, the knowledge and to interact with others. On the other hand, speaking is a tool of communication used by human.

Brown states that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information.[1] It means while someone speaking she or he has to able to make appropriate meaning depending on the contex. Then, through speaking students can exchange the information, express the ideas and communicate with others with good pronunciation and stressing.

Speaking ability is someone ability in practicing language. It is an everyday interaction among students in English class. Practicing speaking ability is not easy because it includes of mental factor of students such as mood, motivation, and readiness in speaking foreign language. However, the students at the second grade of SMPN 5 Langsa do not use English in classroom. They are uncommon to use English in interaction with their friends in English class even they use mother's tongue in interaction with others or

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[1] H. Doughlas Brown, *Language Assessment: Principle and Classroom Practices* (New York: Pearson Education, 2004), 140.

with the teacher. Their tendency more in mother tongue than foreing language or English.

There are some factors that caused students low in speaking such as lack in vocabulary, they less self confident, they lack of ideas to speak, the teacher only uses similar strategy in teaching so that the students felt bored and the result of that the students have low motivation in learning English exactly speaking. Therefore, the teacher should find out the appropriate strategy which come up students' motivation in speaking English.

Based on several problems above, the researcher is interested to apply a strategy to solve the problem by using cooperative learning strategy. Jack explains that cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the class room.[2] It means that the students are able to working together in order to accomplish their goal in a group. Thus, the researcher will try to apply cooperative learning method in order to improve students' speaking ability.

Kagan States in Dina Maulida Learning Strategy that Inside-Outside Circle is a cooperative learning strategy where the students are in two groups. It provides the students who normally would not talk to interact with others.

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[2]Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in LanguageTeaching* (USA: Cambridge University Press, 2001), 192.

One group (6 students) forms an inside circle and the second group (also 6 students) forms a circle around them in the outside circle. [3]

Inside-Outside Circle (IOC) strategy is an alternative strategy where it can motivate students in speaking. By this strategy, the students are able to cooperate and interact with different classmates. Students are able to think with different questions and different partner. Then, Inside-Outside Circle will be a fun strategy to be used in the classroom by the teacher because it will forms the students more confidence and interested in speaking.

The resercher expects that the applying of Inside-Outside Circle strategy towards students' speaking ability in SMPN5 Langsa especially second grade is able to make the students motivated in speaking and they will enjoy learning process in order to they will not fell bored. Then, this strategy helps the teacher build positive relationships among students.

Based on the explanation above, the researcher is interested to conduct a research about **"Improving Students' Speaking Ability through Inside-Outside Circle Strategy of the Second Grade at SMPNegeri 5 Langsa".**

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[3]Dina Maulida, *Teaching Speaking to Junior High School Students Through Inside-Outside Circle (IOC) Strategy*. Journal of English Language Teaching, Vol.1, No 2, Serie B, 2013),pp.115-116.

B. Research Question

Based on the research problem above, the research question of this research is: "Does inside-outside circle strategy improve students speaking ability of the second grade at SMPN 5 Langsa?

C. Purpose of Study

The main purpose of this research is to know the improvement of using inside-outside circle strategy towards students' speaking ability of the second grade at SMPN 5 Langsa.

D. Scope of Study

In this research, the researcher uses IOC (Inside-Outside Circle) strategy to teach the students so that they are able to improve their speaking ability. The researcher teaches the studentsabout describing places which are related to the topic in teaching-learning process. Then, each student in both circles is turned to do conversation while other circle listen and respond it.

E.Significance of Study

1. Theoritically

The main result of this research is to add and give contribution in science, especially for EnglishDepartment in developing the science in its field of education.

2. Practically

The results of this study can provide useful information for three important groups of people, namely; the students, the English teachers and the researcher.

a) For the students

The result of this study is expected to improve the students' speaking ability after using inside-outside circle as the learning strategy. From this study, the students' speaking ability should be better than before. Meanwhile, the students are hoped to be more motivated and active to convey their opinion in speaking English.

b) For the teachers

The results of this study is useful for the teachers especially English teacher at SMPN 5 Langsa. They will get more information about inside-outside circle strategy which can improve the students' speaking ability.

c) For the researcher

The results of this study is also expected to get the useful for the researcher because it proves that the applying of inside-outside circle stategy in teaching-learning process can improve the students' speaking ability.

F. Hypothesis

Sugiyono states"hypothesis is a guiding idea, tentative explanation statement of probability, serving to initiate and guide observation and search for relevant data and other consideration and to predict certain result of consequences".[4] It means that hypothesis is an tentative answer by the researcher about two variables.

According to Bambang Setiyadi, a hypothesis is a statement of the research assumption about therelationship between two variables that the researcher plans to test within the framework of the researcher's study.[5]It means that hypothesis is the impression or moment statement of the relationship between two variables of a research. Therefore, in doing a researcher, the researcher usually guesses his/her hypothesis related to the research result, the hypothesis should be accepted or rejected.

Based on the explanation above, the researcher concluded that the hypothesis of this research is "Inside-Outside Circle strategy canimprove the students' speaking ability at second grade at SMPN 5 Langsa.

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[4]Sugiyono, *Metode Penelitian Kuantitaif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), 96

[5]Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), 90.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is an activity that cannot be seperated from human life. It is the ability of every person to convey information, ideas, and maintain the relationship with others. Tarigan said that "speaking is a way to communicate that affect our daily lives".[6] It means that speaking is being as the way of communication strongly influences our individual life.

Don Bryne states that oral communication (speaking) is two way processes between speaker and listener. It involved the poduction skill of speaking and the receptive skill of understanding.[7] It means that speaking is the process of sharing with other person. When we feel something, we want someone could hear us and we want to say with what we see, feel and think. Therefore, the proces is called as an interaction between the two sides; they are: speaker and listener.

In addition, speaking is the verbal use of language to communicate with others.[8]It means that speaking is the using of month which has the function to do communication with others. Besides, in speaking the speaker

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[6]Henry G. Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan PembelajaranBahasa*, (Bandung: Angkasa, 1990), 14
[7]Done Bryne, *Teaching Oral English*, (New York: Longman, 1998), 8
[8]Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), 23

practices a speech which might be chosen to interact in expressing themselves and forming social relationship through their speech.

Speaking is a form of communication. It is one of the important skill that teaches the students to convey their thought or opinion to the listeners in the most effective way. In speaking up, the information of the speaker shared defiantly to the listeners in order to get the main purpose of interaction.[9]Moreover, speaking is an English skill which becomes as realized as communication, therefore speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

When someone is talking to someone else, there is a relationship there. The relationship itself is called as communication. it means that, the main purpose of speaking is to communicate. In communication, the speaker must know exactly what he wants to talk about.

2. Speaking Ability

According to Chaney, speaking is the process of building and sharingmeaningthrough the use of verbal and non-verbal symbols, in a variety of contexts.[10] It means that speaking is the process to share and transfer the information through verbal or non-verbal symbol.

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Speaking

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[9]Rhodry Jones, *Speaking and Listening,* (London: John Murray Publisher Ltd, 1989), 14
[10]Chaney and Burke,*Teaching Oral Communication in Grades K-8* (Boston: Allyn & Bacon, 1998), 13

is utter words in an ordinary voice, use or be able to use a specified language to convey an idea to communicate feeling etc.; affect, touch generally or strictly etc.to gie one's opinion.[11]It means that speaking is the complexity skill which requires the rating ability of speaking. In speaking, the speaker maintains the voice of words becoming the statement which conveys the meaning of a thought to the listener.

