

**THE EFFECT OF USING INSIDE OUTSIDE CIRCLE TECHNIQUE
TOWARDS STUDENTS' READING COMPREHENSION AT
THE FIRST SEMESTER OF ELEVENTH GRADE OF
SMK N 1 TANJUNGSARI SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2019/2020**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree



By :

YULIANI ROLLYANA

NPM : 1411040381

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Irawansyah, M.Pd

English Education Program

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC OF UNIVERSITY RADEN INTAN LAMPUNG**

2019

ABSTRACT

The Effect of Using Inside Outside Circle Technique Towards Students' Reading Comprehension at the First Semester of Eleventh Grade of Smk N 1 Tanjungsari South Lampung in the Academic Year of 2019/2020

BY :

Yuliani Rollyana

Reading is one of language skill that should be mastered by language learners. In reading the text we can find knowledge, information that we never known before. Based on the research had been done, it was found that some students got difficulties in reading comprehension. They were confused how catch poin of the purpose of the text. To solve this problem, the researcher applied inside outside circle technique. Inside outside circle technique is one of good techniques that can be implemented by the students in group. The objective of this research was to know whether there was significant effect of using inside outside circle technique towards students' reading comprehension at the eleventh grade of SMKN1 Tanjung Sari.

The research used quasi experimental design with pre-test and post-test. The populations of this research was the Eleventh grade of SMKN 1 Tanjung sari in the academic year of 2019/2020. The sample were two classes as the sample which XI TKJ.1 was chosen as experimental class consisted of 40 students and XI TKJ.2 as control class with 39 students. In the experimental class the researcher used inside outside circle technique and in the control class used translations technique. The treatments were held in 3 meetings. To collect the data, the researcher used instrument in the form of multiple choice test. After administering pre test and post test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test

From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and $\alpha = 0.005$. It means that H_a is accepted. Therefore, there is significant effect of using inside outside circle technique towards students' reading comprehension at the first semester of eleventh grade of smkn 1 tanjungsari in academic year of 2019/2020.

Keywords : *Inside Outside Circle Technique, students' reading comprehension, quasi-experimental design*



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC OF UNIVERSITY RADEN INTAN
LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY**

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode Pos 35131

APPROVAL

**Title : THE EFFECT OF USING INSIDE OUTSIDE CIRCLE
TECHNIQUE TOWARDS STUDENTS' READING
COMPREHENSION AT THE FIRST SEMESTER OF
ELEVENTH GRADE OF SMKN 1 TANJUNGSARI
SOUTH LAMPUNG IN ACADEMIC YEAR OF 2019/2020**

Student's Name : Yuliani Rollyana

Student's Number : 1411040381

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
At Tarbiyah and Teacher Training Faculty, State
Islamic of University Raden Intan Lampung

Advisor


Iwan Kurniawan, M.Pd
NIP.197405202000031002

Co-advisor


Irawansyah, M.Pd

**The Chairperson of
English Educational Study Program**


Meisuri, M.Pd
NIP.198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame, Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A Thesis entitled: **THE EFFECT OF USING INSIDE-OUTSIDE CIRCLE TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMKN 1 TANJUNG SARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, By: **Yuliani Rollyana, NPM: 1411040381**, Study Program: English Education, was tested and defended in the examination session held on: Friday, November 8th 2019.

Board of Examiners:

Moderator : Prof. Dr. Idham Kholid, M.Ag

Secretary : Istiqomah Nur Rahmawati, M.Pd

The Primary Examiner : Dewi Kurniawati, M.Pd

The First Co- Examiner : Iwan Kurniawan M.Pd

The Second Co- Examiner : Irawansyah, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

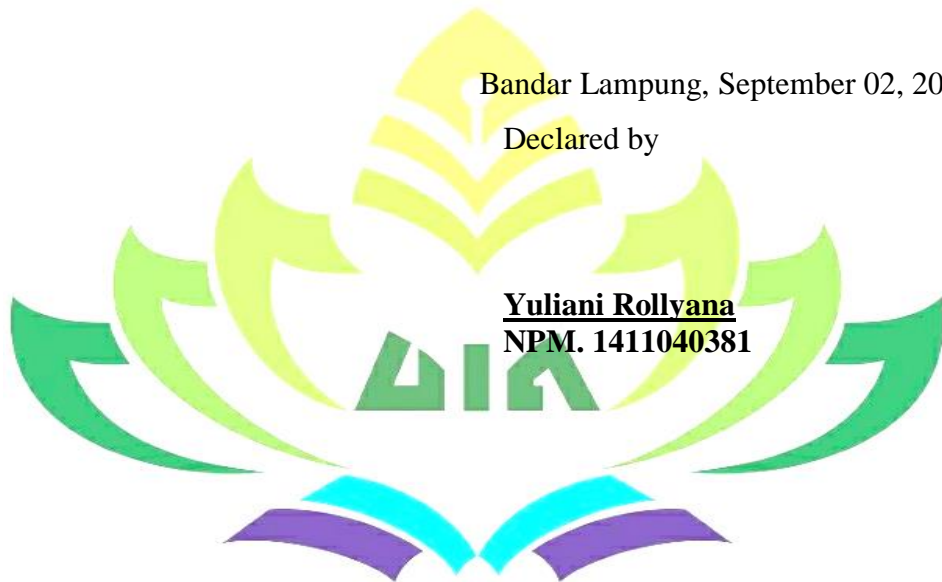
DECLARATION

I hereby stated that this thesis entitled “The Effect of Using Inside Outside Circle Technique Towards Student’s Reading Comprehension at The First Semester of Eleventh Grade of SMKN 1 Tanjung Sari in Academic Year of 2019/2020” 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.

Bandar Lampung, September 02, 2019

Declared by

Yuliani Rollyana
NPM. 1411040381



DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents Mr. Suhit Joyo Mursito and Mrs. Sriyati who always pray for my success and give me motivation to finish my study, thank you for everything. I love them so much
2. My beloved young brother, Nurman Bichamtoro, who also always gives me spirit and suggestion for my success.
3. My beloved college UIN Raden Intan Lampung, which has contributed a lot for my development.



CURRICULUM VITAE

Yuliani Rollyana was born in Tanjungsari, on Mei 10th , 1996. She is the first child of Mr. Suhit Joyo Mursito and Mrs. Sriyati. She has one brother namely Nurman Bechkam Toro.

The researcher started her study in elementary school at SD N 2 Purwodadi Dalam Tanjungsari in 2002 and finished in 2008. After that, she continued to junior high school at SMP N 1 Tanjungsari South Lampung and passed in 2011. After graduated from junior high school, she began her study in senior high school of SMK N 1 Tanjungsari South Lampung and finished in 2014. In 2014, she started her study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher and Training Faculty.

While being a college student, the researcher was a member of Pramuka in State Islamic University of RadenIntan Lampung. The researcher also was a member of IKAM (Ikatan Mahasiswa) Lampung Selatan, the students community from South Lampung. In the 5th semester of study, the writer studied how to make a proposal in research methodology subject, and studied of proposal seminar subject in the 6th semester. In the 7th semester, the writer had his Community Study Service (KKN) in Sukaraja Palas, South Lampung. After having KKN, the writer did his Field Teacher Training (PPL) in SMP Perintis 2 Bandar Lampung.

ACKNOWLEDGMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. My shalawat and salam always be with the prophet Muhammad, who brings us form the darkness to the lightness, from the jahiliyah era to the this modern era.

This thesis is presented to English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student's task in partial fulfillment to obtain S1-degree. For that reasons, the researcher would like to thanks the following people for their ideas, time and guidance for thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and teacher training faculty of UIN RadenIntan Lampung.
2. Meisuri, M.Pd the Chairperson of English Education study program of UIN Raden Intan Lampung, who has given the help to complete the thesis.
3. Iwan Kurniawan, M.Pd the first advisor, for his patient guidance and help to finish this thesis.
4. Irawansyah, M.Pd, the second advisor, who always shares his knowledge and spends countless times to correct this thesis to be a good thesis.
5. All the lecturers of English Department of Tarbiyah and teacher training faculty who gave taught the researcher since the first his study.
6. The Headmaster of SMKN 1 Tanjungsari Mr. Iffraim Aziz, M.M. for allowing the researcher to conduct the research in SMKN 1 Tanjungsari.

7. The English teacher of SMKN 1 Tanjungsari Mr. Aloysius Suparjo, S.Pd, for being helpful during the research process and always giving suggestion, and all the students of the Eleventh grade, for their participation during the research.
8. The big family of SMP Perintis 2 Bandar Lampung, the place that the researcher did her Field Experience Program (PPL).
9. The big family of Sukaraja Palas village, the place that the researcher did her Community Development Program (KKN).
10. The students of English Education study program batch 2014, especially PBI class G
11. My beloved friends of live, Vika Khairunisa, Yuyun Wahyuni, Umi Kulsum, Sulisma Diana, Titik Yuniarsih and Edi Rofianto, who always give me the endless support and motivation to finish the thesis.

Finally, none is perfect of this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcomed.

Bandar Lampung, 02 September 2019

The Researcher,

Yuliani Rollyana

NPM. 1411040381

TABLE OF CONTENTS

| | Pages |
|---------------------------------------|-------------|
| COVER | i |
| ABSTRACT | ii |
| APPROVAL | iii |
| ADMISSION | iv |
| DECLARASION | v |
| MOTTO | vi |
| DEDICATION | vii |
| CURRICULUM VITAE | vii |
| i | |
| ACKNOWLEDGEMENT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLES | xiii |
| LIST OF FIGURES | xiv |
| LIST OF APPENDICES | xv |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problem..... | 1 |
| B. Identification of the Problem..... | 7 |
| C. Limitation ofthe Problem | 7 |
| D. Formulation of the Problem | 8 |
| E. Objective of the Research..... | 8 |
| F. Use ofthe Research..... | 8 |
| G. Scope of the Research | 9 |
| 1. Subject of the Research | 9 |
| 2. Object of the Research | 9 |
| 3. Place of the Research | 9 |
| 4. Time of the Research..... | 9 |

CHAPTER IIREVIEW OF RELATED LITERATURE

| | |
|---------------------------------------------------------------------------------------------|----|
| A. Concept of Reading | 10 |
| B. Type of Reading | 12 |
| C. Concept of Reading Comprehension..... | 14 |
| D. Component of Teaching Reading Comprehension..... | 15 |
| E. Concept of Genre..... | 17 |
| F. Narrative Text..... | 20 |
| 1. The Definition of Narrative Text | 20 |
| 2. Generic Structure of Narrative Text | 21 |
| 3. Example of Narrative Text | 22 |
| G. Concept of Students' Reading Comprehension of Narrative Text | 23 |
| H. Concept of Team Word-Webbing Technique | 25 |
| 1. Definition of Team Word-Webbing Technique | 25 |
| 2. Procedure of Team Word-Webbing Technique..... | 28 |
| 3. Advantages and Disadvantages of Using Team Word-Webbing Technique | 30 |
| 4. Teaching Reading Comprehension Narrative Text by using Team Word-Webbing Technique | 31 |
| I. Concept of Translation Technique..... | 32 |
| a. Definition of Translation Technique..... | 32 |
| b. Procedure of Translation Technique..... | 33 |
| c. Advantages and Disadvantages of using Translation Technique | 35 |
| d. Teaching Reading Comprehension Narrative Text by using Translation Technique | 36 |
| J. Frame of Thinking..... | 37 |
| K. Hypothesis of the Research | 38 |

