

**THE INFLUENCE OF USING INSIDE OUTSIDE CIRCLE
TOWARDS STUDENTS' SPEAKING SKILL
AT THE EIGHTH GRADE OF SMP NEGERI 2 SUMBEREJO
IN ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**MELYTA SARI
NPM. 1311040051**

Study Program : English Education

Advisor : Syofnidah Ifrianti, M.Pd

Co-Advisor : M. Sayid Wijaya, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE OF ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT**THE INFLUENCE OF USING INSIDE OUTSIDE CIRCLE TOWARDS
STUDENTS' SPEAKING SKILL
AT THE EIGHTH GRADE OF SMP NEGERI 2 SUMBEREJO
IN ACADEMIC YEAR OF 2016/2017**

**By
MELYTA SARI**

Speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information. It means that speaking is productive skill that very important in our daily life as a connector for each other. The research was about the influence of using inside outside circle towards students' speaking skill at the eighth grade of SMP N 2 Sumberejo in the academic year of 2016/2017. The objective the research is to know the influence of using inside outside circle toward speaking skill.

The research methodology was quasi experimental design. In this research, the population was the seventh grade of SMP N 2 SumberejoTanggamus. The sample of this research was two classes consisting of 36 students for experimental class and 34 students for control class. In the experimental class, the researcher used Inside Outside Circle and in the control class the teacher used Dialogue Memorization Technique. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

After giving the post test, the researcher analyzed the data by using independent sample t-test. It was found out that result of Sig. (P_{value}) = 0.012 < α = 0.05. It means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using Inside Outside Circle towards students' speaking skill at the second semester of the eighth grade of SMP N 2 SumberejoTanggamus in the academic year of 2016/2017.

Keywords: Inside outside circle technique, quasi experimental, speaking skill.



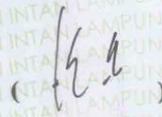
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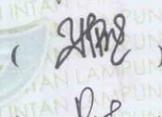
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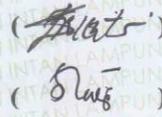
A thesis entitled: “ **THE INFLUENCE OF USING INSIDE OUTSIDE CIRCLE TOWARDS STUDENTS’ SPEAKING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 2 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2016/2017**”, by: **MELYTA SARI, NPM: 1311040051**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, September 22nd 2017**.

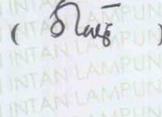
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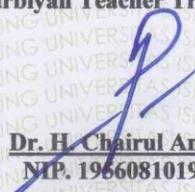
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Skripsi dengan judul “PERBEDAAN KERAPATAN STOMATA DAUN TUMBUHAN KEDELAI (*Glycine max (L) merril*) PADA TEMPAT TERANG DAN TEDUH”. Disusun oleh SHINTA ALMAYRA SARASWATI, NPM: 1311060120, Jurusan: Pendidikan Biologi, telah diujikan dalam Sidang Munaqosyah Fakultas Tarbiyah dan Keguruan pada Hari/Tanggal: Rabu, 13 September 2017.

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DECLARATION

Hereby, I state this thesis entitled “The influence of using Inside Outside Circle towards students’ speaking skill at the second semester of the eighth grade of SMP N 2 SumberejoTanggamus in the 2016/2017 academic year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

BandarLampung, September 22nd2017
Declared by,

MELYTA SARI
NPM. 1311040051

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sukirman and Mrs NurHamidah, who always pray for my success. Thanks for all the motivation and support. I love you forever.
2. My beloved brother and his wife; EkoSusanto and Sri Susanti, my brother HeruDwiSaputra who always give me spirit and suggestion for my success.
3. My beloved niece, ErlindaSafrani be nice child and make your parent proud.
4. My beloved Almamater IAIN Raden Intan Lampung.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَا لَهُمْ وَقُولُوا أَوْ اكْسُوهُمْ فِيهَا وَاَرْزُقُوهُمْ قِيمًا كَمَا كَرَّمَ اللَّهُ جَعَلَ الَّتِي أَمْوَالِكُمُ السُّفَهَاءُ تُوْتُوا وَلَا

مَعْرُوفًا

In the name of Allah, most gracious, most mercifull

“To those weak of understanding make not over your property which Allah hath made a means of supports for you but feed and clothe them there with and speak to them words of kindness and justice .”¹ (QS. An-Nisa : 5)

¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), pp.184-185.

CURRICULUM VITAE

Melyta Sari was born in Sumberejo on May 15th, 1995. She is the third child of Mr. Sukirman and Ms. NurHamidah. She has two brothers EkoSusanto and HeruDwiSaputra.

She began her study at SD Negeri 1 SumberejoTanggamus in 2002 and graduated in 2007. Then, she continued at SMP N 2 SumberejoTanggamus in 2007. After she graduated from Junior High School in 2010, she continued her study at SMA ISLAM KebumenTanggamus in 2010 and graduated in 2013. After that she continued her study in 2013 in the State Islamic University Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty. During studying in UIN RadenIntan Lampung, the researcher joined an organization, ESA (English Students Association).

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Inside Outside Circle towards Students’ Speaking Skill at the Second Semester of the Eighth Grade of SMP N 2 Sumberejo, Tanggamus in the 2016/2017 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this

thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, September 2017
The Researcher,

Melyta Sari
NPM. 1311040051

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In language learning there are four skills. They are listening, speaking, reading and writing. Speaking is discussed in applied linguistics, speaking as interaction, speaking as a social and situation based activity. All these perspectives see speaking as an integral part of people's daily lives. Speaking is the oral part of communicative language assessment battery.² Speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.³ Furthermore, Cameron stated that speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, they can express their ideas and communicate with other.⁴ So from those experts the researcher can conclude that speaking is one part of language skills that can be used for people to express their ideas orally in foreign language, when they are speaking, the students learn how to organize their ideas, express the language in spoken form.

In speaking skill they will practice in many activities that put them into the real practice communication. Speaking skill is an important part of the curriculum in

² Sari Luoma, *Assesing Speaking*, (New York : University Press, 2004) p.1& 9

³H. Dauglas Brown, *Language Assesment : Principles and Classroom Practices*, (New York : Pearson Education,2004), p.140

⁴Linne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University, 2001), p.40

language teaching, and this makes them an important object of assessment as well.⁵

Speaking is also the most difficult language skill to assess reliably.⁶

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other people in any situations, and influence the others. Harmer states there are three reasons for teaching speaking. The first is speaking activities provide rehearsal opportunities-chances to practice real life, the second is speaking in the safety of the classroom speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students, and the third is the more students have opportunities to activate the various elements of language.⁷

In teaching learning process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom. The first is students will not talk or say anything, the second when students work in pairs or groups they just end up chatting in their own language, and the third when all the students speak together it gets too noisy and out of hand and lose control of the classroom.⁸ Those problems are also found at SMP Negeri 2 Sumberejo.

Based on the preliminary research conducted at SMP Negeri 2 Sumberejo on April 29th 2016, the teacher said the problem happened by students such as some of them

⁵Sari Luoma,*Op.cit*, p.1

⁶Sari Luoma,*Op.cit*, p.ix

⁷Jeremy Harmer, *How to Teach English*, (England : Longman, 2007), p.87

⁸AlanMaley, *Classroom Problems* in Teacher British Council, available on: <http://www.teachingenglish.org.uk/article/teaching-speaking-skills2overcoming-classroom-problem> , [September 19th, 2016]

did not pay attention because of condition so very noisy that the teacher faced difficulty to explain the material and most students looked passive in learning process especially in speaking skill, speaking score was always under average, because speaking is the prime, especially in the ability to start some conversation because vocabulary that they have is limited, because of that their score of speaking skill was still low It can be seen from the table 1.