Theodore Huebner saysthat language is essentially speech, and speech is basically communicationby the sounds. He also states that speaking is the abilityusedby someoneindaily life to do an interaction, whether at school or other place. The ability is acquired by much repetition: it primarily a neromuscular and not an intellectual process. It consists of competence in sending and receiving messages.[12]

The statement above means that the speaking ability is the capacity or competency to speak or communicate with other in daily activity by using a certain language. It is the expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade and to entertain that can be learnt by using some teaching-learning methodologies.

Therefore, speaking ability is an important skill in the process of language learning which persuades the students to speak in classroom area. In a good class atmosphere, the students whoget on with each other and

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[11]Webster's. English Thesaurus. New Edition (Karisma Publishing Group, 2006), 1186.
[12]TheodoreHuebner,*AudioVisualTechniqueinTeachingForeignLanguage* ((NewYork:CambridgeUniversityPress,1960),5.

whoseEnglishisatanappropiatelevel which is oftenparticipating freely and enthusiastically when the teacher gives them a suitable topic and task.

3. **Types ofSpeaking**

Brown describes five categories of speaking skill area. Those five categories areas follows:[13]

a) Imitative

This category includes the ability to practicean intonation and focusing on some particular elements of language form.That is just imitating a word,phrase or sentence.The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process.There asonis by usingdrilling, students get opportunityto listen and to orallyrepeat somewords.

b) Intensive

Thisisthestudents' speaking performancethatispracticingsome phonological and grammatical aspects of language. It usuallyplaces students doing the task in pairs (group work), for example, reading a loud that includes reading paragraph, reading dialogue with partner in turn, reading information fromchart,etc.

c) Responsive

Responsive performance includes interaction and test comprehension but at the some what limited level of very short

[13]H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2007), 141-142.

conversation, standard greeting and small talk, simple request and comments.This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Extensive (monologue)

Teacher give sthe students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that the reare some points that should be considered in assessing speaking. The students need to know at least the pronunciation,vocabularies,and language functions that they are going to use.When the students have been ready and prepared for the activity,they can use the language appropriately.

4. The Evaluation of Speaking Skill

The evaluation of speaking means that the teacher's assessment which is used to measure the students' speaking ability after learning by using inside-outside strategy. It can get the quite complication. There are somecriteria that need to be considered in evaluating speaking skill; they are pronunciation, fluency, vocabulary, grammar and comprehension.[14]

The explanation of those criteria in evaluating the students' speaking are as follows.

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[14]H. Douglas Brown, *Teaching By an Interactive Approach to language pedagogy* (New York: Pearson education, 2007), 352.

a. **Pronunciation**

Pronunciation is a way in which language or a particular word or sound isspoken.[15] The pronunciation of the word depends on phonetic transcription.For example; the pronunciation of the word 'cool' is /kul/. Speaker must concern about how to speak in clearly, articulately, and phonologically correct. Moreover, one of the important characteristics of English pronunciation is intonation because its intonation patterns convey importan massage. For instance, we use raising intonation to aska question.

b. **Fluency**

In speaking, the concept of fluency means that the speak English language naturally and following as well. Fluent speech i.e phrasal, not word by word. Afterward, another salient characteristic of fluency is rate of delivery. A good speaker is demanded to be able to produce fluent speech at different rates of delivery and maintain fluency in conversation throghtavoidingexcessivepausing,errors ofgrammatical or pronunciation.

c. **Vocabulary**

Vocabulary is all the words that a person knows or uses.[16] The appropriate vocabulary is important to be used in speaking in order to achieve the aim of the speaker. The wrong using of vocabulary destroy the meaning of utterance, and the more vocabulary the speaker has the more able him to undestand another one and speak fluently.

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[15]*Learner's Pocked Oxford Dictionary* (London: Oxford University Press, 2003), 343.
[16]H. Douglas Brown, *Principles…*482.

d. Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. It means that grammar is the rules for forming words and making sentence in every language. In speaking, using grammar is importan for the speaker so that he can express a particular meaning in a different grammatical forms and use grammatical words classes such as nouns, verb, etc and grammatical systems like tenses, pluralization, etc.

e. Comprehension

Comprehension in speaking means that the speakers undestands the question or the topic of conversation. there are also some stages to judge the level of speaker. In this case, fluency and effectiveness in speaking develops gradually. Thechart on the following page describes the developmental stages of speaking, from dependence to independence.[17]It means that comprehension is the understanding of speaker whatever they say to others.

[17]Regina, *" English Language Art"* (Sydney: Education, 1997), 19.

5. **Teaching Learning Speaking**

Many linguistics and ESL teachers agree that the students learn to speak in the second language by "interacting". Some of the interested teaching-learning methods to the students' speaking ability are communicative language teachingand collaborative learning which serve best for this aim. Communicative languageteaching is based on real-life situations that require communication. This method is used to teach the students' speaking in ESL classes. The students have the opportunity of communicating with each other in the target language. Thus, the students collaborate in group in order to complete a task.

Scott Thornbury explains thatcommunicative activities are characterized by the following features:[18]

1) The motivationof the activity is to achieve some outcome, using language. It means that the teacher has to build the motivation in order to the students should outcome the achievement in their learning.

2) The activity takes place in real time. It means that the teacher arranges the real situation to teach the students in the class.

3) Achieving the outcome requires the participants to interact, i.e. to listen as well as speak. It means that the teacher must form the participation in learning to speak as well as possible.

4) Because of thespontaneous and jointly constructed nature of the interaction, theoutcome is not 100 % predictable

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[18]Scott Thombury, *How to Teach Speaking* (London: Cambridge Uniersity Press, 2002), 79-80.

5) There is no restriction on the language used.

B. The Strategy in Teaching Speaking

Teachingthe students' speaking in the classroom is not an easy task either. The teacher should highlight throughout the study ways of cutting down the risks of such internal and external conversation or called as 'blocking'in order to develop speaking skills in or outside class. If there are not enough conversationopportunities, the teachers must pick up the students that are likely to stimulate students' availabilityand interest in expressing their views. The way is up to the teachers to make a good choices for their classactivities because they know that the first rule of improving speaking skills is to make the students speak, converse, talk or gab as much as possible.

There are several ways or strategies in teaching the students' speaking in classroom, they are:[19]

1) Asking for clarification (what?)

It means that the first strategy in teaching the students' speaking is by asking them a question beginning *what;* for instance: whatis your thought of civil war today?

2) Asking someone to repeat something (pardon me?)

It means that to make the students drill their answer, the teacher can ask them to repeat it again; for instance: *pardon me! Again!, etc.*

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[19]Muhammad Yunus, *Improving Students'Speaking Skill through Guided Questions with Inside Outside Circle Technique at theFirst Grade of SMA Wahid Hasyim Malang*, 19

3) Using fillers (uh, I mean) to get time to process

It means that the teacher can gap the students to get the time in answer processes.