CHAPTER III RESEARCH METHODOLOGY

| | |
|---------------------------------------------------|----|
| A. Research Design | 41 |
| B. Variable of the Research..... | 42 |
| C. Operational Definition of Variable..... | 43 |
| D. Population, Sample and Sampling Technique..... | 44 |
| 1. Population..... | 44 |
| 2. Sample of the Research | 44 |
| 3. Sampling Technique | 44 |
| E. Data Collecting Technique..... | 45 |
| 1. Pre-test..... | 45 |
| 2. Post-test | 46 |

| | |
|-------------------------------------------|----|
| F. Instrument of the Research | 46 |
| G. Research Procedure..... | 49 |
| H. Treatment for Experimental Class | 51 |
| I. Scoring System | 52 |
| J. Try Out..... | 53 |
| 1. Validity of the Test | 55 |
| 2. Reliability of the Test..... | 56 |
| K. Data Analysis | 56 |
| 1. Fulfillment of Assumption | 57 |
| a. Normality Test..... | 57 |
| b. Homogeneity Test..... | 58 |
| 2. Hypothesis..... | 58 |

CHAPTER IV RESULT AND DISCUSSION

| | |
|-------------------------------------------------------|----|
| A. Result of the Research | 60 |
| 1. Result of the Pre-test in Experimental Class | 61 |
| 2. Result of the Post-test in Experimental Class..... | 63 |
| 3. Result of Pre-test in Control Class | 64 |
| 4. Result of Post-test in Control Class..... | 65 |
| B. Result of Data Analysis | 66 |
| 1. Fulfillment of the Assumption..... | 66 |
| a. The Result of Normality Test..... | 66 |
| b. Result of Homogeneity Test..... | 67 |
| 2. The Result of Hypothetical Test..... | 67 |
| C. Discussion..... | 69 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|----------------------------------|----|
| A. Conclusion | 73 |
| B. Suggestion | 73 |
| 1. For the Teacher..... | 74 |
| 2. For the Students..... | 74 |
| 3. For the Next Researcher | 74 |

| | |
|------------------------|-----------|
| REFERENCES..... | 75 |
|------------------------|-----------|

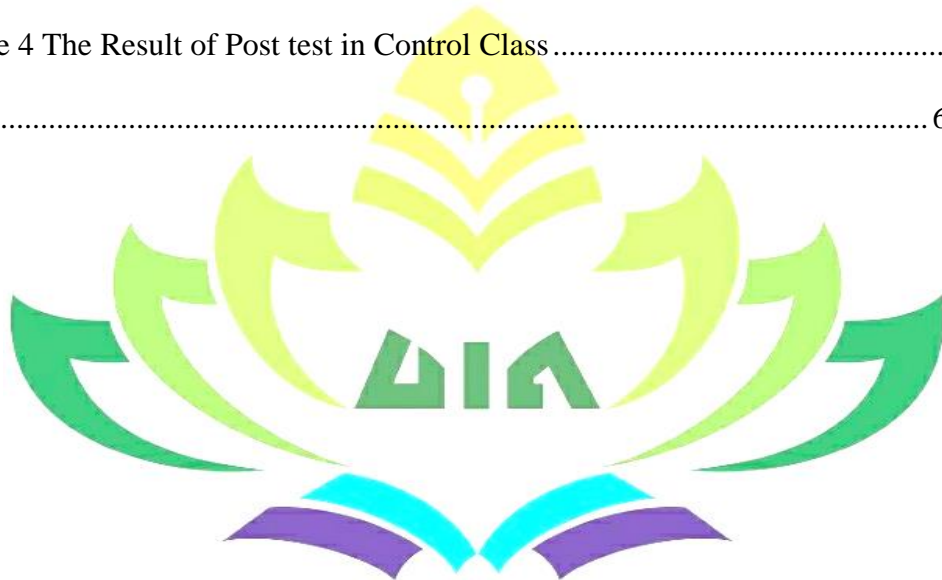
| | |
|-------------------------|-----------|
| APPENDICES | 78 |
|-------------------------|-----------|

LIST OF TABLES

| | | |
|-----------|----------------------------------------------------------------------|----|
| Table 1 | The Students' Reading Narrative Score | 4 |
| Table 2. | The Population of Eighth Grade of SMP Gajah Mada | 43 |
| Table 3. | Test Specification Pre test and Post test Before Validity..... | 46 |
| Table 3.1 | Test Specification Pre test and Post test After Validity | 47 |
| Table 4 | Statistic of the Result Pre test VIIIA..... | 59 |
| Table 4.1 | Statistic of the Result Post test of VIIIA | 60 |
| Table 4.2 | Statistic of the Result Pre test of VIIIC..... | 62 |
| Table 4.3 | Statistic of the Result Post test of VIIIC | 63 |
| Table 4.4 | The Result of Normality Test of Experimental and Control Class | 64 |
| Table 4.5 | The Result of Homegeneity Test..... | 64 |
| Table 5 | The Result of Hypothetical Test..... | 66 |

LIST OF FIGURES

| | |
|-------------------------------------------------------------|----|
| Figure 1 The Result of Pre test in Experimental Class | |
| | 58 |
| Figure 2 The Result of Post test in ExperimentalClass..... | |
| | 59 |
| Figure 3 The Result of Pre test in Control Class..... | |
| | 61 |
| Figure 4 The Result of Post test in Control Class | |
| | 62 |



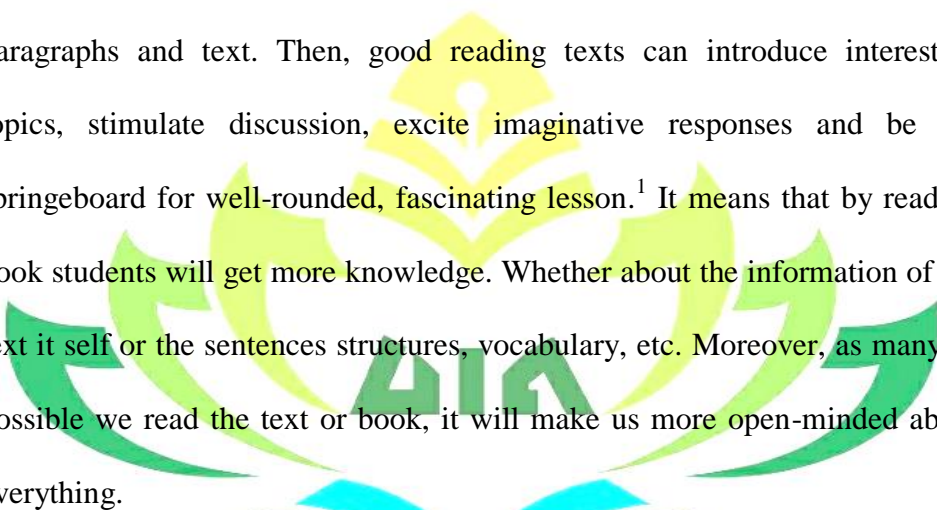
LIST OF APPENDICES

| | Pages |
|-------------------------------------------------------------------------------------------|-------|
| Appendix 1A Interview English Teacher of SMP Gajah Mada | 79 |
| Appendix 1B Interview Students of SMP Gajah Mada | 80 |
| Appendix 2 Validation Form for Reading Pre-test and Post-test | 81 |
| Appendix 3a Pre-test Instrument..... | 83 |
| Appendix 3b Post-test Instrument..... | 90 |
| Appendix 4 Syllabus | 97 |
| Appendix 5A Lesson Plan for Experimental Class..... | 102 |
| Appendix 5B Lesson Plan for Control Class | 125 |
| Appendix 6 List Sample of the Research..... | 147 |
| Appendix 7a Result Validity Pre-test..... | 148 |
| Appendix 7b Result Validity Post-test..... | 149 |
| Appendix 8A Reliability for Pre-test | 150 |
| Appendix 8B Reliability for Post-test..... | 151 |
| Appendix 9 The Score of Pre test and Post test in Experimental Class..... | 152 |
| Appendix 10 The Result of Normality Test in Experimental Class and Control Class | 153 |
| Appendix 11 The Result Homogeneity Test..... | 154 |
| Appendix 12 The Result Hypotetical Test..... | 155 |
| Appendix 13 Decomentation of the Research..... | 156 |

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading, the one of cooperative skill is important so that students need to further develop, refine, extend, and apply their reading strategies to a variety of different text. Reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text. Then, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson.¹ It means that by reading book students will get more knowledge. Whether about the information of the text it self or the sentences structures, vocabulary, etc. Moreover, as many as possible we read the text or book, it will make us more open-minded about everything.



Karen states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.² Duke stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the

¹ J harmer, *How To Teach English*, (longman, seventh impression 2001) p. 68

² Karen R. Harris and Steve Graham, *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York : The Guildford Press, 2015), p. 2

text, and the views of readers related to the text.³ It means that reading comprehension is the activity to get and understand the whole of reading material.

Based on preliminary research in SMKN 1 Tanjung Sari by interviewing Mr. Aloysius Suparjo, S.Pd as the English teacher, it was known that there were some problems in English teaching and learning process, especially in reading activity. He said that the students' reading comprehension was less, because they did not know the meaning of the text. The researcher found some problems, such as the students get bored easily in English class, because they were difficult to understand the text. Then, they did not practice English lessons in their home just practice it in the school. They read the textbook and then translate word by word because their vocabulary was under average. It caused their reading comprehension was under average in table 1.⁴

Student also said that English text was very difficult to be understood, so they get difficulty to find out the information of the text. Then students say that the teacher did not use interesting strategy or technique in English class especially in teaching reading comprehension. It makes the students become

³ Abbas Pourhoseingilakjani (Corresponding Author), *How Can Students Improve Their Reading Comprehension Skill?* (Journal Of Studies In Education ISSN 2162-6952 2016, Vol. 6, No. 2)

⁴ Aloysius Suparjo, S.Pd, English Teacher Of Eleventh Grade Of SMKN 1 Tanjung Sari, February 2018, (An Interview)

bored in the class and it also causes students' motivation to learn English is under average.⁵ This can be drawn in table 1.

Table 1
The Students' Score of Reading Comprehension in Narrative at the Network and Computer Technique First Semester of Eleventh Grade of SMKN 1 Tanjungsari in Academic Year of 2019/2020

| No. | Score | Number of students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | ≥ 76 | 46 | 29% |
| 2. | < 76 | 113 | 71% |
| Total | | 159 | 100% |

Source: Documentation of English reading score at the Eleventh Grade of SMKN 1 Tanjung Sari South Lampung

Based on table 1, it can be concluded that students' reading comprehension is under average. According to criteria of minimum mastery (KKM) for English subject in SMKN 1 Tanjungsari is seventy six (76). Based on the table, total number of students at the first semester of SMKN 1 Tanjungsari is 159. From the total number, only 46 students who get score above 76 (29%) and 119 students (71%) get score under 76. It shows that many students do not get the target score. It indicates that students' reading comprehension is under average and should be increased.

To solve the students' problems above, it is suggested that students should read a lot. It aims to find out how to understand the text without translating word by word. Teacher has to have a good classroom management which can

⁵ Interview Some Students of The of SMKN 1 Tanjungsari, February 2018.

stimulate the students to be active in following the system of the teaching learning process. And one way to realize it is by making the teacher know and understand the technique of teaching English. The teacher should be able to choose the appropriate technique of teaching English for students. That is why, a teacher must create the class atmosphere in such a way that the students cooperate with each other.

Setiyadi said that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁶ It means that technique is the important activities in learning process to get a good class situation teacher have to use interest technique in the class. Thus, in this research the researcher chooses Inside Outside- Circle technique as an alternative way to create an active teaching learning process.