Table 1
The Students' Speaking Score at the Eight Grade of
SMP Negeri 2 Sumberejo in the Academic Year of 2015/2016

No	Score	Class					Total	Percentage
		VIIIA	VIIIB	VIIIC	VIIID	VIIIE		
1	≥ 70	32	12	14	14	14	54	39.55%
2	< 70	0	20	20	22	20	82	60.45%
Total		32	32	34	36	34	136	100 %

Source: Document of Students' score for English Test at the seven grade students of SMP Negeri 2 Sumberejo in the academic year of 2015/2016.⁹

Based on Table 1, it can be seen that there are more students who got low score or got score below the criteria of minimum mastery (KKM) of the school, as 54 out of 134 students or 39.55%. Who got scores above the criteria of minimum mastery, as 82 students or 60.45%. The KKM score was 70. And there is one class can not be selected as sample since this is excellent class. Since the criteria minimum of mastery (KKM) is 70 the researcher assumes that most of the students are still difficult to speak English well.

Furthermore based on interview with the student's, it was found that most of the students at the eight grade students of that school still find difficulties in mastering

⁹*Document of Students' Score for English Test at the Eighth Grade Students of SMP Negeri 2 Sumberejo in 2015/2016 Academic Year*

speaking they said feel difficulties in expressing their ideas orally and most of them are less confidence to speak up and they felt afraid to say English because they think that their grammar and pronunciations were not good, and also most of them said felt bored.

In teaching speaking skill, there are many activities that can be used to teach speaking, one of them is inside outside circle. Inside outside circle is a technique of cooperative learning it is adapted from Kagan.¹⁰ Cooperative learning is appropriate approach possible.¹¹ There many advantages or benefit of using inside outside circle technique, in learning process, this technique can give the students experience in gathering information and it can make learning enjoyable, they can work together in the atmosphere mutual cooperation and have many opportunities to get information and increase communication skill, exactly in speaking skill. Students can create their ideas and share with their friends to achieve their learning goal in which they work together to share their understanding with different partner.¹²

In previous researc, Astuti found that she has conducted her research inside outside circle was a good technique in teaching learning process. This technique gives students the opportunity to respond to questions and discuss information with a variety of peers in a structured manner. This technique was good technique in

¹⁰ Anita Lie, *Cooperative Learning, Mempraktikan cooperative learning di ruang kelas*(Jakarta, Grasindo : 2008), p.65

¹¹Spencer Kagan and Miguel, *Kagan, Kagan Cooperative Learning*, (Kagan Publising , 2009) ,p.1.12n

¹²Anita Lie, *Op.cit*, p.67

reading comprehension, using inside outside circle strategy can give opportunities for students to critical thinking in the founded meaning of the text, they can be active in learning process, and Astuti made conclusion as follows, the first there is increasing of the students' reading comprehension in narrative text. The second there is significant effect using inside outside circle strategy toward students' reading comprehension in additional, teaching reading by using inside outside circle technique can improvent of the students finding main idea and specific information. It can be seen from their improvement of students' achievement in reading comprehension, the third is the average of students' who are taught by using inside outside circle technique is higher than who are taught by using jigsaw Technique. The average score posttest on experimental class is 70.00 higher than the average score control class is 49.53.¹³

Based on the explanations before, it means that it is clear that teacher must be able to encourage the students to explore themselves to developed speaking skill. It can be practiced by trying interacting with others in the classroom. So the researcher focuses on students' speaking skill in dialogue invitation.

Based on those statements, inside outside circle is suitable as a technique in teaching learning English especially speaking skill. It will motivate and stimulate the students to become active learners. Besides, by using this technique can change the boring

¹³YuniAstuti,2014,*The influence of Using Inside Outside Circle Toward Students Comprehension In Narative Text at the First Semester of the Twelve Grade at SMA NEGERI 1 Pulau Panggung*,(thesis), p51

classroom atmosphere become fun and it makes the students feel comfortable and happy to learn English.

Based on the background of the problem the researcher was conducted the research entitled the influence of using inside outside circle towards students' speaking skill at the second semester of eighth grade students of SMP Negeri 2 Sumberejo in 2016/2017 academic year.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students' speaking skill still low.
2. The students find difficulties in expressing their idea orally.
3. The students are less confidence to speak up.
4. The teachers' technique is less appropriate.

C. Limitation of the Problem

In this research the researcher only focused in teaching technique, the researcher focuses in the influence of using inside outside circle towards students' speaking skill in dialogue invitation at the second semester of eighth grades at SMP Negeri 2 Sumberejo in the academic years of 2016/17.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the research problem as follows: “Is there any influence of using inside outside circle towards students’ speaking skill at the eighth grade of SMP N 2 Sumberejo in the academic year of 2016/2017?”.

E. Objectives of the Research

The objective of the research is to know the influence of teaching speaking through inside outside circle toward students’ speaking skill at the eighth grade of SMP N 2 Sumberejo in the academic year of 2016/2017.

F. Use of the Research

The results of this research are expected to give the theoretical and practical contribution.

1. Theoretically

The result of this research is expected that it will be useful knowledge for the researcher and teacher to teach speaking in the future.

2. Practically

- a. For the teacher, it is expected of the research they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
- b. For the students, it is expected that the students will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

The scopes of research as follows:

1. Subject of Research

The subject of research was students at the second semester of the eighth grades at SMP Negeri 2 Sumberejo in the academic year of 2016/2017.

2. Object of research

The objects of research were the use of inside outside circle technique and students' speaking skill.

3. Place of Research

The research was conducted at SMP Negeri 2 Sumberejo.

4. Time of Research

The research was conducted in the second semester of 2016/2017.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Speaking

Speaking is discussed in applied linguistics, speaking as interaction, speaking as a social and situation based activity, these perspectives speaking as an integral part of people's daily lives.¹⁴ Speaking is so much a part of daily life that we take it for granted.¹⁵ McKay states that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs complementing.¹⁶ It means that speaking becomes the right way to express ideas and feeling by using language as a connector and the people must know the topic, from the topic, the people can talk each other and know the purpose or meaning of their speaking.

According to Brown speaking is a productive skill that can be directly and empirically observed.¹⁷ It means that in the process of speaking there must be at least two persons: the first person is a speaker who gives information and the second

¹⁴ Sari Luoma, *Assessing Speaking*, New York, University Press, p.9

¹⁵ Scott Thornbury, *How to Teach Speaking*, (English Longman) : 2001, p.1

¹⁶ Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 179 ,

¹⁷ H. Douglas Brown, *Language Assessment : Principle and Class Room Practices* (New York: Pearson Education), 2004, p.140

person is a listener who receives information. They are part of speakers. Every speaker should express what they want to say and directly answer the question that given.

Furthermore, Bygate states that speaking is a linguistic activity which, like language itself, consist of several elements, for the example pronunciation (sound), morphology and lexis (word and their utteances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topically (themes and ideas).¹⁸ All elements before will affect someone's ability in speaking. If they understand a lot about the linguistics elements above exactly their will communicate with other people easlysx.