4) Using conversation maintenance cues (uh-huh, right, yeah, OK, Hmm)

It means that the teacher can ask the students to use conversation cues in speaking; for instance: right, yeah, OK, etc

5) Getting someone's attention (hey, say, so)

It means that the teacher has to create a classroom situation interest in order to the other students should give their fully attention.

6) Paraphasing for structures one which cannot produce

It means that the teacher can ask the students to paraphrase the structure that maintain incorrect.

7) Appealing for assistance from the interlocutor

It means that the teacher has to differentiate the partner to make the students share the various though in each circle.

8) Using formulaic expressions

It means that the students have to use their expression in doing the conversation.

9) Using mime and non-verbal expressions.

It means that the students have to show their bodily form to make the listeners interest to do the conversation.

1. **The Strategy in Cooperative Learning Method**

Cooperative learning makes the students work together in small, heterogenous groups to complete a problem, a project, or other instructional goal while teachers act as guides or fasilitators. Within cooperative situations, individuals seek outcomes beneficial to themselves and other group members.

Cooperative learning in this context sought to do the following:1) raise the achievement of all students, including those who are gifted or academically handicapped;2) help the teacher build positive relationships among students;3) give students the experiences they need for healthy social, psychological, and cognitive development;4) replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.[20]

2. **Inside-Outside Circle Strategy**

Inside-outside circle strategy is one of cooperative learning method strategies.Itis an instructional approach in teaching English that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In teaching the students by using inside-outside circle strategy, the teacher should engage the students to share their responses to other friends in each circle.

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[20]Richards, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), 192.

Inside-outside circle strategy is a student engagement strategy that requires partner responses. The students are actively learning as they interact with other students and respond to the instruction. This strategy is able to encourage discussion between the students and also to develop their speaking to interact with other. Through inside-outside circle strategy, the students are able to discuss and share information at the same time with different partner in a short time and in such structural way.[21]

During inside-outside circle, the students either sit or stand facing each other in two concentric circles. Students respond to teacher questions or note-card prompted questions and then rotate to the next partner. In the end of this type of structure, the students will have both been teachers and learners of new information.

3. **Procedures of Inside-Outside Circle Strategy**

There are some procedureswhich can be used toteach the students through inside-outside circle strategy; they are as follows:[22]

1) The students are counted off by two groups

2) Thefirstcount(1s)direct stands in a circle.

3) Once they have arranged themselves in circle,ask them to turn around so that they are facing out.

4) Then, direct these cond count(2s) to face the first count(1s) so that they

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[21]Anita Lie, *Cooperative Learning for ESL Students* (USA: Cross Currents, 2002), 65.
[22]C. Jonathan Erwin, *The Classroom of Choice: Giving Students What They Need and Getting What YouWant* (Alexandria:ASCD, 2004), 79-80.

create an outer circle.

5) Give the students a direction such as "shake hands with the person you are facing and say "Good morning!"

6) Give the students a question or problem to discuss and a time parameter.For example,"for the next 2 minutes, discuss everything you know about theCivil War."

7) After the time limit is up, direct them to shake hand again and say, "Nice talking to you."

8) Direct one of the circles to move the right or left a certain number of people. For example:"Outer circle move three people to your right. Please say "Hi to the people you walk past."

9) Either give them the same question or problem,or ask them to discuss something different.

10) Repeat steps 5-10 as needed.

The explanation above can be concluded that the teacher decides to use the steps of teaching the students by using inside-outside circle strategy; where the students are becoming in each circle (inside and outside) and facing a partner. The inside circle faces out; the outside circle faces in. The students ask questions to the partner or they may take turns responding to the teacher's questions. The teacher gives the students at least two minutes to think on their own.

After thinking time passed, the students in the inside circle are asked to share their response with the classmate facing them in the outside circle. After they have done the step,the students in the outside circle should share their response with the classmate facing them in inside circle. The teacher asks the students to make a circle in class that is inside and outside circle. Then, the teacher asks one circle to move to the right or the left and discuss the same question with the new partner.[23] It means that in using inside-outside circle strategy, the teacher is involved to each circle in order to the classmate where they have to move to the right and left to discuss the question with the new partner to find the various answers.

Picture 1.1

TheActivitiesofInside-OutsideCircleStrategy:[24]

The picture is described about inside-outside circle technique. People in the outside circle exchange ideas with the person facing them in the inside circle. Then, those in the outside circle rotate to face a different person in the inside circle. The activity also encourages

[23]Caroline Kesler, *Cooperative Language Learning: A Teacher's Resource Book* (New Jersey: Practice HallRegents, 1989), 17

[24]Http:///Funelfblog.blogspot.com(accessed on January 10,2016).

community building among students while they are incorporating movement and interaction. Means, that all of students must be ready with their explanation because each partner has a different question.

Inside-outside circle holds all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.If the teacher stands in the center of the circle, he/she can easily monitor s tudents' responses.[25]It means that inside-outside circle strategy the teacher can build the teaching-learning through evaluating them to stand in center of the circle when they should listen to the conversation.

Moreover, there are some activities which can be used to help the students improve their communicative effeciency in speaking ability. All the activities should be built in teaching the students through inside-outside circle strategy in speaking class; they are:

a. **Role-play**

Role play is an activity in which students are assigned roles and improvise a scene or exchange based on given information or clues and its one way of getting student to speak in different social context and to assume varied social roles is to use roleplay activities in the classroom. Many students have benefit from simulation and roleplay. Students simulate a real life encounter as if they were doing so in the real world.

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[25]Douglas Penn, *Tips for Teaching*, (from:http:///oame.on.ca/lmtips/files/TIPSForTeaching (accessed on February, 2016)

A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.[26] It means that role play is one of teaching speaking activity which can make the students improve their communication with others in the classroom.

b. Acting from script

This activity encourages students to act out scenes from plays or their course books. Students should often act out dialogues they have written themselves.[27] Thisfrequently involves them in coming out to the front of the class to present their speaking.

c. Communication games

The speaking activity based on the games is often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.[28] It means that the teacher can use the communication game in teaching the speaking to the students.

d. Discussion

One of the reasons that discussion important is that the students areemphasized to give an opinion in front of the whole class, particularly they can think of anything to say and confidently the

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[26]Jeremy Harmer, *the Practice of English Language Teaching,*(Pearson Education limited England: 2002), 274
[27]Jeremy Harmer...271
[28]Jo Mcdonough and Christopher Shaw, *Materials and Methods in ELT : A Teachers Guide,* (UK:Blackwell Publishing,2003), 2nd Ed), 144.

students maintain the language which they might use to say it. Many students feel extremely expose in discussion situations.

e. Prepared talks

A popular kind of activities is the prepared talks, where the students make a presentation on a topic of their own choice. The students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.[29]

f. Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.[30] It means that in speaking, debate can be used to make the students improve their ability to speak up.

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

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[29]Jeremy Harmer...274

[30]J. Michael O' Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc :1996), 87.