Inside Outside- Circle technique is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion, and ability then in this team work format every student is forced to be active. Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle forms the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle. Students in the inside and outside circle have to ask as many as

⁶ Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 14

questions to find the correct partner. The group is made by dividing the class into three groups with the same number of member. Teacher will divide them into group one is the inside circle and another group is the outside circle. The inside circle group is facing outward and the outside circle is facing toward, so they will face each other.⁷

Inside outside technique had been researched by Nurfitriani, entitled “The use of inside-outside circle technique to improve reading ability of the second year students of SMPN 1 Rawalo in comprehending recount text in academic year 2013/2014”.⁸ In this research, the result of the analysed data can be concluded that significant different mean scores between pre-test and post-test of the experimental class. Before the treatment given, the mean score of the students in the experimental class was under average. However, after the research conducted treatment to experimental class, the mean score of the students become higher than the minimum score target. This means there was Inside outside circle technique improving students’ reading recount text achievement of the second year of SMPN 1 Rawalo.

Another researsch done by Mutmainah entitled The Use of Inside Outside Circle Technique to Improve Student’s Writing on Recount Text at Eight Grade of Islamic Junior High School Al-Khairiyah Pulokencana in academic

⁷ Mochammad Sudrajad & Armeria Wijaya, *The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students’ Speaking Ability at Seventh Graders* (Universitas Muhammadiyah Surabaya: Journal of english educators society (jees) Volume 1, april 2016, page 59-70 Issn 2503-3492) p. 60-61

⁸ Nurfitriani, *The Use Of Inside-Outside Circle Technique To Improve Reading Ability Of The Second Year Students Of SMPN 1 Rawalo In Comprehending Recount Text in Academic Year 2013/2014*, (UMY, 2013)

year of 2016/2017.⁹ From the results of pre-test and post-test that there was a significant difference in students' recount text achievement between the students who were taught by using inside outside circle than the students who were taught by using the other technique. This technique was recommended as the alternative strategy in teaching and learning reading comprehension.

Based on those explanations, there was difference between those previous research and present research. In the first previous research used inside outside circle technique to improve reading ability on the recount text, and the second previous research used inside outside circle technique to improve students' writing technique on the recount text. While present research the researcher used Inside Outside Circle Technique in Effect Students' reading Comprehension.

Related to explanation above, the researcher was interested in conducting the research about: The effect of using Inside outside circle towards students' reading comprehension at the First Semester of Eleventh Grade of SMKN 1 Tanjungsari in Academic Year of 2019/2020.

B. Identification of the Problem

From the background above, the researcher identified the problems as follows:

⁹ Mutmainah, *The Use Of Inside Outside Circle Technique To Improve Student's Writing On Recount Text at Eight Grade of Islamic Junior High School Al-Khairiyah Pulokencana In academic year 2016/2017*, (Sultan Maulana Hasanudin: Banten, 2017)

1. The students got difficulties to catch point of the purpose of the text.
2. The students were not interested in learning reading
3. The students also feel bored when they read the long text. It is required the teacher to find the creative technique.

C. Limitation of the Problem

Based on identification of the research, the researcher focused on the effect of using inside outside circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari in the academic year of 2019/2020.

D. Formulation of the Problem

From the identification and limitation of the problem, the researcher formulated the problem as follows:

How is the effect of using inside outside- circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari in the academic year of 2019/2020?

E. Objectives of the Research

Related to the formulation of the problem above, the objective of the research as follows:

To find out the effect of using Inside Outside- Circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari in the academic year of 2019/2020.

F. Significance of The Research

1. Theoretically Contribution

For the theoretical contribution, the result of this research would be expected to support the previous theories about the effect of using inside outside circle technique toward student's reading comprehension. This research was expected to give contribution of any value to other researchers in conducting the further research of the similar topic, as reference to other researchers who want to study using inside outside circle technique more intensively in reading comprehension.

2. Practically Contribution

a. For the teacher, hopefully this research would help teacher to apply appropriate strategy in teaching reading comprehension. This technique is expected to contribute ideas determining the curriculum, provide feedback to teachers, especially teacher of English. An English teacher can give students the chance to develop any material which has been taught so that students truly understand and correct implementation in everyday life.

b. For the students, it is expected that this research would help the students to improve their reading comprehension by using Inside Outside Circle because this technique give them the direct information from their friends to explore their ideas so it makes easier comprehend

the text. Then, this research used was expected to solve the student problem in reading activity and improve their reading comprehension.

- c. For the school, it is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

The researcher limits this research as follows:

1. Subject of the research

The subject of the research was the students at the first semester of the Eleventh grade of SMKN 1 Tanjung sari.

2. Object of the research

The object of the research was the use of inside outside circle and students' reading comprehension.

3. Place of the research

The research was conducted at SMKN 1 Tanjung sari.

4. Time of the research

The research was conducted at the First semester of Eleventh grade in the academic year of 2019/2020.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is very important for communication with other people in society. Language includes sounds, words, and sentences. According to Brown language is more than system communication. It involves who a person, culture, educational, developmental communicative process.¹⁰ It means language is very important in society because it is used for communication to others.

English as foreign Language is generally taken to apply the students who study general English at school and institution in their own country or as transitory visit in a target language country. It means that students only can study English as foreign language in the school and institution. The teacher should motivate his or her students to practice English every time in their activities.

Harmer states that English is not the language with the largest number of native or 'first' a language speakers, it has become a lingua franca. A lingua franca can be defined as language are different from each other's and where one or both speakers are using it as a second/foreign

¹⁰ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy Second edition*, (California: Longman, 2001), p. 68

language.¹¹ According to Broughton in some countries English is a second language but in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.¹² It means that in Indonesia, English is a foreign language and English has been a subject of learning in junior high school until university level.

In addition to Harmer, teaching means to get someone knowledge or to interact or to train someone.¹³ By teaching and being a teacher transfers knowledge, guides and coach other people in learning process. Wilkins said that the students who learned English as a foreign language is one in which the target language is not mother tongue of any group within the country where it is being learned.¹⁴ It means that students who learn English as a foreign language have opportunities to use their English in real life situation.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society. Accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such

¹¹ Jeremy Harmer, *The Practice English Language Teaching*, (London: Longman,), p. 1

¹² Geoffrey Broughton, et.al., *Teaching English as a Foreign Language (2nd Edition)* (New York: Routledge, 1980), p.6

¹³ Jeremy Harmer, *How to Teach English* (London: Longman, 2002), p.56

¹⁴ D.A Wilkins, *Linguistics in language teaching* (London: Edward Arnold Publisher, 1980), p.55

as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communication of daily lives.¹⁵ It means English is important language in Indonesia, students teach English from junior high school until university level.

B. Concept of Reading

Reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).¹⁶

Reading is approached as thinking – a process of inferring with textual material and sorting, evaluating and reacting to its organization and context.¹⁷

Reading is the construction of meaning from printed or written message. The construction of meaning involves the reader connecting information from the text and the written message with the previous knowledge to arrive at meaning at an understand.¹⁸ It means that reading is process to get information or knowledge from the text and

¹⁵ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (1st Edition) (Yogyakarta: Graha Ilmu, 2006) p.20

¹⁶ Andrew P johnson, *Teaching Reading and Writing*, (America: Rowman & Littlefield Education. 2008), p. 3.

¹⁷ Katleent M.c Whorter, *Reading A Cross the Discipline Collage Reading and Beyond*. Second Edition, (New york: Longman, 2005), p.1.

¹⁸ Richards R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge:Cambridge University Press, 1998), p. 12

to understand the content of the material being read. Grabe states that reading is process of receiving and interpreting information encoded in language form use the medium of print.¹⁹ To summarize, reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a researcher and a reader.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text.²⁰ It means that reading is process to get information or knowledge from the text and to understand the content of the material being read. The main point in reading is how the reader can take the passage of the text what they read. It is supported by grebe who said that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read-a little more than 80 percent of the world's population can red to some extent.²¹ A good reader is who get

¹⁹ William Grabe, *Reading as a Second Language: Moving from Theory to practice*.(Cambridge: Cambridge University Press, 2009), p.14

²⁰ Julian Hermida, *The Importance of Teaching Academic Reading Skills in First-Year University Courses:The International Journal of Reseach and review*, Volume 3(Canada : Algoma University. 2009), p. 23

²¹ William grebe, *Reading in Second Language* (New York: Cambridge University Press, 2009), p.4

the point of the textbook, so they can understand the text and comprehend the message based on their own mind.

The researcher is message in her mind, such as teaching, facts, ideas and argument that she wants to share the researcher puts the message into word or print verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the researcher's idea.

The skill of reading have been developed in the Indonesian schools that is the students are able to read a text in the form of narration, description, hortatory and the other texts. The aspects of reading skill are:

1. Scanning

Scanning is a strategy used by all readers to find relevant information in a text.²² So, when the students scan a passage they only try to locate specific information needed as fast as possible. The faster they find the information the better. They don't need to read the whole lines of the passage to transfer over the text until they find what they are looking for.

²² H. Douglas brown, *language assesment principles and classroom practice*, (san francisco: Longman, 2003), p. 209.

2. Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader.²³ It means that by skimming we are looking for the idea without a lot of details. We just preview or overview of the material and select key words and phrases in order to cover the passage rapidly and conclude the main ideas whether they are clearly or implicitly stated in the text.

C. Types of Reading

There are two types of reading that are usually applied in reading class, extensive and intensive reading.

1. Intensive reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like. For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive

²³ *Ibid*, p. 213.

skill. Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

1) Types of Intensive Reading

a. Reading Aloud

Reading aloud also play information role in teaching of English.

Teacher should know that the training of reading aloud must be given at primary level because is the base words pronunciation. If it is not cared, it will be very difficult at secondary level.

According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue and other type of text. The text which have no need not to read aloud should not be read aloud.²⁴ It means that reading aloud is one type of reading where in the text reading must use a loud voice. Reading basically is reading silently. This type of reading is only suitable for primary level.

b. Reading Speed

Reading speed is affected by a range of factors including the purpose of the reading and the difficulty of the text.²⁵ The

²⁴ M.F Patel and Preveen M. Jain, *English Language Teaching*, (Method, Tools & Technique), (Jaipur, Sunrise Publisher & Distributors, 2008), p. 120-121

²⁵ I.S P Nation , *Teaching ESL/EFL Reading and Writing* , (New York and London: Routledge, 2009), p. 27

difficulty of the text is affected by the vocabulary, grammatical construction, discourse, and background knowledge.

c. Reading Comprehension

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preceding knowledge related to the topic of the text.²⁶ It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding of his own before reading the text.

2. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).

Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.²⁷ In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help.²⁸

Furthermore, extensive reading is a process of reading text with

²⁶ Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (London: The Guilford Press, 2010), p.276

²⁷ Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London : Longman Eight, 2001), p.210

²⁸ Jonathan Aliponga, *Reading Journal: Its Benefits for Extensive Reading: International Journal of Humanities and Social Science Vol. 3 No. 12* (Japan: Kansai University, 2013), p. 73

accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

From explanation above, it can be said that intensive reading and extensive reading are different. In intensive reading students focus on the linguistic or semantic details of a passage, while in extensive reading students focus on general understanding of a subject, students silently read large quantities of materials.

D. Concept of Reading Comprehension

Comprehension is the center of reading.²⁹ Reading must comprehend the topic of the text. Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preceding knowledge related to the topic of the text.³⁰ It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding of his own before reading the text, and then connect the

²⁹Karen Tankersley, *Threads of reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p. 90

³⁰Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (London: The Guilford Press, 2010),p.276

reader with the result of reading comprehension before reading the opinion that the conclusion of the text.

Karen states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³¹ It means that reading comprehension a process reader on reading activities build understanding of a text. He combines logical thinking which is owned by a collection of letters, words and sentence in the text and use knowledge, and fluency.