In conclusion, speaking as an integral part of people's daily lives, is productive skill that very important in our life as a connector for each other. Through speaking we can express sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to listener or group of listener

B. Elements of Speaking

According to Heaton, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. There are five components are generally recognized in analyzing the speech process, those are:

¹⁸Fahad Hamad Aljumlah, *Developing Studi EFL Students' Oral Skill: An Introgrative Approach*, (journal CCSENET vol 4, no 3 ; September 2011, Qosim University, Buraidah, y 20011, p.84

a. Pronunciation

Krashen in Carolyn said pronunciation is a challenge for many second-language-learners. Without immediate feedback from a teacher, and even with active monitoring.¹⁹ Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns),if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know. It means pronunciation is a which including the segmental features-vowel and consonants, the stress and intonation patters and the speaker be able to articulate the words, and create the physical sounds that carry meaning.

b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well. Robert states that Grammar is a body of generalizations about how people say things. In

¹⁹Carolyn Samuel, *In The Classroom Pronunciation Pegs*, *Tesl Canada Journal/Revue Tesl Du Canada* Vol, 27 No 2, Spring 2010, p.103

order to make generalizations, we must first agree on the meaning of term for the things we wish to talk about.²⁰ It means grammar is basic units of meaning, such as words, and the rules to combine them to form new sentences and also a body of generalizations about how people say things.

c. Vocabulary

As we know, vocabulary is a basic elements language. Vocabulary is as single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible. Thornbury states that vocabulary is a fully meaningful and complete.²¹ According to Cameroon, vocabulary is central to the learning of foreign language at the primary level.²² It means that vocabulary is an essential element of the language which we use in communication.

d. Fluency

In simple terms, fluency is the ability to talk without too much stopping or hesitating. Fluency can be thought of as 'the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. Cameroon states that fluency is the property of the person or of a

²⁰Paul Robert, *Understanding Grammar*, (San Jose State College : Newyork) 1994, p.1

²¹Scott Thornbury, *Opcit*, p.22

²²Line cameroon, *Teaching Language to Young Learners*, (New york : Cambridge University Press, 2001), P.72

system that delivers information quickly and with expertise.²³ It means fluency is the ability the persons to talk without too much stopping or hesitating and also a system that delivers information quickly and with expertise.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is quite complete at a normal rate speech.²⁴ Brown states comprehension is the interaction effect that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases and discourse forms that characterize any language, but rather the interactive nature of most communication.²⁵ It means comprehension is of the subject or as the knowledge of what a situation is really like is needed if not misunderstanding will happen between speaker and listeners.

Based on the explanation above, it can be concluded that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension, we do not only need one or two vocabularies but also as many as we can memorize and understand it. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all

²³Line cameroon, *Ibid.* P.73

²⁴Dowglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco, California : 2003), p.172

²⁵H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (Second Edition , Longman : 2000), p. 269

of elements are needed to produce spoken production well and make good communication for us.

In conclusion element of speaking is important part battery of speaking strategies that can brought success of speaker's productivity. So, all of elements are needed to produce spoken production well and make good communication for us.

C. Concept of Speaking Skill

Speaking is one of basic skills in learning a language besides listening, reading, and writing. It is also very important in our daily life activity to interact each other. As Turk sates that speaking is the direct route from one mind to another, and it is the way usually chosen when we want to ask question, or give an explanation.²⁶ Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.²⁷ Speaking skill is the oral part of a communicative language assessment battery, mostly taken by young people who have been learning a foreign language at school and possibly taking extra classes as one of their hobbies.²⁸ Among the four skill speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. According to Heaton, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates.

²⁶Christopher Turk, *Effective Speaking Communicating In Speech*, (Francis: Spoon Press), 2003, p.91

²⁷ Sari Luoma, *Op.Cit*, p.1

²⁸ Sari Luoma, *Loc.Cit*, p.1

Harmer states that the ability to speak English supposes the elements necessary for spoken productions as follows:

1. Language features

The elements necessary for spoken productions, are the following:

- a. Connected speech: in connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech
- b. Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by order physical and non-verbal (paralinguistic) means how they are feeling (especially in face- to- face interaction). The use of these devices contributes to the ability to convey meanings.
- c. Lexis and grammar: teachers should therefore supply a variety of phrase for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial.

2. Mental or social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence
- b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so
- c. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.²⁹

It can be concluded that speaking has two element (Language features and Mental or social processing), language features involve four areas : connected speech, expressive decide , lexis and grammar, and negotiation language. Supposing the speaker processes these languagefeatures, processing skills, mental/social processing, will help them to achieve sucessfull communication.

The oral English Rating sheet that is supported by Brown. The criteria of the Rating sheet score are:

1. Grammar
2. Vocabulary

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Thrid Edition Completely Revised and Update)p.269

3. Comprehension

4. Fluency

5. Pronunciation³⁰

Based on the explanation above, it can be concluded that speaking skill is verbal intelligence in producing language naturally to achieve the communicate competence which competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

Beside that speaking has two skills they are micro skill and macro skill, micro skill involve five aspects as follows the first is produce chunks of language of different lengths, the second produce English stress patterns, the third use an adequate number of words to accomplish purpose, the fourth monitor oral production and use strategic devices (e.g., pauses, fillers, self corrections, and backtracking) to enhance the clarity of the message, and the five use grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreements, and pluralization), word order, patterns, rules, and elliptical forms. Different about macro skill, macro skill has six aspects as follows, the first is use cohesive devices in spoken discourse, the second is accomplish appropriately communicative functions according to situations, participants, and goal, the third is use appropriate registers and conventions in conversations. The fourth convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, the five is use facial features, kinesics, body language, and other

³⁰Dowglas Brown, *Language Assesment Principle and Classroom Practices* (San Francisco, California : 2003), p.145

nonverbal cues along with verbal language to convey meanings and the last is develop and use a battery of speaking strategies, such as emphasizing key words rephrasing, providing a context for interpreting the meaning of words appealing for help, and accurately assessing how well your interlocutor is understanding you.³¹ It mean micro and macro has eleventh aspect that teacher must be know.

Based on those experts the researcher concluded that speaking skill is the oral part of a communicative language assessment battery, the one of basic skills in learning a language besides listening, reading, and writing skill. Speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. speaking skill has two element (Language features and Mental or social processing), language features involve four areas : connected speech, expressive decice, lexis and grammar, and negotiation language. Supposing the speaker processes these languagefeatures, processing skills, mental/social processing, will help them to achieve sucessfull communication. And in speaking skill also has two aspect they are micro and macro. It can be concluded that speaking skill is verbal intelligence in producing language naturally to achieve the communicate competence.

D. Concept of Dialogue

Speaking involves two essential skills they oral interaction (dialogue) and oral presentation (monologue).

³¹H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, 2nd Ed. (San Fransisco Longman 2001) p.272.

1. Dialogue is conversation between two interlocutors. It is always situational and emotionally colored. Dialogue is generally unprepared. Sometimes it can be both prepared and planned well.
2. Monologue is the speech of one person who expresses his thought and feeling in a particular situation and shows his definite conclusion.³²

Based on the explanation above, the researcher concludes that dialogue and monologue have different ways of people to communicate with others, so that students must learn speaking and practice speaking regularly in order to communicate well and speaking is a way of expressing ideas, feelings, and opinions by considering speaking elements. In this research, the researcher focuses on dialogue expression in speaking skills.

Dialogue is a meaningful interaction and exchange between individuals and/or people of different groups (social, cultural, political and religious) who come together through various kinds of conversations or activities with a view to increased understanding.³³ It means dialogue is exchange communication or conversations should be held between two persons or more to increase understanding.

³²Hille Pajupu, et al., *Natural Speaking and How to Assess It*, Institute of the Estonian Language, New York, 2010, p. 122

³³Auntumn, *Journal of Dialogue Studies*, (Institute for Dialogue Studies :2004)P.32

Dialogue is written conversation between two or more people on regular basis.³⁴

Dialogue is oral production come in the form of conversation.³⁵ Therefore dialogue is short conversations including to show learners how spoken English sound of new vocabulary to be learn.