4. **The strength of inside-outside circle strategy**

    There are some strengths of inside-outside strategy, they are:[31]

a. The students have the appropriate"think time",and the quality of their responses improves.

b. The students are actively engage din thinking with different questions and different partners.

c. The activity in inside-outside circle encourages community building among students while incorporating movement and interaction.Therefore, many students find it safe ro reasier to enter into a discussion with an other classmate rather than with a large group.

d. It emphasizes the need for careful listening and encourages everyone to be engaged in the activity and it is very fun because students can try their speaking skill when students use this technique.

e. It is an interested aspect which is variety of responses from students with the same role.

f. It is important to ask individual students what another student saidor did,so in my opinion this techniqueis appropriate to improve their ability in speaking skill and listening skill.

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[31]Anita Lie, *Cooperative Learning …*, 67.

5. The weakness of inside-outside circle strategy

Meanwhile, there are some weaknesses of inside-outside circle strategy in teaching learning process, they are:[32]

a. The students get a little bit in formation because they get limited time for thinking about what they said before so they just responses what they think before.

b. The students feel tired, because they have to emphasize their thought to all partners in limited time.

c. The students confused to catch the other friend's sharing in each circle

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[32]Muhammad Yunus, *Improving Students' ...* , 23

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

1. Location of the Research

This research was done at eleventh grade students of SMP Negeri 5 Langsa. It is located on : Jl. Jend. A. Yani, Gg Pusri, Kec. Langsa Kota, Kota Langsa. The researcher choose this school because the students at the SMP Negeri 5 Langsa can not speak English Correctly. It was based on the the writers' Experience when teaching practice during three months at SMP Negeri 5 Langsa. Therefore the researcher tried to solve the problem by teaching speaking English through inside-outside circle strategy.

2. Time of the Research

This research was conducted on March 2016 on Academic year 2016/2017 in which firstly the researcher required to get the permission of the school before do the research.

B. Population and Sample

1. Population

The population is composed of object generalization region or subjects that have certain qualities and characteristics.[33] It means that population is the whole object of research that can be people, objects, or

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[33]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), 117

something that can provide information on the research data. Based on the statement, the writer used a group of students as subject in taking data.

The researcher choose the eighth grade of SMP Negeri 5 Langsa as population. There are about 256 students of the eleventh grade of SMP Negeri 5 Langsa which are divided into eight classes.

Table 3.1: Population

Class	Unit	Male	Female	Total
VIII	1	12	20	32
	2	12	22	34
	3	16	16	32
	4	11	14	25
	5	16	16	32
	6	14	18	32
	7	15	20	35
	8	14	20	34
Total				256

Source: The Administration ofSMPN 5Langsa

2. Sample

Sample is subgroup of population it is the representation of the research population. Arikunto said that sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events, or subjects. Thus, sample is a part of population that is observed".[34]In this research, the researcher choose XIII-4 as the sample because it can be representative all population. The reseacher used the purposive sampling technique to collect the sample.

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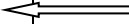
[34]Suharsimi Arikunto, *prosedur penelitian; suatu pendekatan praktek* (Jakarta: PT. Rineka Cipta, 2002), 108

Purposive sampling is used to determine technique with a consideration.[35] For the description of sampling-taking technique can be seen as below:

Table 3.2Description of sample taking

Class VIII
VIII-1
VIII-2
VIII-3
VIII-4
VIII-5
VIII-6
VIII-7
VIII-8

C. Research Design and Variable

1. Research Design

This research used a classroom action research (CAR) as kind of the research. According to Ebutt in Hopkins, action research is about the systematic study of attemps to improve educational practice by group of participants by means of their own reflection upon the effect of those actions.[36] It can be described that classroom action ressearch is a research design used to improve student skill and give an effect to the student.

In doing classroom action research, the researcher acted as a teacher to obtain the result of the research. The researcher collaborated with the English teacher VIII-4 grade of SMP Negeri 5 Langsa (Mrs. Hafsah,S.Pd) who become as the observer in the classroom action research.

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[35]Sugiyono, *Metode Penelitian*…85
[36]David Hopkins, *A teacher's Guide to Classroom Research* (buckinghum: Cambridge University Press, 1985), 45

This classroom action research was conducted in two cycles. Each cycle consisted of two meetings, so there are six meetings in this research and those cycles consist of teaching-learning process and a test.

There are four phases involved in classroom action research; they are**planning, acting, observing, reflecting and revising**that the researcher described the forth phasesbased on the kurt lewins design:[37]

Figure 3.1The action research in cycle
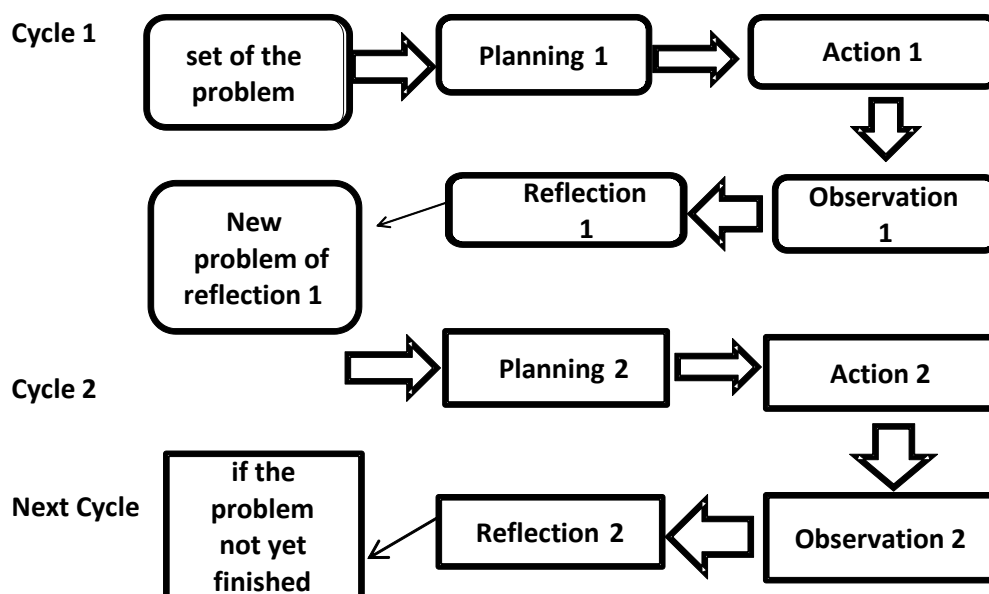
D. Technique of Collecting Data and Instrument

1. Technique of Colecting Data

To obtain the data, the researcher used test and observation to know the students' speaking ability after giving the action through inside-outside strategy. Here are the descriptions of both data collection technique:

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[37]Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: PrenadaMediaGroup, 2009), 50

a. Test

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.[38] It means that test is an instument which given to the student measuring their abilty.

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.[39] In this research, the researcher gave speaking test to know student's ability.The researcher focused on 3 elements of speaking there are: fluency, pronunciation, grammar.

b. Observation

In this research, the researcher also used observation to collect the data. Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.[40] In this observation, the objects of observation are the students' activity in the classroom. The researcher used observation to get the real condition in teaching learning process. During the

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[38]Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 401

[39]J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975),1

[40]David Nunan, *Research Method In Language Learning*, (Cambridge:CambridgeUniversity Press, 1993), 73

observation, the researcher make the observation notes about situation in the class,observation to make it more systematic.