In teaching reading, teacher must know specification of reading comprehension. According to brown, specification in reading comprehension :

1. Main idea (topic idea)
2. Phrases in content
3. Inference (implied detail)
4. Gramatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary content.³²

³¹ Karen R. Harris and Steve Graham, *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York : The Guildford Press, 2015), p. 2

³² H. Douglas Brown, *Language Assessment : Principles And Classroom Practice* (San Fransisco : Longman, 2003), p. 206

Creating text requires us to make choice about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our chice of words will depend on our purpose and surroundings (context).³³ It means that a text, formed from the words that the preparation is done by powerful idea, so it has meaning. Put in the right position so that the reader can understand the contents of the message and understand the purpose of the text.

E. Concept of teaching Reading Comprehension

Clasroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate tecnique. In English language teaching, the teaching of reading should be main priority for the teacher to be considered when the students begin their schooling. Murcia states, teaching reading is the process by the which individuals are taught to derive meaning from the text. It means that in teaching reading the students are taught to use critical thinking strategies and to use context to guess words that they do not recognize.³⁴

In another hand, reading comprehension is a process interaction between reader and author to communicate succesfully in gaining what

³³ Mark Anderson and Khaty Anderson, *Text Type In English 2*, (South yarra : mac. Millon, 2003), p.1.

³⁴ Celce Murcia. *Teaching language as second or foreign language*. (washomgton: heinli thomson learning, 2001), p.12

the author means the text. So, by teaching reading comprehension, students are expected to be able to comprehend the text, the teacher must help them to comprehend the text.

Based on the explanation above, it can be concluded that teaching reading comprehension is the process of the teacher helping, facilitating, and guiding students to comprehend the text and providing students with many opportunities for practice to make them acquire the meaning and information from the author on the text.

F. How to Test Reading

Reading comprehension tests are supposed to measure reading comprehension. A comprehension test can use a variety of question forms and can have a variety of focuses. Based on Brown, there are questions from that can be used for testing reading comprehension, such as:

1. Multiple-choice questions to test comprehension text.
2. Matching task
3. Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, picture-cued matching word identification.
4. Picture-cued task, such as: multiple-choice, picture-cued response, diagram labeling task.
5. Editing task
6. Gap filling task
7. Cloze task

8. Short-answer task.³⁵

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provided reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research, the reasearcher used multiple-choice test for the instrument

G. Concept of Text

1. Definition of text

A text is a meaningful linguistic unit in a context.³⁶ A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful text.³⁷

Text have a structure, they are ordely grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.³⁸ It means that text used as a communication by the rsearcher with organized the

³⁵Jeremy harmer, *how to teach reading english(an introduction to the practice of English language teaching)*, England; Longman. 2001. p. 326-327

³⁶ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*,(yogyakarta: Graha Ilmu, 2008),p. 1

³⁷Mark Anderson, Kathy Anderson, *Text Type in English*, (Shout Yarra: Mackmillan, Education Australia 1997), p. 1

³⁸Ken Hyland, *Teaching And Researching Writing, Second Edition*, (Edinburgh Gate: Pearson Education Limited), 2009), p. 8

structure of text on grammatical of words, clause, and sentences. In short, text is an original word of something written, printed, or spoken to give information about something for one people to another.

2. The Kind of Text

Based on Gerot and Wignel classify the kinds of text into thirteen types, such as:

1. Narrative: to amuse, entertain and to deal with actual or various experience in different ways.
2. News story/items: factual text which inform the reader events of the day which are considered newsworthy or important.
3. Anecdote: to share with others an account of an unusual or amusing incident.
4. Recount: to retell an event for the purpose of informing or entertaining.
5. Spoof: to retell an event with humorous twist.
6. Procedure: to explain how something is accomplished through a sequence of actions of actions or steps.
7. Explanation: to explain the processes involved in the formation or working of natural or socio-cultural phenomena.
8. Report: to explain the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

9. Description: to describe a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.
10. Analytical exposition: to persuade the readers or listeners that something is the case.
11. Hortatory exposition: to persuade the readers or listeners that something should or should not be the case.
12. Discussion: to present (at least) two points of view about an issues.
13. Review: to critique an art work or event for a public audience.³⁹

Related of the explanation above, the resercher concludes many types of the text in teaching language, each of the text have different characteristics and purpose. In this reseach, the researcher will explain about narrative text. Narrative is a text type which has purpose to present a view of the world that intertains and inform the reader.

H. Concept of Narrative Text

There are many kinds of text in English, such as narrative, descriptive, recount, procedure and etc.⁴⁰ Every text has the difference definition, social function, language features and generic structure. In this case the researcher will focus on narrative text.

³⁹Linda Gerot, Peter Wignell, *Making Sense Of Functional Grammar*, (Sydney: Gerd Stables, 1994), P. 192-220

⁴⁰Mark Anderson, *Text Type In English*, (Australia: Mc Millan, 1997), P.2

1. Definition of Narrative Text

According to Anderson, narrative text is a pieces of the text which tells a story and in doing so entertain or inform the reader or listener.⁴¹ It is same with pardiyono's statement narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.⁴² Based on those explanation , the researcher make conclusion that narrative text is a text which tells problematic story in the past and gives the resolution of the problem in the end of story. Whose purpose is to entertain and give moral lesson to reader.

Gerot states the social function of narrative text is to amuse entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to crisis or turning points of some kind, which in turn finds are resolution.⁴³ it means that the purpose of narrative text is to give entertain and to deal with actual various experience in different ways, which in the evaluation shows now the problem arises. The resolution comes to solves in story narrative.

2. Social Function of Narrative Text

Social function of narrative text is to amuse entertain and to deal with actual or vicarious experience in different ways. Narrative deal with

⁴¹*Ibid*, p. 6

⁴²Pardiyono, *Teaching Genre- Based Writing*, (Yogyakarta: Penerbit ANDI, 2001),p.94

⁴³Linda Gerot, Peter Wignell, *The Genre- Grammar Connection*, (Australia: AAE, 1994), P. 192-205

problematic events which lead to crisis or turning points of some kind, which in turn finds are resolution.⁴⁴ It means that the purpose of narrative text is to give entertain and to deal with actual various experience in different ways which in the evaluation shows now the problem starts, then will be complication which the problem arises. The resolution comes to solve in story narrative.

3. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

- a. Orientation, introducing the characters of the story, the time and place the story happened, (who, what, when, and where).
- b. Complication, a series of events in which the main characters attempts to solve problem.
- c. Resolution, the ending of story containing the solution.⁴⁵

Based on the explanations researcher concludes, that narrative introduces orientation to lead the researchers to the context. It is continued by complication, which tells about events and solve problem in a arrative. Then it is solution of problem in resolution.

⁴⁴*Ibid*, p. 206

⁴⁵Th, M Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), P. 52

4. Example of Narrative Text

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods". The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma.

However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

I. Concept of Students' Reading Comprehension in Narrative Text

Reading comprehension is the students' ability to comprehend and understand the reading material that gives information to the readers and how to catch main ideas in the text.⁴⁶ Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop mental models, or representations of meaning of the text ideas during the reading proces.

According to Burden and Byrd in Emayanti's thesis, there are two factors that influence the students' reading comprehension and they are related one other, they are: internal factors and external factors.

The first is internal factor (personal factors), it means that the factors

⁴⁶I.S.P. Nation, *Teaching ESL/ EFL Reading and Writing*,(New York : Routledge, 2009)
p. 28

which come from the reader. This factor deals with self-motivation and interest. Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. The motivation can be intrinsic (to increase the reader's competences) and extrinsic (to get a reward).⁴⁷

Besides motivation, interest also becomes one of the important factors in order to mean that he or she will get a good result. On the other side, if the reader has no interest to read it will make reading without understanding. The second is external factors, the external factors have a close relationship to reading material and reading teacher. Both of those factors are related to each other.

Narrative is a text which tells a problematic story in the past and gives the resolution of the problem in the end of the story. Whose purpose is to amuse or entertain the readers or listener.⁴⁸ While the generic structure are orientation (introducing the characters of the story, the time and place the story happened), complication (series of events which attempt to solve the problem) and resolution (the ending of story).

Based on those explanations, it can be concluded that students' reading comprehension in narrative text is the students' ability to

⁴⁷Nanda Elmayanti, *English Language Teaching, Achievement in Reading Comprehension*. (Medan:ELT Forum, 2013), p. 1

⁴⁸Sanggam Siahaan, *Op.Cit.*p. 3

comprehend and understand the reading material that gives information to the readers and how to catch main ideas in the text related by the score achieved from the test such as main idea, expression/idiom, inference, grammatical features, detail, excluding fact, supporting idea, and vocabulary in context.

J. Concept of Approach, Method and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and make statements about the condition which will promote successful language learning.⁴⁹ It means that the teachers have to understand about the methodology to successful in teaching learning process.

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and applicability of both pedagogical setting.⁵⁰ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing

⁴⁹ Jeremy Harmer, *How to Teach English*, (1st edition) (New York: Longman Impression, 1998), p. 78

⁵⁰ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16

them.⁵¹ It means that approach is a set assumptions dealing with the nature of language, learning, and teaching. Then, how the people get the knowledge to achieve the successful in language learning.

A method is practical realisation of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organisation. Methods include various procedures and technique as part of their standard fare.⁵² It means that method is a generalized set of classroom specifications for accomplishing linguistic objectives.

Setiyadi said that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁵³ It means that technique is the important activities in learning process to get a good class situation teacher have to use interest technique in the class. Brown also states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.⁵⁴ Therefore, technique is precise strategy, concrete trick or a tested and trusted tip that's

⁵¹ Jeremy Harmer, *The Practice of Language Teaching* (3rd ed) (London: Longman, 1999), p.78

⁵² *Ibid*,

⁵³ Bambang Setiyadi, *Teaching English as a Foreign Lnguage*, (Yogyakarta: Graha Ilmu, 2006) p. 14

⁵⁴ H. Duglas Brown, *Op.Cit*, p.16

designed to help you reach the goals. We can call technique is the execution from our assumptions and plans.

Based on statement above, technique is the important activities in learning process to get a good class situation teacher have to use interesting technique in the class. Technique must be consistent with the method and therefore harmony with an approach as well. In order solve the problem in learning English, Inside Outside Circle is one of technique in teaching learning process. Therefore, by using this technique in learning reading comprehension, students will have fun and this technique also help students to get the others information based own mind of their friends.

K. Concept of Inside Outside Circle Technique

1. Definition of Inside-Outside Circle Technique

Inside-outside circle is a summarization technique that gets students up and moves. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. A half of the students stands up and forms a circle with their backs to the inside of the circle. They are partner A. The other half of the students forms a circle facing a partner from the first circle. These students are partnering B. Partner A will speak firstly, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the

summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses.⁵⁵

Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.⁵⁶ Learning of inside-outside circle technique provides an opportunity for students to share information at the same time. This learning technique allows students to share with different group with short and regular. In addition, there was collaboration between students in an atmosphere of mutual cooperation and enhance communication skill that lead to active condition.⁵⁷

Inside-outside circle learning technique consists of small groups. The division is done before the group learning process based on students' academic abilities. Some of the group forms a circle in groups and others form the outer circle groups. Each group's inner circle and outer in circle will obtain student work sheet.

2. The Procedure of Inside-Outside Circle Technique

Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time.

The first circle forms the inside circle facing outward and the second

⁵⁵ <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

⁵⁶ Dr. Spancer Kagan dan Miduel Kagan, *Kagan Cooperatif Learnin*, (Kagan Publising : San Clemente, 2009), p. 6.27

⁵⁷ Agus Suprijono, *Cooperative Learning*, Pustaka Pelajar, Yogyakarta, 2009, p. 25

circle forms the outside circle facing toward students in the inside circle.