It can be concluded that dialogue is a meaningful interaction by two people or can be used to learning in the class or talk an exchange opinion in speaking skill and in dialogue students involve directly in using the language. They can interact one another, transferring their information or ideas by speaking. In dialogue students are invited to take a part in interaction with others. Here the researcher used dialogue to teaching speaking by using inside outside circle (IOC).

E. Concept of Inside Outside Circle

Inside outside circle is group learning activity organized in such away that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.³⁶ Inside outside circle is group learning in the class, students stand in two straight lines facing each other. One lines rotate, and the other remains in place. Rotating students rotate to a new partner and rotate to the

³⁴Gundah Basiswi, *Journal of Effectiveness Students' Writing Skill in Narrative*, (State University of Malang :2006), p.1

³⁵H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (Second Edition , Longman : 2000), p. 269

³⁶Miftahul Huda, *Cooperative Learning, (Metode, Tehnik, Structure, dan Model Penerapan)* , 1st ed : 2011, p.29

back of their line when they pass the last student in the fixed line.³⁷ It can be concluded that inside outside circle is group learning activity organized in such way that learning is based on the socially structured change of information between learners in group, which in the group is rotating students rotate to a new partner.

Furthermore, Kagan state in Liang Inside Outside Circle is group work of four or six students stood in pair in two concentric circles, with the inside circle facing out and the outside circle facing in, students could use card or respond to teacher questions as they rotate to each new partners. It could be a good technique for checking understanding, reviewing, processing, practicing dialogues in textbooks, and meeting classmates.³⁸ It gives students an opportunity to talk with different partners and exchange academic language.³⁹ It means inside outside circle is the technique learning in the class as they rotate to each new partner or different partner to be checking understanding, reviewing, processing, and practicing the students this strategy will give students an ooporunity to change knowledge with different partner. English teacher must have strategy to teach speaking effectively in the classroom. It is used to make the students know their knowledge and capability in speaking. The students can be applying their speaking ability in daily communication. Stanne states inside outside circle is a summarization technique that get students up and moving. It holds all students accountable for having something to say/share.⁴⁰

³⁷Spencer Kagan and Miguel Kagan *Ob.cit*, p.6.27

³⁸Tsailing Liang, *Implementing Cooperative Learning in EFL Teaching : Process and effects*, 2002, P.36

³⁹ Dolores Beltran *et.al*, *Science for English Language Learners*, (Shell Education, 2013),p.281

⁴⁰Gatot Mintarsono, *The Effectiveness of Inside-Outside Circle to Teach Reading*. 2012, p.40

Based on the work of Kagan, Inside Outside Circles can serve as a summarization activity. The students are asked to talk with multiple partners, repeating their ideas with each new partner. This repetition of academic language helps build fluency. In addition, students hear what their peer are learning and can confirm or extended their knowledge base.⁴¹ It means inside outside circle that technique can hold all students and also can serve as a summarization activity for say or sharing something with different partner, because this technique gets student up and moving.

The use of inside outside circle during extend provides an opportunity for the students to share what they have understood from the *Engage, Explore, and Extend* stages. The teacher can focus the discussion on the learning objective to assess students' comprehension of the previous explorations. This information can help the teacher select appropriate text or plan instruction to clarify information or extend learning.⁴² The use of inside outside circle strategy in teaching speaking process will make the students focus on the topic that have been given by the teacher and they try to tell the topic to their partner in inside circle. Furthermore, the students as inside circle listen carefully what the partner in outside circle was said. Do it until the rotate done. It can make the students active to speak in English in the classroom.

Based on the statement before, inside outside circle are groups learning activity which the students devided in two circles or two straight lines facing each other. One lines rotate, and the other remains in place, which in the group is rotating students rotate to a new partner to be checking understanding, reviewing, processing,

⁴¹*Ibid*, p.41

⁴²Dolores Beltran *et.al*, *Op.cit*, p. 281

and practicing. Through inside outside circle, the students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also help the students to share their ideas and hear the different opinion from different partners. Inside outside circle is suitable as a technique in teaching learning English especially speaking skill. It will motivate and stimulate the students to become active learners. Besides, by using this technique can change the boring classroom atmosphere become fun one. And it makes the students feel comfortable and happy to learn English.

a. The Procedure of Teaching Speaking Through Inside Outside Circle Technique

Inside outside circle was developed by kagan in 1994. Kagan states that IOC is a technique which the students rotate in concentric circles to face new patnrns for sharing, quizing, or problem solving.⁴³

1. The teacher prepares questions, or provides a question card for each students.
2. Students form pairs. One students from each pair moves to form one large circle in the class facing outward.
3. Remaining students find and face their partner (class now stands in two concentric circles).
4. Inside students ask a question from their question cards; outside circle answer. Inside circle students praise or coach (alternative: the teacher asks a question and indicates inside or outside to answer to their partner)
5. Partners switch roles: outside circle students ask, and them praise coach.

⁴³Spencer Kagan and Miguel Kagan *Ibid*, p.627

6. Partners trade question card.
7. The teacher gives the limit time for speaking.
8. Inside circle students rotate clockwise to a new partner. Do it until finish.⁴⁴

b. Advantages of Inside Outside Circle

There are some advantages of Inside Outside Circle, such as :

1. When the students have appropriate “think time”, the quality of their responses improves.
2. Students are actively engaged in thinking, with different questions and different partners.
3. The activity encourages community building among students while incorporating movement and interaction.
4. Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.
5. No specific materials are needed for the strategy, so it can be easily incorporated into lesson.⁴⁵

According to the explanation before, it can be concluded that inside outside circle has advantages for students, students can express their idea and the students can be

⁴⁴*Ibid*,p.627

⁴⁵Spencer Kagan and Miguel Kagan, *Ob.cit*, p.6.27

active to improve their speaking skill with different partner also different knowledge so that students can increase speaking fluency.

c. Disadvantage of Inside Outside Circle

As nothing perfect in the world, so does the strategy. This strategy has its own weaknesses, such as:

1. The students who has a lack of social skills would not know how to work in groups and this could result in task or social conflicts.
2. The dependency on the group members which make some student not able to work alone. Moreover, when controlling many groups you never know when a single group goes off-track from the task and till you find out a lot of time has been wasted.
3. The group grades, what if only one students is working in a group and all the other are just enjoying the grades due to his hard work.
4. The class will be noisy because everyone is speaking.
5. The fear of failure; a student who might want to avoid failure might not participate in the group task to by expressing his or her worries by blaming the task being stupid or his or her group members being dumb.⁴⁶

F. Concept of Dialogue Memorization

Dialogue memorization technique is a kind of technique that encourage students to speak by providing them short conversation between two people. To complete the

⁴⁶Spencer Kagan, Thoughta on *Cooperative learning*, Available on http://www.technology.com/currends/cooperative_learning/kagan/

activity, they should memorize the dialogue through mimicry and they also memorize their partner's lines.⁴⁷ It means dialogue memorizing technique is kind of technique that is appropriate to be used in speaking activity which used short dialogue to be memorized.

a. Procedure of Teaching Speaking Through dialogue memorization technique in Control Class

According to Freeman, there are four steps of Dialogue Memorization Technique procedure with the indicators as follows:

1. The teacher asks the students to memorize the dialogue through mimicry.
2. The teacher asks the students to take role of one person in the dialogue.
3. The teacher asks the students to learn the one person's line, and memorize the other person's part.
4. After the dialogue has been memorized, teacher asks the students to perform the dialogue for the rest of the class in pairs.⁴⁸

b. Advantages and Disadvantages of Using Dialogue Memorization

Each technique has its advantages and disadvantage here are some advantages of dialogue memorization technique :

1. Memorization trains your brain to remember

⁴⁷Diane.Larsen – Freeman.Technique and Principles in Language Teaching.(2nd Ed). (New York: Oxford University Press. 2000), P: 47 Available on <http://repository.uin-suska.ac.id/4210/1/BAB%20I%2822%29.pdf> (may - 15_ - 2017)

⁴⁸*Ibid*

2. Memorization challenges your brain
3. Knowing frees up brain power.
4. Memory dialogue help students practice focus.
5. Memory-forming can become a healthy lifelong habit.