2. Instrument

In the research, the instruments were needed to collect the required data that very important to answer the research question. instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.[41] In this case, the test and observation is used as the instrument.

a. Test

In this research, the researcher uses an oral test to measure the student's speaking skill improvement. there were two types of test that needed in research, they were pre-test and post-test. In pre-test, the researcher gave testbefore teach in the class. The researcher uses oral test in the form roleplay and prepared talk.while, the post test was done at the last session after teaching and learning process in every cycle. It was used to know the improvement of the students whether their speaking skill has improved or no. The post test was given with making short dialogue based on the situation of the form with their partner and performance test by using inside-outside circle strategy.

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[41]Arikunto, *Metode Penelitian*...,136

In scoring speaking skill, the researcher used scoring rubric to get the data. There are five elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency and comprehension.

Table 3.3 Speaking Rubric Assessment

Criteria	Score	Description
Pronunciation	5	Has few traces of foreign language
	4	Always intelligible, thought one is conscious of a definite accent.
	3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
	1	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
	3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence

	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and efforts less as that of native speaker.
	4	Speed of speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant, often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower

		than normal speed without repetition
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversation.

The scoring is evaluated as below:

The maximum score = 25

The students score $= \frac{the\ result\ of\ score\ x\ 100}{maximum\ score}$

b. Observation

An observation is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher or both. In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

1. Validity Test

Validity is a measurement which shown the degree of the sum of instrument. It represented extended to which a instrument measure what its purpose to measure. A valid instrument had high validity, it meant that an instrument which had lack validity was been shown as the invalid

one.[42] So, the purpose of instrument validity here was to find out whether the instrument was valid or invalid to be used to the sample. In here, the researcher used the content validity. Content validity is Content validity is applied to scales made up of several items, which together form a composite index. It has two meanings. One is that the instrument appears valid to an expert, the other is that it covers all the required aspects of the concept being measured.The researcher try out this instrument of some teacher in that school.

E. Technique of Data Analysis

After the data arecollected, the data are classified again to identification. There are some data that are analyzed in the research:

a. The data in the students' test

The researcher found the total of students score in post-test. In this research, the writer also uses mean formula to know the average of students' score and to check students' improvement in speaking in each cycle, then the writer compared between the mean of score first cycle and second cycle. The result showed how far the progress of students in this research. The researcher tried to get the class percentage which pass the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*). The minimal mastery level criterion in SMP Negeri 5 langsa is 75.

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[42]Arikunto,*Prosedur Penelitian*...160

The formula:

$$X = \frac{\sum XN}{}$$

Where:

X : Mean

$\sum$x : Individual Score

N : Numbers of student

After that the writer tried to get the precentages of class which standard the KKM. It uses the formula:

$$P = \frac{F}{N} x 100\%$$

Where:

P : The class of percentage

F : Total percentage score

N : Number of student

b. The data from observation

In this research used observation checklist to observe the teaching and learning process. All data gathered from the observations during the teaching learning process. It is necessary to match the purpose of the research. The researcher used the instrument of observation to know the students' participation. Each statement of the observation checklist consists of five-option answer that had different scale. Here are the descriptions of the scale:

1. -< 54% = Very Poor

2. 55-59% = Poor

3. 60-75% = Enough

4. 76-85% = Good

5. 86- 100% = Excellent

From the scales above, the writer concluded that if theresult of the observation sheet gets the score from 86- 100%, it means that the learning process is excellent. If the result of the observation sheet gets the score from 76-85%, it calls that the learning process is good. Let alone, the observation result is about 60-75%, it is means the learning process enough. Meanwhile, if it gets 55-59% and -< 54%, it means that the teaching- learning process is poor and very poor, therefore, the learning process is called fail.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. The Research Planning

The researcher collected the data from observation and evaluation. The observation was done to know the situation of the classroom which describing the students' activity and learning process through using inside and outside circle strategy. Meanwhile, the evaluation or test in this research was conducted when the researcher was acting as a teacher in the classroom. the evaluation consisted of pre-test, the first and the second cycle post-test. The activity aim is to find out the increasing students speaking skill in English learning process after getting the actions through inside and outside circle strategy.

B. Research Implementation

The research implementation by using inside and outside circle strategy to improve the students' speaking ability which was done in two cycles which every cycle held in two meetings.The first cycle was conducted on May,3th2016 and the second cycle was conducted on May,3th2016. In every cycle consisted four phases, they are planning, acting, observing, and reflecting. Here are the activities of research implementation:

1. Before the Implementation of CAR

Based on the observation, the researcher found some problems in teaching and learning process. Firstly, the students tended to be passive in speaking because their oppurtunity in speaking is low. Most of students in VIII 4 did not participate in class conversation, discussion, and also they were shy in giving oral presentations. In other words, the students have problems with their confidence. Therefore, they need to practice their speaking more in interesting way to overcome their confidence.

Besides, in order to know the students' speaking ability before the researcher implementing classroom action research. Firstly the researcher was doing pre-test. To findout the score of students' performance, the researcher used table and the way to get score based on scoring rubric of speaking ability. The researcher noticed the students who passed the Minimum Mastery Criteris (KKM) which valued is 70 and to get the result of the pre-test,the researcher calculated the mean score. The result of pre-test, the students' speaking ability was not so good. It could be seen from the table list below:

Table 1.4

Score of Pre-Test

No	Name	P Pronunciation	G Grammar	V Vocabulary	F Fluency	C Comprehension	Score	Category
1	AAA	3	3	3	2	2	52	failed
2	CM	3	2	3	3	2	52	failed
3	D	3	3	3	2	3	56	failed

4	DF	4	4	4	4	4	80	**passed**
5	DDY	2	2	2	2	3	44	failed
6	EM	3	3	4	3	3	64	failed
7	ESR	2	1	3	3	2	48	failed
8	FN	2	2	3	2	3	42	failed
9	HD	2	2	3	3	3	52	failed
10	II	2	3	3	4	3	60	failed
11	I	3	4	4	3	4	72	**passed**
12	MH	3	4	3	3	4	68	failed
13	MJ	4	3	3	4	3	68	failed
14	NS	2	3	3	2	2	48	failed
15	NR	3	4	3	3	3	64	failed
16	PN	4	4	4	4	4	80	**passed**
17	PRM	3	3	3	3	3	60	**passed**
18	PY	3	4	4	4	4	76	**passed**
19	RA	3	3	3	3	3	60	failed
20	RJ	2	3	2	2	3	48	failed
21	SAH	3	3	2	3	3	56	failed
22	SNF	3	2	3	3	3	56	failed
23	UAI	3	4	4	4	4	76	**passed**
24	CA	3	3	3	2	4	60	failed
25	SPA	2	3	3	3	3	56	failed
Total							**1498**	

Based on the result of the pre-test, the data showed the mean score the pretest was 59.92. There were six students who got the score 70or more (passed). Meanwhile, the students who were failedor got the score under 70 is nineteen students. The mean score derived from the following formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1498}{25}$$

$$X = 59.92$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the researcher used the formula:

$$P = \frac{F}{N} x \ 100\%$$

$$P_{passed} = \frac{6}{25} \ x \ 100\%$$

$$P_{passed} = 24\%$$

Meanwhile;

$$P = \frac{F}{N} x \ 100\%$$

$$P_{failed} = \frac{19}{25} \ x \ 100\%$$

$$P_{failed} = 76\%$$

After analyzing the result of the pre-test, it could be concluded that most of students at VIII-7 of SMP Negeri 5 Langsa had difficulty in speaking ability. So that, the researcher needed to solve the problem. Here, the researcher applied inside and outside circle strategy in every cycle in the classroom action research to develop the students' speaking ability.