According to Kagan, the procedure are as follows:

- a. The teacher prepares questions, or provides a question card for each student.
- b. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- c. Remaining students find and face their partners (class now stand in two concentric circles).
- d. Inside circle students ask a question from their question card; outside circle students answer. Inside circle students praise or coach. (alternative: the teacher ask the question and indicate inside or outside student to answer to their partner.)
- e. Partners switch roles: outside circle students ask, listen, then praise or coach.
- f. Partners trade quuestion cards
- g. Inside circle students rotate clockwise to a new partner. (the teacher may call rotation numbers: “rotate three ahead.” The class may do a “choral count” as they rotate.)⁵⁸

⁵⁸Spancer Kagan,

3. Advantages of Inside Outside Circle Technique

As one of the cooperative learning technique which give the students chance to work in group, Inside Outside Circle technique has some advantages, such as:

1. Inside Outside Circle Technique gives the students opportunity to share the information with different partner in the same time.
2. This technique can improve student's communication ability and explore their ideas.
3. As one of the cooperative learning technique, Inside Outside Circle can sets the stage for students to learn very valuable collaboration and social skills that they will use throughout their lives.⁵⁹
4. This technique engages all students to active in learning process.
5. This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.
6. This technique can minimize the student's of boredom of the classroom activities.⁶⁰
7. When students have appropriate "think time", the quality of their responses improves.
8. Students are actively engaged in thinking with different questions and different partners.

⁵⁹ Richard I Arends, *Learning to Teach*, (New York: McGraw-Hill, 2002), Ninth Edition, 361

⁶⁰ I. K Premiawan, "The Application of Inside Outside Circle Based Problem Solving in Competences Achievement", *International Conference on Mathematics, Science and Education*, (2014), C-2

9. The activity encourages community building among students while incorporating movement and interaction.
10. Many students find it safer or easier to enter into a discussion with another classmate rather than with a large group.⁶¹

4. Disadvantages of Inside Outside Circle Technique

It is like another technique in teaching process, Beside having advantages, Inside Outside Circle also have disadvantages, such as:

1. This technique requires a large classroom if applied in the class, because it will be difficult if the class too small.
2. This technique has long process, so it requires long time to do.

L. Using Inside Outside Circle Technique in Teaching Reading

Inside Outside Circle is one of some cooperative learning techniques. It is a way to teach students to be a master in learning materials. In this study, Inside Outside Circle technique is used to teach English reading. Although there are many techniques in teaching learning English, the researcher chooses Inside Outside Circle technique to effective in the students' reading skill because the Inside Outside Circle technique can help students to communicate one another if they have problems in reading text. Therefore the application of using reading text is usually have many problems which got by students. For example: difficult

⁶¹Spencer Kagan, Thoughta on Cooperative learning, Available on http://www.technology.com/currends/cooperative_learning/kagan.

words, comprehension of sentences, how to read the word or sentence correctly, etc.

From those problems, when the English teaching learning process uses Inside Outside Circle technique, the students can be helped by others so the students who get the problems can comprehend the reading text favorably. Inside outside circle technique can be a way for students to communicate their problems when they acquire reading text.

M. Concept of Translation Technique

1. Definition Translation Technique

The translation technique consists of practice in translating texts of increasing difficulty, first from the second language into the first and later from the first language into the second.⁶² The translation can be taught to classes of any size by teachers with an imperfect knowledge of the language and no special teaching techniques. It is easy and cheap to teach and administer. The number of class period may be as few or as many as administratively feasible.

According to Newmark, translation is more a process of explanation, interpretation, and reformation of ideas than a transformation of words.⁶³

translation is a technique for communication of the meaning of a source language text by means of an equivalent target language text. It means that translation has to know recoper language word and should be familiar

⁶²William Francis Mackey, *Language Teaching Analysis*, (Longman: Longman Group Ltd, 1965), p. 153

⁶³Peter Newmark, *A Text Book of Translation* (New York: Prantice Hall), 1988 p.12

with subject matter. When the students translate something, they can find the meaning of new word or sentence themselves.

Based on those explanations above, translation technique is the process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

2. Procedure of Translation Technique

The procedures of translation technique in class activities as follows ⁶⁴.

- a. The teacher explains about technique in learning reading.
- b. The teacher meansions material and explains about translation.
- c. The teacher distributes the text to the students and allow them to understand the materials by read and translate by looking up dictionary.
- d. Last, the teachers asks the students to express about the problem in comprehending materials briefly. After the students understood, the teacher gives the students exercise and the ends class.

Based on those explanations, it can be concludes that translation is a technique consist of practice in translating texts of in one language (source of language) by equivalent textual material in another language (target language). It is easily to help the students to find out the main ideas or information in the text by translating the text with looking up the dictionary.

⁶⁴Sayuki Machida, *A Step forward to Using Translation to Teach a Foreign/ Second Language*, (Australia: University of melbourne, 2008), p. 143

Moreover, there is a procedure of translation according to Calford. The steps for translation are as follows:

- a. Understanding the meaning/message of source language (SL) text, through analyzing its words, phrases, and sentence structures or grammar used on the sentences.
- b. Transferring the analyzed message in source language (SL) into the target language (TL) message by finding out the equivalent meaning of the text/this step is called an internal process.
- c. Restructuring the equivalent meaning of source language to target language with accepted form/ sentence patterns. The message in target language must be the same with the message in source language⁶⁵.

From the procedures above, the researcher modified the procedure of translation for this research as follows:

- a) Teacher mentions material and explain about translation.
- b) Teacher gives some questions related to the text.
- c) Teacher gives a pieces of legend.
- d) Teacher asks the students to read and to answer the question related to the text
- e) Teacher asks the students some question after reading to allow them to understand the legend.

⁶⁵J.C.Calford, *A Linguistic Theory of Translation*, Oxford University Press, 1965, p. 20

- f) Teacher guides students to understand the text legend by translate by looking up dictionary.

3. Advantages and Disadvantages of Translation Technique

The are some advantages and disadvantages of using translation technique as follows:

- a. helps the students to have a better understanding of the meaning of abstract words and complicated sentences.
- b. Make the students more easily to understand the text by translate word by word from one language to another langauges.
- c. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences.

The disadvantages of translation technique as follow:

- a. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- b. Take time to interpret, it does take time to interpret, learn, research and finally translate the whole text.⁶⁶

To overcome those problems in disadvantages of translation are:

⁶⁶Albany, *Advantages and Disadvantages of translation*, http://tccl.rit.albany.edu/knilt/index.php/unit_3.what-is-the-advantage-of-using-translation-as-a-teaching-resource/, Accessed on January, 17th 2018

- 1) Before the teacher teach by using translation, the teacher should measure the ability of the students, the students able or not if they learning reading by translation.
- 2) The teacher should be more to guide the students when the process of teaching reading by translation by looking up the dictionary.
- 3) The teacher should support the students in learning reading to adding of vocabulary, because in learning reading, the ability of vocabulary is very needed.

From those explanations, it can be concluded that although using translation technique makes the students feel bored and frustrated, it also can make the students trouble to understand the text by translate word by word from one language to another languages.

N. Frame of Thinking

Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result. Reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties to catch main idea when they read the text, they are also getting tired and bored when they read the long text, so they took long time to comprehend the text especially in reading

section. By using inside outside circle, the students be more active when they add some ideas, creative when they write the sub topic or main topic enjoyable have a chance to add their ideas in learning reading. They can find out the main idea and details of each paragraph. The most important of using inside outside circle are the students can share and get the information based on the text from the another friends, they can discuss and know the purpose of reading, main idea, and details of the text. Therefore they can comprehend the text well.

Based on the previous explanation, the researcher assumes that inside outside circle technique can help the teacher in teaching learning process. It can be alternative technique for teaching reading since it is expected to make the students interested and enjoyable in learning English particularly in reading.

O. Hypothesis

Based on the theories the researcher would like to formulate the hypotheses as follows:

H_0 : There is no significant effect of using Inside Outside- Circle technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjungsari in academic year of 2018/2019

H_a : There is significant effect of using Inside Outside- Circle technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjungsari in academic year of 2019/2020

CHAPTER III RESEARCH METHOD

A. Research Design

In this research the researcher used an quantitative research based on the experimental design. The researcher used this study to see the effect of using inside outside- circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari. According to Nunan, experiments are carried out in order to explore the strength of relationship between variables.⁶⁷ There are two variables in this research, which are, inside outside circle technique as the independent variable which may cause/effect students' reading comprehension.

The researcher used quasi experimental design. Quasi experimental designs are similar to randomized experimental design in that they involve manipulaton of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁶⁸ Ary *et.al* also state that, the variety of quasi experimental designs, which can be divided into two main

⁶⁷ David Nunan, *Research Method in Language Learning*, (Cambridge University Press, 1992), p.25

⁶⁸ Donald ary, et.al., *Introduction to Research in Education*, 8th Ed, (Canada: Wadsworth Cengage Learning, 2010), p.302

categories, there are pre-test and post-test, post-test-only.⁶⁹ This can be drawn in table 2.

Table 2
Pre-test and Post-test Design

| | | | |
|---------------------------|---------|--------------|-----------|
| Control Class | Pretest | No Treatment | Post-test |
| Experimental Class | Pretest | Treatment | Post-test |

The researcher used pre-test and post test on the control and experimental class, to see the students' basic skill in reading by looking pre-test. The result of pre test used to indicated students' reading skill measure their previous skill before treatment with inside outside circle technique. At the end of the research students that given post test in order to know their achievement after the treatment using inside outside circle. The score would be taken by the researcher after students had been given some treatments and from comparison of both classes. The experiment class is given the treatment by using inside outside circle technique in the classroom and the control class does not use inside outside circle technique treatment, but by using translation technique.

B. Variable of Research

There were two variables in this research, namely:

1. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which

⁶⁹ Donald Ary, *et.al*, *Introduction to Research in Education* (8th ed), (New York: Cengage Learning, 2010), p.267

is the outcome. Independent variable in this research is inside outside circle technique symbolized as (X)

2. Dependent variable is the consequence of another variable. Students' reading comprehension on narrative text is dependent variable (Y).

C. Operational Definition of Variable

The operational definition of variable was used to explain the characteristics of the variables investigated by the researcher as follows:

1. Inside outside circle technique was technique used in teaching narrative text work in group that consists of ten students in such way that learning is based on the socially structured change of information between learners in group, which in the group rotating students rotate to a new partner and the students pronounced such expressions as accepting and refusing invitation and also responding greeting.
2. Students' reading comprehension in narrative text was the students' ability to comprehend and understand the reading material (legend) to give information to the readers, and to catch main ideas in reading a text. It is indicated by the score achieved from the test such as main idea, expression/idiom, inference, grammatical features, detail, excluding fact, supporting idea, and vocabulary in context.

D. Population, Sample And Sampling Technique

1. Population

According to Arikunto, population is all of the research subjects.⁷⁰ It is supported by Setyadi who states that all individuals which can be the target in research were called population.⁷¹ Thus, the population in this research was the students at the Eleventh grade of SMKN 1 Tanjungsari in the academic year of 2019/2020. The total number of population were 159 students divided into 4 classes. This can be drawn in table 3.