The disadvantages of using dialogue memorization it would need some specific conditionals that required much time and costs, and than dialogue memorization is frequently very noisy and some others and students dislike this. Teacher worry will lose control of their class.⁴⁹

G. Frame of Thinking

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered in junior high school. Speaking is used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have so on. Teaching and learning speaking

⁴⁹*ibid*

usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking needs a good technique, so that the students would not feel bored and unmotivated. In this case the researcher wants to observe the technique by using inside outside circle to increase and give motivation the students. By using inside outside circle can help the students to speak up more active. Because in this technique, the students will be divided in small group circle and large group circle (inside and outside). Students in the inside circle to share their response with the classmate facing them in the outside circle. The student in the outside circle will share their responses with the classmate facing them in the inside circle. The outside circle move one step to the left or right and discuss the same question with the new partner. So that, it will develop their motivation in learning speaking and improve their ability to start practice in the class with different friend.

Based on the explanation before the writer assumes that using inside outside circle can help student to start some conversations and can give new experience and information and also can help the students to improve their speaking skill, because in inside outside circle technique, there are interactions among the students in creating ideas and sharing them each other about the subject. Therefore, the writer assumes that inside outside circle technique can improve the students speaking skill.

H. Hypothesis

Based on the frame of thinking before, the researcher formulates the hypotheses as follows:

Ho = There is no significant influence of using inside outside circle towards students' speaking skill at the eighth grade of SMP N 2 Sumberejo in the academic year of 2016/2017.

Ha = There is a significant influence of using inside outside circle toward students' skill at the eighth grade of SMP N 2 Sumberejo in the academic year of 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting research, the researcher used quantitative research based on the experimental research, the researcher used experimental design. Experimental design is the general plan to carrying out a study with and active independent variable. The design is important because it determines then study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.⁵⁰ It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi-experimental design. Quasi-experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁵¹ Therefore, when randomsized design are not feasible, the researcher must make us of quasi-experimental design.⁵² It means that we do not have the opportunity for random assignment of the students to special groups in different conditions. Because if the researcher randomly assigns the students to classes, it would disrupt classroom learning. The variety of quasi-experimental

⁵⁰ Donal Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education (8th edition)*, (Canada: Wardsworth Cengae Learning), p.301

⁵¹ Donald Ary, et.al., *Itroduction to Research in Education*, 8th Ed, (Canada: Wadsworth Cengange Learning, 2010), p.302

⁵²*Ibid*,p.301

designs which can be divided into two main categories, one of them is pretest-posttest control group design.⁵³ In this research the researcher used quasi experimental pre-test post-test group.

Creswell says that we can apply pre-test and post-test group design approach to quasi-experimental design.⁵⁴ It means the researcher selected two classes consisting of experimental and control class. The experimental class taught by using inside outside circle. Whereas, the control taught by using the jigsaw technique from the teacher. In this research, the students has given pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment. The pre-test and post-test conducted for control and experimental class.

The research design is as follows:

Table II
Randomized Subjects Pretest-Posttest Control Group Design

	Group	Pre-test	Independent Variable	Post-test
(R)	E	$Y_1 Y_1$	X	$Y_2 Y_2$
(R)	C	$Y_1 Y_1$	O	$Y_2 Y_2$

Adapted from Donald Ary

Where :

E : Experimental Class (which receives the treatment of using Inside Outside Circle)

C : Control Class (which is taught by using Dialogue Memorization technique)

⁵³ *Ibid.*, p. 302

⁵⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Ed)*, (Boston: Person Education, 2012), p. 310

Y₁: Pre- test (this is given to see the students' Speaking skill)

Y₂: Post test (this is given after the treatment to see the result after applying the treatment)

X : Treatment by using Inside Outside Circle Technique

O : Treatment by using Dialogue Memorization Technique

In this research the students got pre-test to know their basic skill in speaking skill. The result of pre-test used to indicated students' speaking skill to measure their previous skill before treatment (x). At the end of the research students that given post-test in order to know their achievement after the treatment using inside outside circle.

B. Variable of Research

According to Patel variable is concepts, characteristics, or properties that can vary or change, from one unit of analysis to another.⁵⁵ From statement before, the researcher conclude that variable is the power in the research investigated to know the improve speaking skill after giving treatment.

There are two variables of this research, they are independent variable and dependent variable. The independent variable is the antecedent while the dependent variable is the consequent. If the independent variable is an active variable then we manipulate the values of the variable to study its affect on another variable.⁵⁶ The independent

⁵⁵ Parina Patel, *Introduction to Quantitative Methods*, (Empirical Law Seminar : 2009)pp. 24-25

⁵⁶ Kaur SP, *Variable in Research*, (Review article), 2013, p.36

variable in this research is inside outside circle (X), and the dependent variable in this research are students' speaking skill (Y).

C. Operational Definition of Variable

The operational of variable in this research is follows :

1. Independent Variable (X)

Inside outside circle is group learning activity organized in such away that learning is based on the socially structured change of information between learners in group, which in the group is rotating students rotate to a new partner and the students pronounced such expressions as accepting and refusing invitation and also responding greeting.

2. Dependent Variable (Y)

Students' speaking skill is their ability to express their ideas, thought, and feelings in their real communication for certain purposes in spoken from by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension, and it is indicated by their score in an oral test given making and performing about accepting and refusing invitation

D. Population, Sample, and Sampling Technique.

1. Population

According to Fraenkle and Wallen population is large groups to which one hopes to apply the result.⁵⁷ So, population in this research are students of the eighth grade of SMP N 2 Sumberejo in 2016/2017 academic year, which total number of population is 166 students, which consist of 5 classes.

Table III
Population of the students at the Eighth Grade of
SMP N 2 Sumberejo in the 2016/2017 Academic Year

No	Class	Genre		Total
		Male	Female	
1	VIII A	14	18	32
2	VIII B	16	16	32
3	VIII C	16	18	34
4	VIII D	17	19	36
5	VIII E	15	19	34
Total of students		77	89	166

Source: The data of SMP Negeri 2 Sumberejo

2. Sample

Meanwhile, Ary states that the sample is small group that is observed.⁵⁸ It means sample selected in this research. The sample of this research are two classes. One class as the experimental class, which the students taught by using inside outside circle, another class as control class, which the students taught by using dialogue memorization technique.

3. Sampling Technique

⁵⁷ Jack R. fraenkel and Norman E. Wallen, *How to Design and Evaluate Research and Education*, Singapore: McGraw- Hill Book Co, 1993, p. 90

⁵⁸ Donal Ary, *Opcit*, p.148

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.⁵⁹ In taking the sample, the researcher used cluster random sampling. Wallen states that the selection of groups, or clusters, of subjects, rather than individuals is known as cluster random sampling.⁶⁰ The researcher will take two classes by using inside outside circle of paper as the sample.