2. **The Implementation of CAR**

   a. **CYCLE 1**

      1. **Planning**

         After got the data of pre-test, the researcher arranged the plansto solve problem in teaching and learning process. the writer prepared a lesson plan to help the researcher in planning the learning process so that the lesson could run well. In the lesson plan covered classroon activity, time allocation, classroom management, aim, and indicator of the teaching and learning process. Then, the researcher prepared the material, it used some media in learning process, such as picture sheet picture, cards, etc.

      2. **Action**

         The action was held in two meetings, where the researcher implemented the lesson plan that had been made before. The implementation of two meeting are below:

      a. **First Meeting**

         This meeting was started by acting as the teacher and the English teacher which gave the actionto the students. For the first time, the researcher intoduced herself then absence the students to know their names then she started to teach students.The researcherbrainstormed about the topic to students. The researcher showed dig the students up to interest following learning and the respond to the teacher's interaction.

Then the researcher recompleted the answer from the students. After that she divided the students to be some group that consist of three students. The researcher gave a short conversation and asked them to practice. After the student practice it, they are asked to make short dialoge that contains about the expression. Then the student discussed with their member group before they would performed in front of the class in the next meeting.

In the practice of teaching and learning in the classroom, the student provided the opportunity for to discuss and exchange ideas in the learning experience. The hope, of each individual student can assess the abilities themselves respectively in learning, every student can determine the success of learning by using their own learning styles, and most importantly, each student can learn effectively. This step indicated the use of inside and outside circle strategy which the teacher made the student to self-learning.

b. Second Meeting

Before the researcher continued the last activity in the first meeting. She asked the student about how the way express inviting others. The student answered enthusiastically, they practiced a short dialog of inviting expression in front of class. After the student presented it, the other group to give opinion about their performance. The researcher gave the score for the student by using speaking rubric assesment and gave the appreciation for the student. The outside circle also gave the feedback for inside circle

group. The next activity, the researcher asked the student to conclude the material by self-monitoring and evaluating about their learning process. it made the students to know their ability. Before they closed the teaching and learning process, they told them topic for the next meeting.

3. Observing

In the observation step, the researcher and teacher observed the events that happened during teaching learning process. the writer become a teacher, while the English teacher as collaborator. It was used to find out to what extent the action result reached the objective. We observedthe activity by using observation checklist, the results were:

i.   When the researcher did the teaching and learning process, the student gave their attention to the teacher because it is the first time she taught them.

ii. The English teacher observed that the students looked like activeness and anthusiasm when the writer gave the oppurtunity to show their opinion. But, there are some student who passive in the classroom even so they still kept their attention.

iii. When the researcher monitored the student work in group, they were enjoying the activity. They began to understand how to applied metacognitive and how to manage their learning and their thinking. They made the outlining about the topic and they tried to build their thinking. But there are some student to difficult to use it. They confused and did not know what should they do.

iv. The students could understand the steps of applying metacognitive strategy in their learning process. it could be easier to understand the material but there are some student seen confused to understand the material

v. The English teacher observed that most of the students could not manage their learning process. it can be seen in the group, they conducted the task ill timed. It showed that the students could not manage their learning.

vi. According the English teacher observed the student could not be able evaluate their learning process in the classroom activity. Thera were students could not present what they got in the learning process.

vii. The English teacher observed the students' ability in speaking. in this cycle just fifteen student were be able to speak English based on the the content.

4. Reflecting

After implementing the action in classroom, the researcher found some weakness in the first cycle that the problem should be solved in the next cycle. It was described as follows:

1) Before the researcher started the activity, some studentshouted making noise.

2) When the activity in progress, it found that five groups were passive, they did not join the discussion. They found difficulty to construct short

conversation abot describing something. Some of them did not remember what the researcher explainedthem the material.

3) There were four groups looked nerveous to present their discussion. It made the other student difficult to respond it well and they needed the researcher to help in front of the classroom.

4) The student was not confident to speak English in the role play

5) Time management was a very crucial factor in teaching learning process, to make students understanding and fluently in speaking, the teacher needed a longer.

Based on the reflection, the researcher concluded that teaching and learning process of the first cycle had some weakness. It would be changed in the next cycle. The researcher and the teacher discussed for the solution to reduce and lose the weakness.

2. CYCLE 2

a. Planning

Based on the finding in the first cycle, the researcher decided to conduct the second cycle. It would focus on solving the problem related the classroom management and the type of activity that could motivate the students to speak English. In this cycle the researcher modified the lesson plan by the considering the first cycle. In this cycle the researcher used power point as a media and prepared talk to assesed their activities.

b. Action

The researcher began the activity in second cycle by the greeting and the asking students' condition. She gave the motivation for the student to build students' enthusiam. Then the writer gave the question that related the topic. In this step, the students' action which showed in learning process looked enthusiast to respond it. They answered the teacher's greeting and motivation.

The researcher started the activity by explaining the topic about Asking, giving and laying information expression.The researcherexplaned the material and the students focusedon the learning process. Then,the researcherasked the student to repeat her explanation to evaluation the students' understanding. This way might make the students show their monitoring to the material.

The next, the researchergave a example about asking, giving and laying information expression. She gave the oppurtinity to the student to mention the expression. This step made the studentsbuildingtheir thinking process which included in arranging and planning their learning. After that, the researcher showed a video aboutasking, giving and laying information expression. In this case the studentswere easier to understanding how to telling the sad experience. After that,the researcher asked the students' opinion about the video.

Then, the researcher asked the student to make a short dialogue of asking, giving and laying information expression. It would practice in front of the class, the gave the students twenty five minutes to prepare the dialogue and practice in front of class for five minutes. In this step would make the student to solve the problem with the time maximze. before the researcher invited one of the students' group to present their dialogue. The students practiced their dialogue with their group that prepared before. The students were enthusiast to do it in every cycle in the classroom.

The researcher closed the teaching and learning process by askingthe students to summarize the material together. The last, the researcher give the motivation to the student to more confident in speaking. Here, the students also concluded about the material that explained by the teacher in classroom activity.

c. **Observing**

The observation was done by the researcher and English teacher in second cycle related the learning process by using inside and outside circle strategy. The observation of the activity isrelated to the observation guide. The result were as follow:

1. Wefound that the student focussed in their learning. When the researcher gave the explanation about the material, they knew the overview about the material and always paying attention in their learning.

2. The teacher observed that the students were activeness and enthuasism in the learning. There were no student passive in the classroom activity. They seen interesting to follow the learning because the researcher gave the sample of the material that is showed the video about the material.

3. Based on the English teacher observation, the student felt happy and enjoy to join in the classroom activity.

4. The English teacher observed when the students taught by using inside and outside circle strategy to understand the material. It looked the students' respond when the teacher asked the material to the student.