Table 3
The Population of Network and Computer Technique Eleventh Grade of SMKN 1 Tanjungsari in the academic year of 2019/2020

| No. | Class | Gender | | Total |
|--------------|-------|-----------|------------|------------|
| | | Male | Female | |
| 1 | TKJ 1 | 13 | 25 | 40 |
| 2 | TKJ 2 | 13 | 26 | 39 |
| 3 | TKJ 3 | 12 | 28 | 40 |
| 4 | TKJ 4 | 19 | 21 | 40 |
| Total | | 59 | 100 | 159 |

Source: Document of SMKN 1 Tanjung Sari South Lampung in the Academic Year of 2019/2020

2. Sample

⁷⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p. 173.

⁷¹ Ag Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006), p.38.

Sample is the part of population which will be investigated.⁷² The sample of this research were two classes. One was experimental class and the other one was control class. In this research, experimental class was TKJ 1 and control class was TKJ 2. Both TKJ 1 and TKJ 2 consists of 40 and 39 students.

3. Sampling Technique

Sampling technique is the way to decide the subject of research that represent all of the population. Fraenkel and Wallen state that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.⁷³ Based on the explanation above to determine the sample, the researcher will apply cluster random sampling because the population is in group and homogenous. To determine whether as experimental and control class, the researcher wrote all classes in 4 small pieces of paper then roll them up and put them into a glass. Then, the researcher shook it and the first paper which out was an experimental class. Then, the researcher did the same procedure to decide the control class. The paper which came out of the glass was be the control class.

E. Research Procedure

⁷² Suharsimi Arikunto, *Op.Cit*, p.130

⁷³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Educational* , seventh edition, (New York: McGraw-Hill, 2009), p.95.

In conducting the research, the researcher applied some procedures as follows:

1. Planning

a. Finding the subject

The researcher choose the the students of eleventh grade of SMKN 1 Tanjung sari as the subject of this research. There were two classes as experimental class and control class.

b. Selecting Material

The researcher selected the material suit to the students based on the syllabus. The material was narrative text.

c. Preparing tryout

Tryout was conducted to identify how accurate and effective the test before it is used to collect the data of research and use to identify whether the test could be administrated or not.

d. Preparing pre-test

The researcher prepared and given pre test to the students in order to know the students' reading comprehension ability before treatment.

The students was assigned to read narrative text based on provided topics about legend.

e. Determining the material

The researcher determined the material that would be taught to the students which is narrative text reading by using inside outside circle technique to know the information they needed.

f. Preparing post-test

Post test was given to the students to know their narrative text reading ability after being given the treatment with the topics about fiction and legend.

2. Application

After the planning was made, then it was applied in experimental class and control class. there were some steps as follows:

- a. In the first step, the researcher was given tryout test.
- b. In the first meeting, the pre test was given to the students to find out their narrative text reading ability before being given the treatment. The test consisted of 25 multiple choice questions.
- c. The next meetings, the students in the experimental class was taught narrative text by using inside outside circle. Whereas, translation technique used to taught in control class.
- d. The last meeting was for post test. The students were assigned to read answer the essay about narrative text with topics provided. It was used to know ther narrative reading ability after being given the treatment. The test item was determined before using validity and reliability analysis of pre-test. Therefore, the items that used in post test only the valid and reliable item.

3. Reporting

After the planning was done, the result of pre-test and post-test were collected to analyze whether the result of post test was higher than pre test or not. It means that the result was used to know whether inside outside circle technique can give significant effect towards students' reading comprehension, and the last thing to do was report the findings.

F. Data Collecting Technique

In collecting the data, the research used test. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁷⁴ The test of pretest and post test consist of multiple choice questions with 4 options (a, b, c, and d).

1. Pre-test

The researcher conducted pre-test to know or find out the students' score of reading narrative text before given the treatment. Items used for pre-test that consists of 25 items. The test is about reading comprehension. (See appendix)

2. Post-test

Post test was given to know what the students achieve after they were given the treatment. It used to see the effect of using inside outside circle technique in reading comprehension. It conducted by asking them to read and answer from the question about the provided topics.

⁷⁴ Donald Ary, *Op.cit* , p.201

G. Research Instrument

According to Cresswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study.⁷⁵

Therefore in this research, the researcher will use a test as instrument. The form of the test is multiple choices with four options. The researcher made two tests which are pre-test and post-test. In this case, the students have to read the text.

Based on the Brown's theory, especially reading there are some criteria commonly used in measuring students reading comprehension. Among them are: main idea, expression/ idiom, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context.⁷⁶

The researcher was prepared the instrument in the form of multiple choice questions. The blueprint of reading .

Table 3
Test Specifications for Pretest and Posttest before Tryout

| No | Aspect | Items number |
|----|--------|------------------------------------|
| | | Pretest And Posttest Before Tryout |

⁷⁵ John W. Cresswell, *Educational Research, fourth edition* (Lincoln: Pearson, 2002), p.14.

⁷⁶ H. Douglas Brown, *Language Assesment: Principle and Classrom Practices*. Sanfransisco: Longman. 2004. p. 206

| | | Even | Odd | Total |
|-------|-------------------------------------------------------|------------------------|---------------------|-------|
| 1 | Main idea | 6 | 13, 39, 47 | 4 |
| 2 | Expression/Idiom/ Phrase In context | 22, 32, 36 | 9 | 5 |
| 3 | Inference (Implied detail) | 2, 26 | 5, 29, 45 | 5 |
| 4 | Grammatical features(reference) | 14, 24, 28, 46 | 1, 35 | 6 |
| 5 | Detail (scanning for a specifically stated detail) | 18, 34, 40, 50 | 3, 15, 25,27, 37 | 9 |
| 6 | Excluding facts not written | 16, 44 | 7, 19, 21, 43 | 6 |
| 7 | Supporting ideas | 4, 8, 20, 30, 38 48 | 11, 23, 33,49 | 10 |
| 8 | Vocabulary in context. | 10, 12, 42 | 17, 31, 41 | 6 |
| Total | | | | 50 |

Based on the Table 3, the main idea in pre test and post test before tryout consists of 4 numbers, they were number 6, 13, 39, and 47. The expression/idiom/phrase consists of 5 numbers, they are number 9, 18, 22, 32, 36. The inference consists of 5 numbers, they were number 2, 5, 26, 29 and 45. . The grammatical feature consists of 6 numbers, they were number 1, 14, 24, 28, 35 and 46. The detail consists of 9 numbers, they were number 3, 15, 18, 25, 27, 34, 37, 40 and 50. The excluding fact not written consists of 6 numbers, they were number 7, 16, 19, 21, 43 and 44. The supporting idea consists of 10 numbers, they were number 4, 8, 11, 20, 23, 30, 33, 38, 48 and 49. The vocabulary content consists of 6 numbers, they were number 10, 12, 17, 31, 41 and 42. The total number is 50 items consist of items for pre test and post test before tryout.

H. Scoring Criteria

Before obtaining the score, the researcher determines the procedure to be used in scoring the students' work. In order to do that, the researcher uses Arikunto's formula.⁷⁷ The ideal highest score is 100. The score of the pretest and posttest are calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : the score of the test

r: the total of the right answer.

n: the total items

I. Validity and Reliability Of The Test

1. Validity Test

A good test should have a validity. Arthur states that the validity test is conducted to check whether the test measures what is intended to be measured.⁷⁸ It means that before the test was given, it should be checked first whether the test fulfills the criteria needed to be tested or not.

In addition, based on Fraenkel and Wallen said that validity refers to an appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.⁷⁹

⁷⁷Suharsini Arikunto, *Prosedure Penelitian suatu pendekatan praktek* (Reineka Cipta, Yogyakarta, 1993), p. 130

⁷⁸Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

⁷⁹Jack R. Fraenkel And Norman E. Wallen, *How To Design And Evaluate Research And Education*, (Singapore: McGraw- Hill Book Co, 1993), p.90

To measure the validity of the test, the researcher used content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁸⁰ It means that when arrange the test for the students, the researcher should make it along with the students' needs and meets based on the curriculum and syllabus. Therefore the researcher should take a look at the textbook which was used by students in order to make the test is suit to their material and the objectives of teaching and learning. Then, the instrument consulted to the eleventh grade English teacher in SMKN 1 Tanjungsari, Mr. Aloyaius Suparjo, S.Pd to assess whether the test was valid or not.

b. Construct Validity

Best and Kahn states that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁸¹ It is supported by Yi in David Nunan, states that construct validity is establishing correct operational measures for the concept being

⁸⁰ *Ibid.*

⁸¹ John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall, 1995), p.219

studied.⁸² It means that the test should have a clear purpose of what the test meant to be. In this case, the reading narrative text was arranged to measure the students' reading comprehension based on the criteria of good reading there are fluency, accuracy, pronunciation, vocabulary, and comprehension.

c. Internal validity

According to Creswell, internal validity is relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables.⁸³ It means that to know score the best result of each items corrected with score about the totality of the test result.

2. Reliability of the Test

Reliability means that scores from an instrument are stable and consistent. Score should be nearly the same when researchers administer the instrument multiple times at different times.⁸⁴ Additionally, Fraenkel and Wallen state that realibility refers to consistency of the score obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.⁸⁵ The test should be reliable besides valid. To measure it, the researcher used inter-rater reliability which involves two or observers to score the test that was

⁸² David Nunan, *Research Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1992), p .80

⁸³ John W Creswell, *Op.cit*, p. 168

⁸⁴ *Ibid*, p. 159

⁸⁵ Jack R. Fraenkel and Norman E. Wallen, *Op.Cit.*, p, 154

given to the students. In this case, the researcher and English teacher become the examiners of students' reading comprehension test. Moreover, to know the degree or the level of the reliability of reading test, the researcher used the criteria as follows:⁸⁶

0.80-1.00 = Very High Reliability

0.60-0.79 = High Reliability

0.40-0.59 = Medium Reliability

0.20-0.39 = Low Reliability

0.00-0.19 = Very Low Reliability

J. Data Analysis

1. Fulfillment of the test Assumptions

a. Normality test

Normality test is used to measure whether the data in the experimental class and control class are normally distributed or not.⁸⁷ In this case, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

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

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

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

⁸⁶ Ibid, p. 317

⁸⁷ Budiyono, *Statistika Untuk Penelitian*. (Surakarta: 11 Maret University Press, 2004), p.170.

The hypotheses for the normality test were formulated as follows:

Ho : the data is normally distributed

Ha : the data is not normally distributed.

b. Homogeneity Test

Homogeneity test is used to determine whether or not the data collected from the sample is homogenous or not. The test of homogeneity employing Levene's Test.

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

Ho is accepted if $\text{sig} > \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

Ho : The variances of the data are homogenous

Ha : The variances of the data are not homogenous

2. Hypothetical Test

After the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher will use t-test.

While the criteria acceptance or rejection of hypothesis test were:

Ha is accepted if $\text{sig} < \alpha = 0.05$

Ho is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

H_0 : There is no significant the effect of using Inside Outside-Circle technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjungsari in academic year 2019/2020.

H_a : There is a significant the effect of using Inside Outside-Circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari in academic year 2019/2020.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

According to the research that was carried out in SMK N 1 Tanjungsari in the academic year of 2019/2020, the researcher might draw the conclusions as follows:

Based on the statistically analysis, there was significant significant effect of using inside outside circle technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjung Sari in academic year of 2019/2020. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the paired sample test table where the Sig. (2-tailed) was 0.000. It was lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a is accepted.

B. Suggestions

According to the results of the research that was conducted, the researcher would like to give some suggestions of this research as follows:

1. Suggestions to the Teacher

- a. This research found out that inside outside circle technique can be used to develop students' reading comprehension. Due to the finding, the English teacher could use this technique because it is good and recommended to teaching reading comprehension in narrative text.

- b. The English teacher can help students to increase their reading comprehension in narrative text by using other effective and relevant technique, game or media, in order to make the students more enjoying the learning process.