Here are the steps of taking sample by using cluster random sampling technique:

- a. First, the name of all class at the eighth grade (except A class because A class is superior class) of SMP N 2 Sumberejo is written in small piece of paper.
- b. Then, put them into a glass
- c. After that shakes until one of the rolled-paper out of the glass. The first paper which out from the glass as the experimental class.
- d. The researcher shake the glass again until one of the rolled-paper out of the glass. The second paper which out from the glass as the control class.

E. Data Collecting Technique of Research

In collecting the data, the researcher used a test to know the students' speaking ability for the experimental class after they are taught by using inside outside circle. It is used to measure the students' speaking ability. The test are pre-test and post-test,

⁵⁹ L. R. Gay, Educational Research: *Competencies for Analysis and Application*, 3rd Edition, (Columbus Ohio: Merrill Publishing Company, 1987), p. 101

⁶⁰Jack R Frankael and Norman E. Wallen, *Op. Cit.*, p. 95

the pre-test it was done to know the students ability before the treatment and post-test was done to know the students' speaking ability after the students were given the treatment by using Inside outside circle.

F. Instrument of The Research

According to Creswel an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in advance of the study.⁶¹It means instrument is a tool that is used to collect data to know the influence of teaching speaking by inside outside circle, the instrument in this research as follows:

a. Pre- test

Pre-test that given before treatments in order to know the students' speaking skill. It has been done students make a conversation with the patner that they have to measure the speaking ability which was consists of pronunciation, grammar, vocabulary and the comprehension of the context.

Table IV
Specification of Test for Pre-Test

No	Topic
1	Making an Invitation
2	Accepting an Invitation

⁶¹ John W. Creswell, *Educational Research*, 4th Edition, (Boston: Pearson Education, 2008), p. 14

3	Refusing an Invitation
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b. Post-test

Post- test has given for experimental and control classes after giving treatments, the researcher give post- test in order to know the result of both classes after getting treatment.

Table V
Specification of Test for Post-Test

No	Topic
1	Making an Invitation
2	Accepting an Invitation
3	Refusing an Invitation

G. Scoring Procedure

Before getting the score, the researcher determined the procedure to be used in scoring the students' work, here the are procedure to take the score as follows : the first the students do the dialogue with their partner about the topic that they have in front of the class, the second the researcher record their voice one by one and the last the recorder analyzed by the teacher and also the researcher, then score the result of

the speaking test, the researcher used scoring rubric for speaking. The students work were judged or scored based on the speaking scoring rubric. There are rubric criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher used oral English rating sheet that proposed by Harris.⁶² Table shows the fifth criteria of the rating sheet score.

Table VI
The rating sheet score

No	Criteria	Rating Score	Comments
1	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because a pronunciation problems, must frequently be asked to repeat.
		1	Pronunciation problems so serve as to make speech virtually unintelligible.

No	Criteria	Rating Score	Comment
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word-order errors make comprehension difficult. Must often rephrase

⁶²David P. Harris, *Testing English as a Second Language*, (New York, Mc.Grew-Hil, 2004), p.81

			sentence and/or restrict himself to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

No	Criteria	Rating Score	Comment
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometime use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words, conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.

No	Criteria	Rating Score	Comment
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speed of speech seem to be slightly affected by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.

No	Criteria	Rating Score	Comment
5	Comprehension	5	Appears to understand everything without difficulty

		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is said at slower-than-normal speed with repetition.
		2	Has great difficulty following what is said. Can comprehend only "social comprehension" spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation English.

Source: David P. Harris, *Testing English as a Second Language*, New York, Rev. Ed.

Mc.Graw-Hill, Inc., 2004, p.81

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

Maximal score = 100

$$\text{Students' score} = \frac{\text{Obtained score}}{25} \times 100.^{63}$$

The total score is 100, if the students test is perfect in all criteria above.

H. Research Procedure

The research procedure conducted in second semester 2017. Before conducting the research, the researcher asks the permission to the headmaster and the English

⁶³Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara 2013), p. 45

teacher at the school. After she has the permission, the researcher conducts through the following steps:

1. Planning

Before the researcher apply the research procedure, the researcher make some planning to run the application well.

2. Determining the subject

The researcher chosen the second semester of the eighth grade of SMP N 2 Sumberejo as the subjects of the research.

3. Determining the sample

In taking the sample of the research, the researcher used random sampling. The researcher chosen two classes as the sample of the research; one class as the experimental class and other one as the control class.

4. Selecting the material that given

The researcher determine the material that is taught to the students of the Eighth grade of SMP N 2 Sumberejo. The material about dialogue invitation

5. Doing pre-test to get the data

It has done for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.

6. Conducting the treatment

The researcher got the treatment in three times for the experimental class. In treatment, the researcher as the teacher teach the students by using Inside outside circle in the experimental class. Meanwhile, in the control class, the

students will be taught by using ordinary technique that has been taught by the teacher there Dialogue memorization).

7. Doing the post-test to get the data

The researcher conducted the pot-test after the treatments. By giving the post-test, the researcher will know the students improve their speaking ability or not. The test includes an oral test.

8. Analyzing the result of post test

In analyzing the result, the researcher go to compare the result of posttest between experimental and control class to see whether the posttest's score of experimental class is higher than control class.

I. Validity

Fraenkel and wallen say that validity refers to appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.⁶⁴ Based on the statement above, validity is the most important idea to consider when preparing or selecting an instrument for use. It means that the test must have good validity, so that the test can measure the aspects which would be measured. In this research, the researcher used content and construct validity.

a. Content validity

Best and Khan States content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content

⁶⁴ Jack R Frankael and Norman E, *Op. Cit.*, p. 150

validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments, of subject matter specialist.⁶⁵ It means that the content validity is based on the material, and the material is agreement with the objective of learning.

In this case of this research, the instrument of the test has agreement with the objective of learning in the school which it was based on the syllabus because the test was to measure the students' speaking ability at the Eighth grade of junior high school. To make sure the researcher consulted the instrument had of the test to the English teacher at SMP . It was done to make sure that the instrument was valid. The N 2 Sumberejo teacher said the instrument was valid and agreed with the researcher to conduct the instrument to the students.

b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. In other the word, the test could measure what need to be measure. In this research the researcher administrated a speaking test. The scoring covered five aspects of speaking they are pronunciation, grammar, vocabulary, fluency and comprehension. To make sure that the instruments were valid, the researcher consulted the instrument to the English teacher of SMP N 2 Sumberejo.

In this research, the researcher administrated an oral test who's the scoring covered five aspects of speaking that were adapted from Harris and they are grammar vocabulary, comprehension, fluency and pronunciation. Before doing the research

⁶⁵John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice-Hall, 7th Edition, 1995), p. 219

the researcher consulted the instrument of the test to the English teacher in April 17th2017 at SMP N 2 Sumberejo named Desi Harianti S.Pd to make sure whether the instrument had been valid or not. As the result, the teacher said the instrument of the data was valid. (See Appendix 7)

J. Reliability

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.⁶⁶ Besides having high validity, a good test must have high reliability. To get the reliability of the test, the researcher used inter-rater reliability. Inter- rater reliability counts level of the reliability based on two series of score that are gotten by two raters, they are an English teacher and the researcher.

Then the result of consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

⁶⁶ Jack R. Fraenkel and Norman E. Wallen, *Op.Cit.*, p. 154

Reliability coefficient 0.000 – 0.200 is very low⁶⁷

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.678 and reliability in posttest was 0.833. The researcher concluded that the degree of the level of reliability of the students in pre test was high, in pos test was very high (See Apendix 12)

J. Data Analysis

To analyze the data, the researcher used parametric statistics. In parametric statistics, there are assumptions which must be fulfilled, they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significances tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.⁶⁸ In this research, the researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*)

⁶⁷ John W.Best and James.V.Khan, *Op.Cit.*, p. 308

⁶⁸ Budiyo, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

H_0 : The data have normal distribution

H_a : The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous.