5. The teacher observed that the students could manage their learning. They could complete the task in a good time and they can also evaluate their learning so that the students were be able to increase the students' ability in speaking activity.

d. Reflecting

The implementation which was done in second cycle was better than in the first cycle. The students were more be active and confident in speaking learning. All of the students were able to identify the part of asking, giving and laying information expression and be able to telling about their understanding. The students also were active and seriously to follow the learning. They had understood the material well and could mention the researcher's question. The most important, they had understood how to learn effectively for themselves. They also began to

critical thinking in the learning process. and in this case the researcher was able to implement the inside and outside circle strategy in the learning and teaching processs.

After the researcher analyzed the result in each cycle, she found differences between the result of first cycle and second cycle. In cycle 2, the students were interested following the learning process. The student could understand how to good speaking.

The students were confident, motivated and enjoy to speak English in front of the class. It could be seen more confident when the writer acted in cycle 2. The researcher was able to manage the class so it made the learning and teaching more effectively. After the researcher had get the target research which there were ten students who passed the KKM, the researcher decided stopping the classroom action research. Because the research had success.

Table 1.5

The students' score of pre-test, post test 1 and post test 2

NO	NAME	Pre-test	Post-Test of Cycle 1	Post-Test of Cycle 2
1	AAA	52	58	70
2	CM	52	70	84
3	D	56	75	88
4	DF	80	80	76
5	DDY	44	56	70
6	EM	64	70	70
7	ESR	48	52	74
8	FN	42	60	68
9	HD	52	56	76
10	II	60	78	78
11	I	72	76	76

12	MH	68	70	70
13	MJ	68	56	60
14	NS	48	50	64
15	NR	64	52	76
16	PN	80	76	84
17	PRM	60	60	84
18	PY	76	72	80
19	RA	60	64	70
20	RJ	48	50	66
21	SAH	56	58	60
22	SNF	56	56	68
23	UAI	76	76	76
24	CA	60	64	76
25	SPA	56	58	70
Total		**1498**	**1594**	**1848**

Based on the result of the both post-test (cycle 1 and cycle 2), the data showed the mean score of the post-test cycle 1 was 63.76. There were ten students who passed the test (at or more 70). Meanwhile, the students who were failedor got the score under 70 is fifteen students. The mean score derived from the following formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1594}{25}$$

$$X = 63.76$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the researcher used the formula:

$$P = \frac{F}{N} x \ 100\%$$

$$P_{passed} = \frac{10}{25} \ x \ 100\%$$

$$P_{passed} = 40\%$$

Meanwhile;

$$P = \frac{F}{N} x \ 100\%$$

$$P_{failed} = \frac{15}{25} \ x \ 100\%$$

$$P_{failed} = 60\%$$

Besides, the mean score of the post-test cycle 2 was 73.92. There were nineteen students who passed the test. Meanwhile, the students who were failedor got the score under 70 is five students. The mean score derived from the following formula:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1848}{25}$$

$$X = 73.92$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the researcher used the formula:

$$P = \frac{F}{N} x \ 100\%$$

$$P_{passed} = \frac{19}{25} \; x \; 100\%$$

$$P_{passed} = 76\%$$

Meanwhile;

$$P = \frac{F}{N} x \; 100\%$$

$$P_{failed} = \frac{6}{25} \; x \; 100\%$$

$$P_{failed} = 24\%$$

C. The Analysis of the Test Result

a. The Data in the Students' Test

1. Result of Pre-Test

Based on the result of students' speaking score, the researcher
concululed that the highest score is 80. Meanwhile, the lowest score
is 42. To determine the range of the score, the researcher used the
formula as follow:

R = Xt – Xr

Where:

R   : Range

Xt   : The highest score

Xr   : The lowest score

Therefore, the range of pre –test :

$$R \quad = Xt - Xr$$

$$= 80 - 42$$

$$= 38$$

To determine the *class interval*, researcher used the formula as below:

K $\quad$ **= 1 + 3.3Log n**

Where:

K $\quad$: Number of class

N $\quad$: The number of students

So, the class interval:

$$K \quad = 1 + 3.3 \, \text{Log n}$$

$$= 1 + 3.3 \, \text{Log } 25$$

$$= 1 + 3.3 \, (1.398)$$

$$= 1 + 4.61$$

$$= 6.61$$

Based on the range, the class interval for pre-test :

$$\text{Class interval} \quad = \frac{Range}{Class}$$

$$= \frac{25}{7}$$

$$= 3.57$$

2. Result of post- test in cycle 1

In the post test in cycle 1 the highest students score is 80 and the lowest score is 50. To determine the range of the score, the researcher used the formula as follows:

R = Xt – Xr

Where:

    R   : Range

    Xt   : The highest score

    Xr   : The lowest score

Therefore, the range of post –test in cycle 1 :

    R $= Xt - Xr$

             $= 80 - 50$

             $= 30$

To determine the ***class interval***, researcher used the formula as follows:

    K   **= 1 + 3.3Log n**

Where:

    K   : Number of class

    N   : The number of students

So, the class interval:

    K $= 1 + 3.3 \text{ Log } n$

             $= 1 + 3.3 \text{ Log } 25$

             $= 1 + 3.3 \,(1.398)$

             $= 1 + 4.61$

             $= 6.61$

Based on the range, the class interval for post-test :

Class interval $\quad = \dfrac{Range}{Class}$

$= \dfrac{25}{7}$

$= 3.57$

3. Result of post- test in cycle 2

According the students' score in post-test cycle 2, the highest score is 88 and the lowest score is 60. To determine the range of the score, the writer use formula:

R = Xt – Xr

Where:

R $\quad$: Range

Xt $\quad$: The highest score

Xr $\quad$: The lowest score

Therefore, the range of post –test in cycle 2 :

R $\quad = Xt – Xr$

$= 88 – 60$

$= 28$

To determine the *class interval*, researcher used the formula as below:

K   = 1+3.3Log n

Where:

K   : Number of class

N   : The number of students

So, the class interval:

K   = 1 + 3.3 Log n

= 1 + 3.3 Log 25

= 1 + 3.3 (1.398)

= 1 + 4.61

= 6.61

Based on the range, the class interval for post-test :

Class interval $= \frac{Range}{Class}$

$= \frac{25}{7}$

= 3.57

After scoring the result of students' score in both post-test, the researcher summarized that the mean of students post-test in cycle two was higher than post-test in first cycle. It means that the students speaking ability was improvement. Theoritically, the hyphothesis in this research was accepted which the statistical hypothesis is as the following:

$H_1 = X_2 > X_1$ it showed the hyphothesis is accepted

$H_1 = X_2 < X_1$ it showed that the hypothesis is rejected

It means that, the hyphothesis this research was accepted which the mean scores in cycle 2 was higher that the mean score in cycle 1 ($H_1 = 73.92 > 63.76$).