2. Suggestions for the Students

- a. The students should learn and be more seriously in learning reading comprehension in order that the students can improve their reading skill.
- b. The students should practice to answer the question with their friend and they can answer without the dictionary.

3. Suggestions for the School

- a. The school should provide some more books about narrative text and other English books to be read by the students, so they can increase their reading comprehension.
- b. The school should provide another facility for students to practice their English competency like multimedia room and language laboratory.

4. Suggestions for the Upcoming Researchers

- a. Inside outside circle technique was applied to increase students' reading comprehension. The other researchers may use other technique from inside outside circle to develop other skill.
- b. In this research, the treatments were done in three meetings. It is possible to other researchers to spend more time in giving the treatments to the students so that they can get enough exercise.

- c. In this research, the researcher used inside outside circle technique to help students senior high school to increase their reading comprehension skill. Further other researchers are able to conduct this technique on different level of students. It can be applied to senior high school or even more.



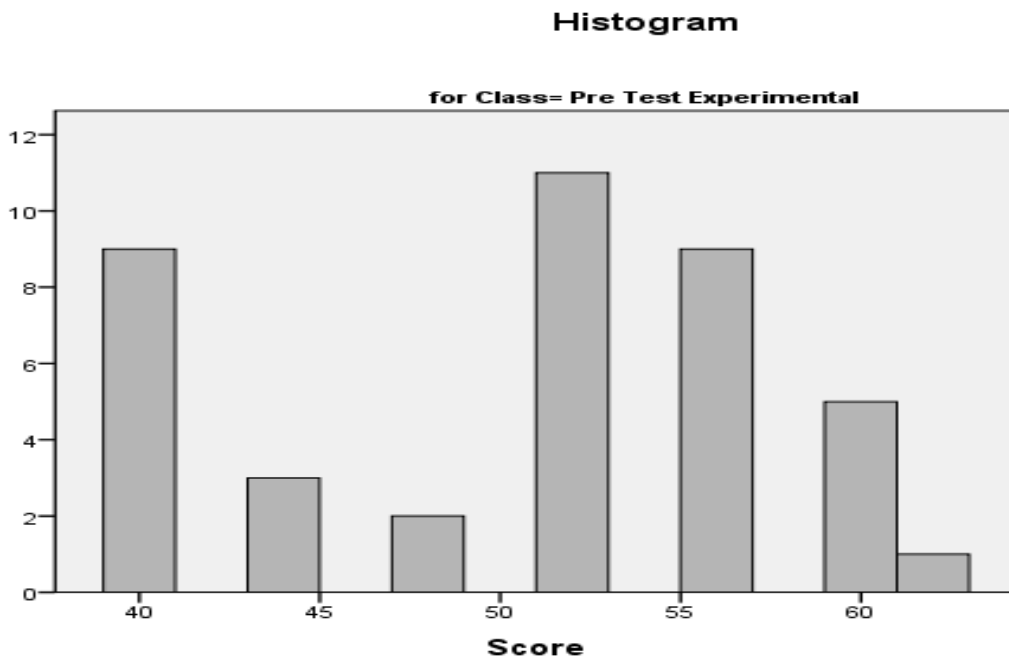
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The scores were derived from pretest and post test. The researcher conducted pretest before treatments given and post test after treatment given. The test was multiple choice test which consist of 25 items for each test.

1. Result of Pre test in the Experimental Class

The researcher conducted pre test in experimental class on July 18th, 2019 in order to know students' reading comprehension on narrative text before the treatment. The scores of the students' reading comprehension on narrative text that were tested in pretest can be seen in Figure 1.



Figur I

Score of Pre test in the Experimental Class

Based on the figure 1, there were nine students who got score 40. There were Three students who got score 44. There were two students who got score 48, There were eleven students who got score 52, there were nine students who got score 56, there were five students who got score 60, and only one student who got score 64. For the statistics of the result pre test in experimental class(XI TKJ 1), it can be seen on Table 6.

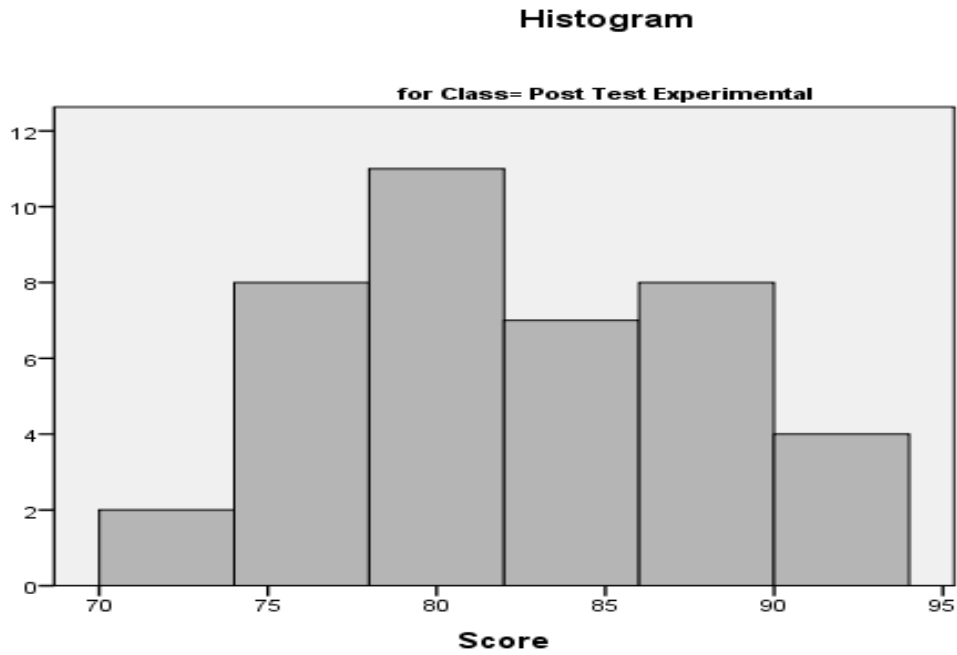
Table 6
Statistic of the Result of the Pretest

| Statistics | Score |
|------------|-------|
| Mean | 50.65 |
| Minimum | 40 |
| Maximum | 64 |
| Median | 52 |

Based on Table 4, it showed that the mean of pretest score in XI TKJ 1 as the experimental class was 50,65. The maximum score was 64 and the minimum score was 40. The median score was 52. It showed students' reading comprehension before they did the treatments.

2. Result of the Post test in Experimental Class

The researcher also conducted post test order to know students reading comprehension on narrative text after the treatment. The post test was conducted in the experimental class on August, 14th 2019. The students scores of the students' reading comprehension on narrative text that were tested in post test can be seen in Figure 2.



Figur 2
Score of Posttest in the Experimental Class

Based on the Figure 2, it can be concluded that there were two students who got score 72, there were eight students who got score 76, there were eleven students who got score 80, there were seven students who got score 84, there were eight students who got score 88, there were four students who got score.

The statistics of the result post test, it can be seen on Table 4.1

Table 6.1
Statistics of the Result of the posttest

| Statistics | Score |
|-------------------|--------------|
| Mean | 82.3 |
| Minimum | 72 |
| Maximum | 92 |
| Median | 80 |

Based on table 4.1, it showed that the mean of post test score in the experimental class was 82.3. The maximum score was 92. The minimum score was 72. The median score was 80.

3. Result of the Pre test in Control Class

The result of pre test of XI TKJ 2 as the control class can be seen on the Figure

3.

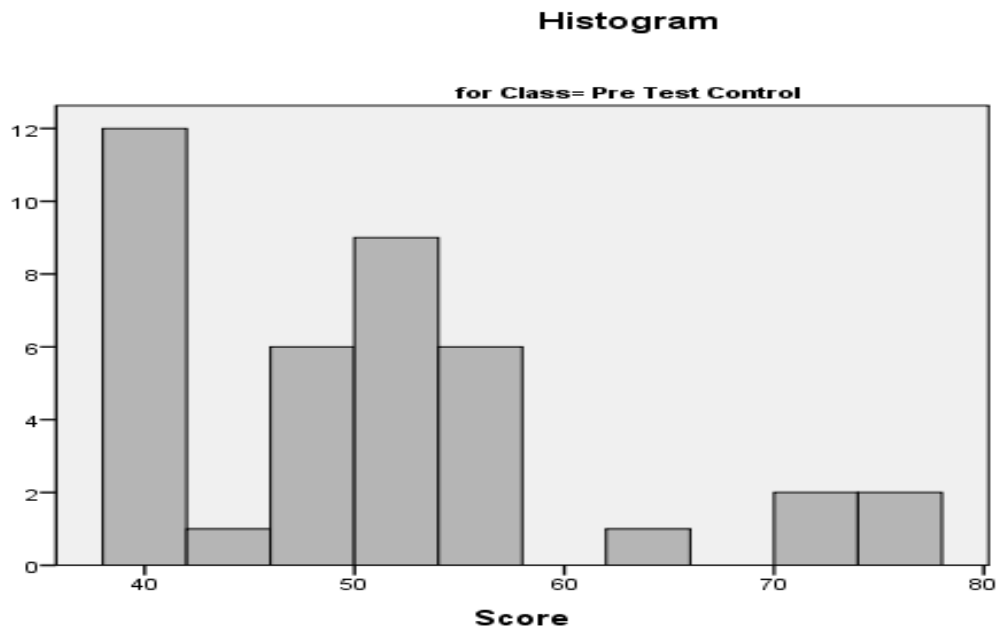


Figure 3
Result of Pre test in Control Class

Based on the figure 3, it can be seen that there were twelve students who got score 40, there were six students who got the score 48, only one student who got score 44, there were six students who got score 56, there were nine students who got score 52, only one student who got score 64, there were two students who got score 72, and there were two students who got score 76. the statistics of the result of pre test in control class, it can be seen on Table 4.2

Table 6.2
Statistics of the Result of the Pretest of XI TKJ 2

| Statistics | Score |
|-------------------|--------------|
| Mean | 50.67 |
| Minimum | 40 |
| Maximum | 72 |
| Median | 52 |

Based on table 6.2, it showed that the mean of pretest score in XI TKJ 2 as the control class was 50.67. The maximum score was 72. The minimum score was 40. The median score was 52.

4. Result of the Post test in Control Class

The result of the post test of XI TKJ 2 as the control class can be seen on the Figure 4.

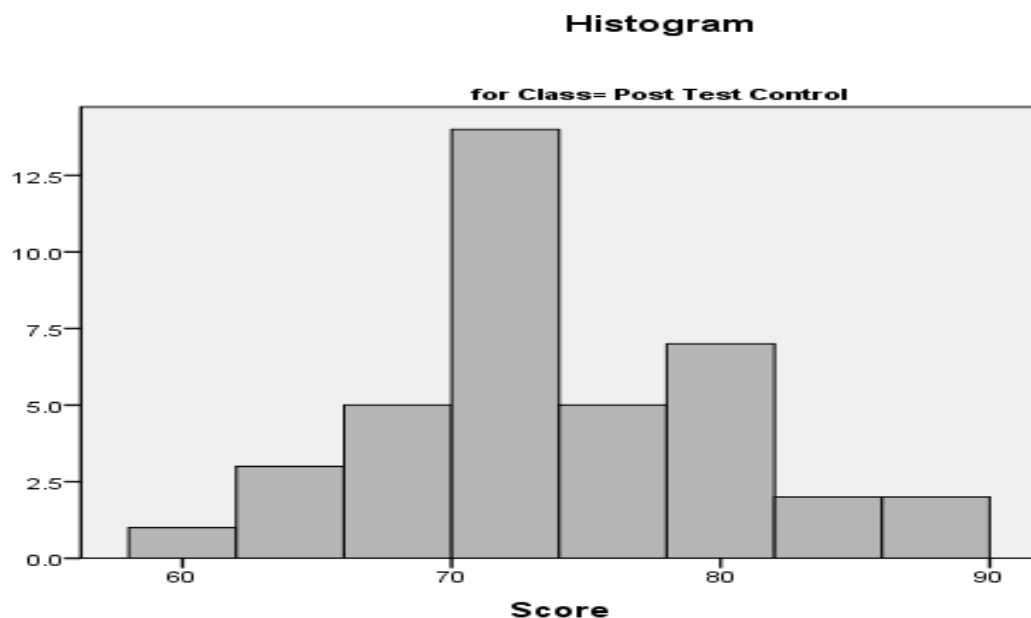


Figure 4
The result of Post test in Control Class

Based on the Figure 4, it can be concluded that only one student who got score 60, there were four students who got score 64, there were five students who got score 68, there were thirteen students who got score 72, there were five students got score 76, there were seven students who got score 80, there were

two students who got score 88, there were two students who got score 84. The statistics of the result post test of XI TKJ 2, it can be seen on Table 6.3.