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using *SPSS* (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using *SPSS* in this case to practicality and efficiency in the study.

The hypotheses are :

Ha : There is a significant influence of using Inside Outside Circle towards students' speaking Skill at the eighth of SMPN 2 Sumberejo in the Academic year of 2016/2017.

Ho : There is no significant influence of using Inside Outside Circle towards students' speaking Skill at the eighth of SMPN 2 Sumberejo in the academic year of 2016/2017.

While the criteria of acceptance or rejection of hypothesis are:

Ha is accepted if Sig. $< \alpha = 0.05$

Ho is accepted if Sig. $> \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

The pre-test was administrates in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.

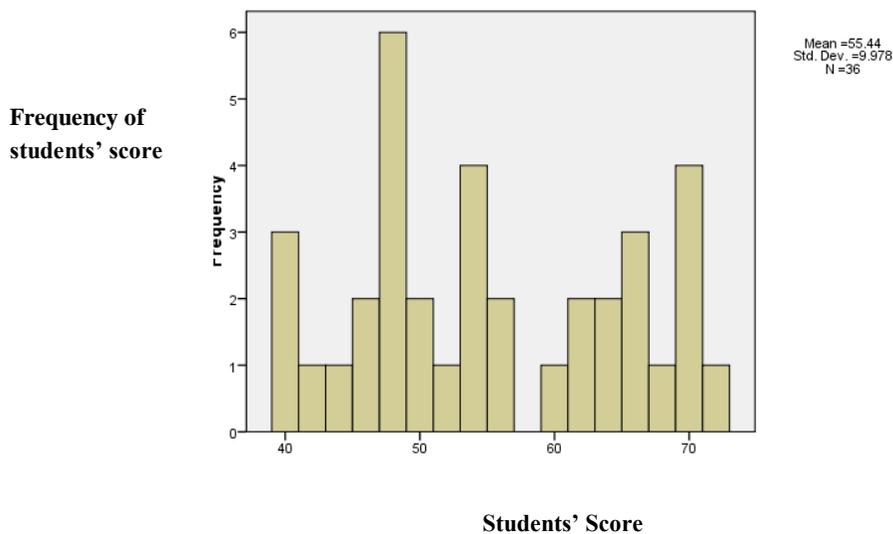


Figure 1
The Result of the Pre-test in Experimental Class

Based on the figure 1 it could be seen that there were 3 students who got 40 score, 1 students who got 42 score, 1 student who got 44 score, 2 students who got 46 score, 6 students who got 48 score, 2 students who got 50 score, 1 students who got 52 score, 1 student who got 54 score, 4 students who got 56 score, 1 student who got 60, 2 students who got 62 score, 2 students who got 64 score, 3 students who got 66

score, 1 students who got 68 score, 4 students who got 70 score, 1 student who got 72 score. The mean of pre-test in experimental class was 55.44, standard deviation was 9.978, N was 36, median was 54.00, mode was 45, variance was 99.568, minimum score was 40, and maximum was 72 (See Appendix 13).

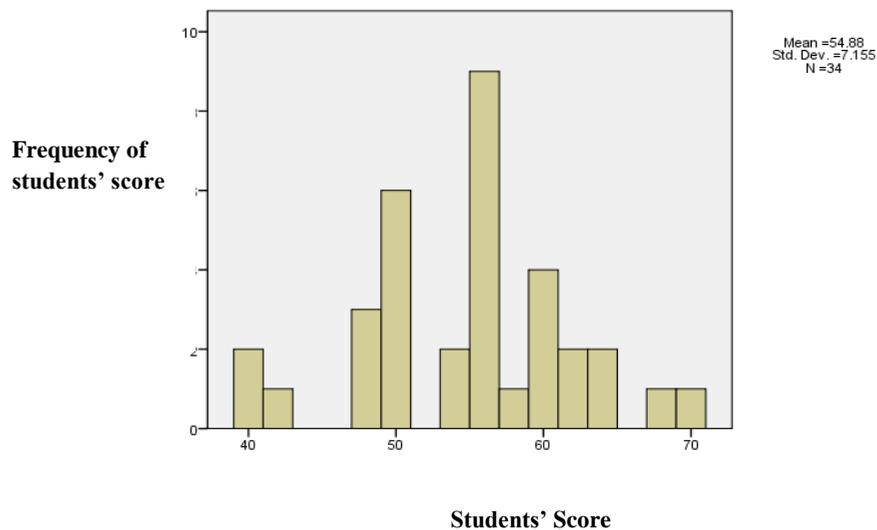


Figure 2
The Result of the Pre-test in Control Class

Based on the figure 2 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 1 student who got 44 score, 3 students who got 48 score, 6 students who got 50 score, 2 students who got 54 score, 9 students who got 56 score, 1 student who got 58 score, 4 students who got 60 score, 1 student who got 62, 2 students who got 64 score, 1 student who got 68 score, 1 student who got 70 score. The mean of pre-test in control class was 54.88, standard deviation was 7.155, N was

34, median was 55.00, mode was 70, variance was 30.860 minimum score was 40, maximum was 70 (See Appendix 15).

At the beginning of the research, the pre-test was administered to know students' achievement in speaking skill before they were given treatments by the researcher. The result showed that the mean score of pre-test between experimental class was 55.44 and the mean score pre-test in control class was 54.88.

2. Result of Post-test

The post-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

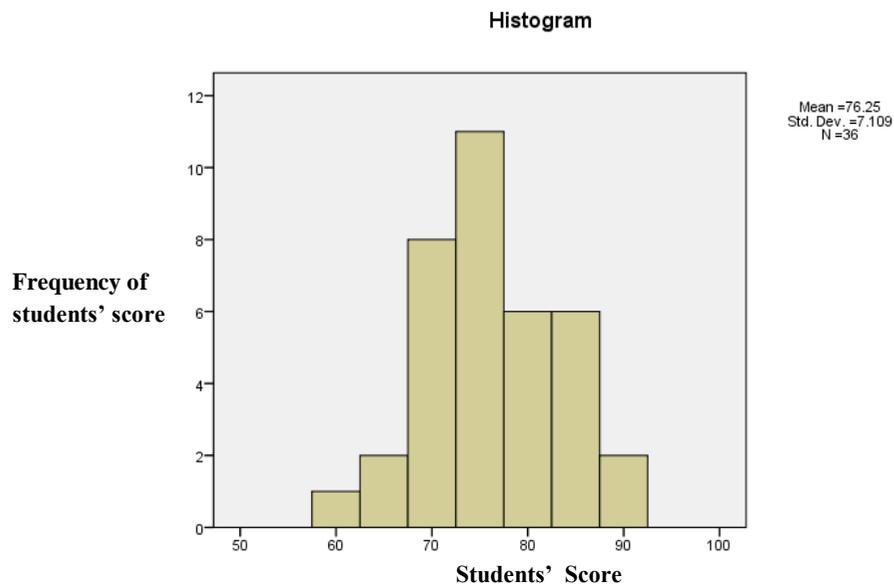


Figure 3
The Result of the Post-test in Experimental Class

Based on the figure 3 it could be seen that there were 1 student who got 60 score, 2 students who got 66 score, 8 students who got 70score, 11 students who got 76 score, 6 students who got 80 score, 6 students who got 80 score, 6 students who got 86score, 2 students who got 90 score. The mean of post-test in experimental class was 76.25, standard deviation was 7.109, Nwas36, median was75.00, mode was75, variance was 50.536, minimum score was 60, and maximum was 90 (See Appendix 16).