Meanwhile, the students who passed the test in cycle 2 was higher than in cycle 1($76\% > 40\%$). According to the result of class percentage, the result was increasing from pre-test until post test 2. In this case the researcherfound out the differences of mean inpost-test 1 and post-test 2 were significant or not. The researcher used t-test formula:

$$t = \frac{MD}{\sqrt{\left(\frac{\sum x^2 d}{N\,(N-d)}\right)}}$$

Where:

    Md   : The mean of deviation from post-test which taken in cycle 1and cycle 2

    Xd   : The deviation of each subject (d – Md)

    $\sum x^2 d$: The number of squared deviations

    N   : Subject in sample

    d   : Determined by N – 1

Table 1.6

The computation of post-test in cycle 1 and cycle 2

NO	NAME	Cycle 1	cycle 2	D
1	AAA	58	70	12
2	CM	70	84	14
3	D	75	88	13
4	DF	80	76	-4
5	DDY	56	70	4
6	EM	70	70	0
7	ESR	52	74	22
8	FN	60	68	8
9	HD	56	76	20
10	II	78	78	0
11	I	76	76	0
12	MH	70	70	0
13	MJ	56	60	4
14	NS	50	64	14
15	NR	52	76	24
16	PN	76	84	8
17	PRM	60	84	24
18	PY	72	80	8
19	RA	64	70	6
20	RJ	50	66	16
21	SAH	58	60	2
22	SNF	56	68	12
23	UAI	76	76	0
24	CA	64	76	12
25	SPA	58	70	12
N = 25		M of X_1 = 63.76	M of X_2 = 73.92	$\sum d = 1518$

$$Md = \frac{\sum d}{N} = \frac{1518}{25} = 60.72$$

The table above showed that the test significant of post-test in cycle 1 and cycle 2 is as the following:

Table 1.7

Test significant of post-test in cycle 1 and cycle 2

NO	NAME	Cycle 1	cycle 2	D	d - Md	X²d
1	AAA	58	70	12	-48.72	2373.63
2	CM	70	84	14	-46.72	2182.75
3	D	75	88	13	-47.72	2277.19
4	DF	80	76	-4	-64.72	4188.67
5	DDY	56	70	4	-56.72	3217.15
6	EM	70	70	0	-60.72	3686.91
7	ESR	52	74	22	-38.72	1499.23
8	FN	60	68	8	-52.72	2779.39
9	HD	56	76	20	-40.72	1658.11
10	II	78	78	0	-60.72	3686.91
11	I	76	76	0	-60.72	3686.91
12	MH	70	70	0	-60.72	3686.91
13	MJ	56	60	4	-56.72	3217.15
14	NS	50	64	14	-46.72	2182.75
15	NR	52	76	24	-36.72	1348.35
16	PN	76	84	8	-52.72	2779.39
17	PRM	60	84	24	-36.72	1348.35
18	PY	72	80	8	-52.72	2779.39
19	RA	64	70	6	-54.72	2994.27
20	RJ	50	66	16	-44.72	1999.87
21	SAH	58	60	2	-58.72	3448.03
22	SNF	56	68	12	-48.72	2373.63
23	UAI	76	76	0	-60.72	3686.91
24	CA	64	76	12	-48.72	2373.63
25	SPA	58	70	12	-48.72	2373.63
N = 25		M of X₁ = 63.76	M of X = 73.92	∑d = 1518		67829.11

Therefore:

$$t = \frac{MD}{\sqrt{\left(\frac{\sum x^2 d}{N\,(N-d)}\right)}}$$

$$t = \frac{60.72}{\sqrt{\left(\frac{67829.11}{25\,(25-1)}\right)}}$$

$$t = \frac{60.72}{\sqrt{\left(\frac{67829.11}{25\,x\,24}\right)}}$$

$$t = \frac{60.72}{\sqrt{\left(\frac{67829.11}{600}\right)}}$$

$$t = \frac{60.72}{10.63}$$

$$t = 5.71$$

Based on the result above, the $t_{counted}$ is 5.71. Then,the researcher compared between t_{count} and $t_{table.}$ The distribution of t_{table} is looked at α 5% with degree of freedom (df) n-2 (30 – 2) = 28 was gotten t_{table} 2.07. From the result of analyze of determination t_{count} compared with the t_{table}. The researcher obtained that t $_{count}$> t $_{table}$ (5.71 > 2,07).It means that H_1 was accepted. Therefore, inside and outside circle strategy can improve the students' speaking ability at SMP N 5 Langsa.

B.Research Findings

Based on the result of reflective and analysis above, the researcher found some findings as follows:

1. The improvement of students' speaking ability

2. The improvement of confidence, motivation, and involvement in English class.

3. The improvement of class management.

C.Discussion

The researcher had taught the students by implementinginside and outside circle strategy in their learning process to improve their speaking ability. It was be held in two cycles. The research findings showed that the implementing of inside and outside circle strategycontributed some improvements as follows:

1. **The Improvement of Students' speaking Ability**

    Based on the test result in the first and second cycle,the researcherfound that the students' speaking ability was improved. The first, there were improvement on students' pronounciation. When the students spoke English in front of the class, they could say in good stress and intonation. They were able to prounounce the word well. Secondly, improvement on students' grammar. Most of the students wereable to arrange sentence well when they did speaking. Thirdly, the improvement of students' vocabulary, they could apply the word correctly in different classroon activity and practical vocabularies related in each topic. Fourthly, the improvement of the students' fluency. Most of the student could speak up fluently. The last improvement on students' comprehension.The students were able to comprehend whatever they speakwith their friends in practice activity.

It showed that the implementation of inside and outside circle strategy in the students' learning process improved the students' speaking ability. It can be seen the result of the score in the cycle to the cycle. the mean score of the pre test is 59.92. The mean score of the first cycle is 63.76and the mean score of the second cycle is 73.92.

The improvement of the score in each cycle was significantly improved.It was obtained from the computation of the score. $T_{count} > T_{table}$ (5.71 > 2.07).It means that H_1 was accepted since the result of the score is significantly improved.

2. **The improvement of class management**

Inside and outside circle strategy could be applied by modifying the activities and setting the class or students. As the students, the teacher deeply involved in the teaching- learning process. They subconsciously laughed and shouted when their friend made a mistake, it made the class noisy.

Therefore, this strategy was offered to change it into better in teaching-learning process. To avoid much noise, the teacher made the class full of the activities as discussion and prepared talk. It became the students centered, because most of the students talk the material so it did not make the students being noisy but they were being active in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result the analysis in the previous chapter, the researcher found that: The students' English speaking after applying inside and outside circle strategy improves. It looked from the students' evaluation about speaking when the researcher assessed them, where the mean score of cycle 1 was63.76. Meanwhile, the mean score of cycle 2 was 73.92. Besides, the researcher also found that t $_{count}$> t $_{table}$ (5.71 > 2,07). It means that the hypothesis was accepted.

From the findings above, the researcher concluded that: The implementation of inside and outside circle strategy in teaching and learning process was successful in students' speaking ability. The main factor affecting this success is the students' interest in learning process by applied inside and outside circle strategy. They were enthusiast to following the teaching and learning process since the applying different speaking activity. They actively involved in the speaking activity and practiced their language with their classmate.

B. Suggestion

Based on the conclusion above, the researcher offered some suggestions as the follows:

1. The implementation of inside and outside circle strategy in teaching English is recommended for all English teacher; especially for the teacher at SMP N 5 Langsa to increase the students' speaking ability.

2. The inside and outside circle 64 tegy should be done regularly and continuosly in teaching and learning process

3. Since inside and outside circle strategy has been applied in teaching learning process, the researcher hoped that the furtherresearcherreturned to apply this strategy not only for speaking skill but also try to apply to the other skill in teaching English.

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