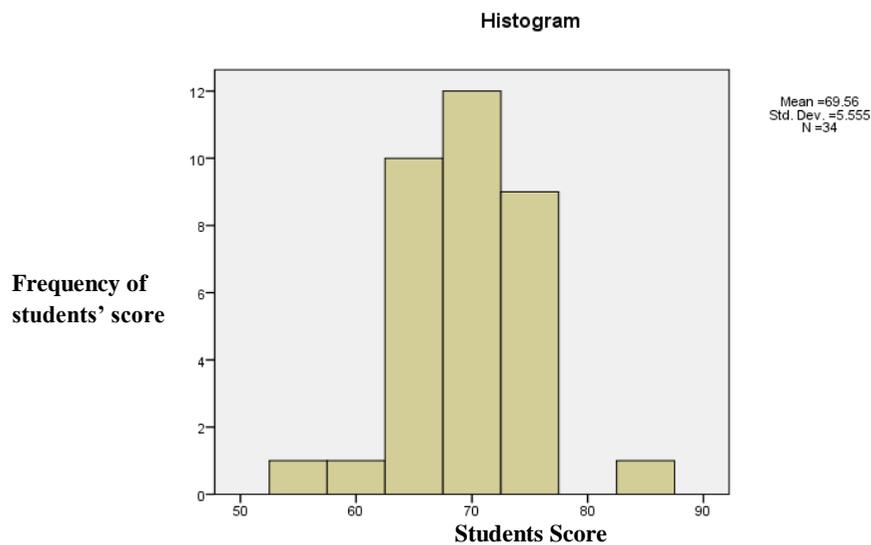


Figure 4
The Result of the Post-test in Control Class

Based on the figure 4 it could be seen that there were one students who got 54 score, 1student who got 60 score, 10 students who got 66 score, 12 students who got 70 score, 9 students who got 74 score, 1student who got 84score. The mean of post-test in control class was 69.56, standard deviation was 5.555, N was 34,

median was 70.00, mode was 70, variance was 30.860, minimum score was 55, maximum was 85 (See Appendix 17).

At the end of the research, post-test was given to measure the improvement of the students speaking skill in both classes after the treatments done. The mean score of post-test in experimental class was 76.25 and mean of post test in the control class was 69.56. Its mean teaching speaking by inside outside circle more effective and by using inside outside circle can increase their speaking score.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. The Result of Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $Sig. (P_{value}) \geq \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table VII
The Result Normality of the Experimental and Control Class

Technique	Kolmogorov-Sminorv ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ex	.204	35	.301*	.863	35	.358
Co	.113	35	.200*	.971	35	.468

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Note: Technique 1 = Experimental class

Technique 2 = Control Class

Based on Table VII, it could be seen that $P_{value}(Sig.)$ for experimental class was 0.301 for Kolmogorov-Sminorv^a and 0.468 for Shapiro-Wilk. Because $Sig. (P_{value})$ of experimental class $> \alpha 0.05$ it means H_0 is accepted and $Sig. (P_{value})$ for the control class $> \alpha 0.05$ it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution (See Appendix 18).

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing Levine's test.

The hypothesis for the homogeneity tests are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $Sig. \geq \alpha = 0.05$

H_a is accepted if $Sig. > \alpha = 0.05$

Table VIII
The Result Homogeneity Test

	Levene Statistic	df1	df2	Sig.
ScoreBased onMean	.080	1	68	.778

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.778 > \alpha = 0.05$. it demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. it means that the variance of the data was homogenous (See Appendix 19).

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is significant influence of using Inside Outside Circle towards students' Speaking Skill at the second semester of the Eighth grade of SMP N 2 Sumberejo Tanggamus in the academic year of 2016/2017.

H_0 : There is no significant of using Inside Outside Circle towards students' Speaking skill at the second semester of the Eighth grade of SMP N 2 Sumberejo Tanggamus in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. < \alpha 0.05$

H_0 is accepted if $Sig. \leq \alpha 0.05$

Table IX
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.799	68	.012

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated $Sig. (P_{value}) = 0.012 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using Inside Outside Circle towards students' Speaking Skill

at the second semester of the Eighth grade of SMP N 2 Sumberejo Tanggamus in the academic year of 2016/2017 (See Appendix 20).

C. Discussion

At the beginning of the research, the pre-test was administered to know students' achievement in speaking skill before they were given treatments by the researcher. The result showed that the mean score of pre-test between experimental class was 55.44 and the mean score pre-test in control class was 54.88.

Afterward the students were taught by using Inside Outside Circle in the experimental class and dialogue memorization in control class. The material was three topic of dialogue invitation for three treatments. Before doing Inside Outside Circle the researcher explained what Inside Outside Circle and how we do the procedure of Inside Outside Circle in the beginning of treatment the researcher asked the students about invitation and explained it also given example to the students.

At the end of the research, post-test was given to measure the improvement of the students speaking skill in both classes after the treatments done. The mean score of post-test in experimental class was 76.25 and mean of post test in the control class was 69.56. It means teaching speaking by inside outside circle more effective and by using inside outside circle can increase their speaking score.

From the result, we can see that result of the students' pos-test is higher than pre-test. Besides that Inside Outside Circle can improve each aspect of students speaking skill

including pronunciation, grammar, vocabulary, fluency, comprehension. The result of pre-test and post-test also showed that students who taught by using Inside Outside Circle got better result than students who taught by using Dialogue Memorization.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that treatment had influence of using Inside Outside Circle towards students speaking skill at the second semester of the Eighth grade of SMP N 2 Sumberejo, Tanggamus so alternative hypothesis is accepted. It had been supported by the previous research that was done by Astuti entitled “ The Influence of Using Inside Outside Circle Towards students’ Reading Comprehension In Narrative Text”. She said that Inside Outside Circle is very effective to be implemented in teaching and learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using Inside Outside Circle towards students' speaking skill. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true, that is, Inside Outside Circle technique can give a significant influence towards students' speaking Skill. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment Inside Outside Circle as a technique for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.000. it is lower than $\alpha = 0.05$ and its mean H_o its rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the result of the research and the advantages of using Inside Outside Circle in teaching speaking English to the eighth grade of SMP N 2 Sumberejo in 2016/2017 academic year, the researcher would like to give some suggestion.

1. Suggestion for the Teacher

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching speaking by using inside outside circle.

They are as follows;

- a. The teacher must read more books about method in teaching speaking.
- b. The teacher must read more books about managing the students.
- c. The teacher must assertive when students could not handle.

2. Suggestion for the Students

After conducting the research and getting the result, the researcher would like to suggest the students especially in learning English subject as follows :

- a. The students must have more time to practice speaking English at home.
- b. The students should practice to speak English with their friends and in front of mirror in other to grow their confidence, and minimize the use of mother tongue.
- c. The students should learn their mistakes in practicing speaking by self correction or asking their friends for criticism or suggestion [pair correction], so at the last they may not repeat the same mistakes in speaking.
- d. The students should try to speak with a good grammar, even though there will be a mistake but just let it as a lessons.

3. Suggestion for the School

The school should set class with average number of students in order to prevent over crowded classes so that the students could not handle anymore. Furthermore, the school should provide another program of English for the students such as English club or English course in order to the students can practice their English competency.

4. Suggestion for other Researchers

After conducting the result and getting the result, the researcher would like to suggest order researchers to develop this research with the new innovation such as the use inside outside circle method with different material or order to increase students speaking skill. Moreover, hopefully the result of this research can be a reference.

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