Table 6.3
Statistic of the Result of the Posttest

| Statistics | Score |
|-------------------|--------------|
| Mean | 73.93 |
| Minimum | 60 |
| Maximum | 88 |
| Median | 72 |

From Table 6.3, it can be seen that the mean score was 73.93. The maximum score was 88. The minimum score was 60. The median score was 72.

A. Gain Score

The researcher got the gain score from pretest and posttest score. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score. A negative gain score indicates that the posttest less than pretest score. That is detail score pretest post test and the gain in the experimental and control class. In this research the gain score posttest experimental higher than post test control class.

B. Result of Data Analysis

1. Fulfillment of the Assumptions

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

a. The Result of Normality Test

The researcher did this normality to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

H_0 = The data are normally distributed

H_a = The data are not normally distributed

While the criteria for the normality test are as follows:

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

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

Table 4.4
The Result of Normality Test of Experimental and Control Class

| | Shapiro-Wilk | | |
|-------------------|--------------|----|------|
| | Statistic | Df | Sig. |
| Gain_Experimental | .950 | 40 | .073 |
| Gain_Control | .957 | 39 | .145 |

a. Lilliefors Significance Correction

Based on the result of normality test, it can be seen that $\text{Sig.}(p_{\text{value}})$ for experimental class was 0.073 and $\text{Sig.}(p_{\text{value}})$ for control class was 0.145 and $\alpha = 0.05$. It means that $\text{Sig.}(P_{\text{value}}) < \alpha$ and H_0 is accepted. The conclusion is that data in experimental and control class had normal distribution.

b. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for homogeneity test are formulated as follows:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria for the homogeneity test are as follow:

H_0 is accepted if $\text{Sig.}(p_{\text{value}}) > \alpha = 0.05$

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

Table 6.5
Test of Homogeneity of Variances

| Score | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| .312 | 1 | 77 | .578 |

Based on the result obtained in the test of homogeneity of variances in the table 6.5, it could be seen that $\text{Sig.}(P_{\text{value}})$ was $0.578 > \alpha$ was 0.05 . It means that H_0 was accepted because $\text{Sig.}(P_{\text{value}}) > \alpha$ was 0.05 . It means that the variance of the data were homogeneous.

2. The Result of Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. The hypotheses are:

H_0 : There is no significant effect of using Inside Outside Circle Technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjung Sari in the academic year of 2019/2020.

H_a : There is a significant effect of using Inside Outside Circle Technique towards students' reading comprehension at the first semester of

eleventh grade of SMKN 1 Tanjung Sari in the academic year of 2019/2020.

While the criteria of acceptance and rejection of the hypotheses are:

H_0 is accepted if $\text{Sig.}(p_{\text{value}}) > \alpha = 0.05$

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

Table 7
The Result of Hypothetical Test

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|-------|-----------------------------------------|------|------------------------------|-------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | Lower | Upper | |
| Score | Equal variances assumed | .312 | .578 | 6.077 | 77 | .000 | 8.300 | 1.366 | 5.580 | 11.020 |
| | Equal variances not assumed | | | 6.066 | 74.789 | .000 | 8.300 | 1.368 | 5.574 | 11.026 |

Based on the results obtained in the independent sample t-test in table 7, the value of significant generated $\text{Sig.}(p_{\text{value}})$ or $\text{Sig.}(2\text{-tailed})$ of the equal variance assumed=0.000 and α was 0.05 It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any significant effect of using inside outside circle technique towards students reading comprehension in narrative text at the eleventh grade of SMKN 1 Tanjung Sari.

C. Discussion

The research had been conducted since July 16th 2019. The objective of this research is to find out the effect of using Inside Outside- Circle technique towards students' reading comprehension at the first semester of Eleventh grade of SMKN 1 Tanjungsari in the academic year of 2018/2019. Based on the research method, this research was divided into some steps. There are try out, pre test, treatment in three times and post test. In the first step the researcher conducted try out in try out class. The researcher prepared 40 items multiple choice question for pre test and post test. After the researcher calculated test items to know validity of the test. The result showed that 25 items of pre test and post test instrument were valid.

After conducting try out, pre test was conducted on July 18th 2019. XI TKJ 1 as the experimental class and XI TKJ 2 as the control class. The researcher was given pre test for students to know the students' reading comprehension before they were given treatments. The test was multiple choice question that consist of 25 items. The mean score of pre test in experimental class was 50.65 and the mean score of pre test in control class was 50.67, the normality and homogeneity test showed that data of pre test were normal and homogenous.

After conducting pre test, treatment was given to experimental class by using inside outside circle technique and control class by using translation technique. In the first treatment that conducted on July 23th, 2019. The researcher explained the first material about narrative text, the first title was malin

kundang. After the researcher explained about the narrative text, the researcher divided the students into four groups in a group consist ten students.

The researcher asked students to form the inside outside circle and face each other. Then the researcher explained about inside outside circle technique and used in the learning process. After the treatment finished, the writer asked to the students to do the exercise based on lesson planning.

The second treatment was conducted on July 30th, 2019. In this treatment, the researcher explained about another title of narrative text that is the legend of kesodo ceremony. The researcher asked students to form the inside outside circle and face each other. Then the researcher used inside outside circle technique in teaching reading comprehension. In this meeting, the students more enthusiast and more active because they already understand about the rule of using the technique. After the treatment finished, the students do the exercise based on lesson planning.

The third treatment was conducted on August 7th, 2019. In this last treatment, the title of the material was snow white, and reviewed the material of the first and second meeting. In this meeting, the students more active and more motivated because they had been familiar with the material and also the technique. They also answer a lot correctly.

After conducting three meetings of treatment, the researcher gave post test. Post test was administrated to both classes to measure the students' reading comprehension after treatment was done. The post test was conducted on

August 14th, 2019 at the experimental class and control class. The mean of post test in experimental class increased to be 82.3 and the mean of post test in control class increased to be 73.97. while the mean of experimental class is higher than control class, it means that the most improvement was in the experimental class.

Based on the data calculation, the result of the calculated showed that null hypothesis (H_0) is refusing while the alternative hypothesis (H_a) is accepted. The data analysis showed that sig. (2-tailed) of the equal variance assumed in independent sample t-test was 0.000, it was lower than $\alpha = 0.05$. It proved that there was significant effect of using inside outside circle technique toward students' reading comprehension. The result of the data analysis showed that inside outside circle technique in teaching reading comprehension can be implemented. The technique encouraged the students to be more active and motivated in learning reading, especially in reading narrative text, and also it could be used in teaching variety of language.

In conclusion, the researcher concluded that inside outside circle was more helpful to be used for the students to help them built their reading comprehension than using translation technique. It was because inside outside circle is not only individually but also in group, so the students would be more confident when they read and comprehend the text. The finding of this research is relevant with some previous research. The previous research was conducted by Nurfitriani, entitled "The use of inside-outside circle technique

to improve reading ability of the second year students of SMPN 1 Rawalo in comprehending recount text and by Mutmainah entitled The Use of Inside Outside Circle Technique to Improve Student's Writing on Recount Text at Eight Grade of Islamic Junior High School Al-Khairiyah Pulokencana. So finally the researcher conclude that there was any significant effect of using inside outside circle technique towards students' reading comprehension at the first semester of eleventh grade of SMK N 1 Tanjung Sari in the academic year of 2019/2020.

CHAPTER V CONCLUSION AND SUGGESTION

C. Conclusion

According to the research that was carried out in SMK N 1 Tanjungsari in the academic year of 2019/2020, the researcher might draw the conclusions as follows:

Based on the statistically analysis, there was significant significant effect of using inside outside circle technique towards students' reading comprehension at the first semester of eleventh grade of SMKN 1 Tanjung Sari in academic year of 2019/2020. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the paired sample test table where the Sig. (2-tailed) was 0.000. It was lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a is accepted.

D. Suggestions

According to the results of the research that was conducted, the researcher would like to give some suggestions of this research as follows:

5. Suggestions to the Teacher

- c. This research found out that inside outside circle technique can be used to develop students' reading comprehension. Due to the finding, the English teacher could use this technique because it is good and recommended to teaching reading comprehension in narrative text.

- d. The English teacher can help students to increase their reading comprehension in narrative text by using other effective and relevant technique, game or media, in order to make the students more enjoying the learning process.

6. Suggestions for the Students

- c. The students should learn and be more seriously in learning reading comprehension in order that the students can improve their reading skill.
- d. The students should practice to answer the question with their friend and they can answer without the dictionary.

7. Suggestions for the School

- c. The school should provide some more books about narrative text and other English books to be read by the students, so they can increase their reading comprehension.
- d. The school should provide another facility for students to practice their English competency like multimedia room and language laboratory.

8. Suggestions for the Upcoming Researchers

- d. Inside outside circle technique was applied to increase students' reading comprehension. The other researchers may use other technique from inside outside circle to develop other skill.
- e. In this research, the treatments were done in three meetings. It is possible to other researchers to spend more time in giving the treatments to the students so that they can get enough exercise.

- f. In this research, the researcher used inside outside circle technique to help students senior high school to increase their reading comprehension skill. Further other researchers are able to conduct this technique on different level of students. It can be applied to senior high school or even more.

REFERENCES

- Aliponga, Jonathan. 2013, Reading Journal: Its Benefits for Extensive Reading: *International Journal of Humanities and Social Science Vol. 3 No. 12*. Japan: Kansai University
- Anderson, Mark and Kathy Anderson. 1997, *Text Type in English*. Shout Yarra: Mackmillan, Education Australia
- _____ 2003, *Text Type In English 2*. South yarra : mac. Millon
- Andrew P johnson, Andrew. 2008, *Teaching Reading and Writing*. America: Rowman & Littlefield Education
- Arikunto, Suharsimi . 2014, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- _____ 1993, *Procedure Penelitian suatu pendekatan praktek (Reineka Cipta, Yogyakarta, 1993)*, p. 130
- Arthur, Hughes. 2003, *Testing for Language Teacher*, Second Edition. Cambridge: Cambridge University Press
- Ary, Donald, et.al. 2010, *Introduction to Research in Education*, 8th Ed. Canada: Wadsworth Cengage Learning
- Broughton, Geoffrey, et.al. 1980., *Teaching English as a Foreign Language (2nd Edition)* (New York: Routledge
- Brown, H. Douglas. 2001, *Teaching by Principle an Interactive Approach to Language Pedagogy Second edition*. California: Longman
- _____ 2001, *Teaching by Principles An Interactive Approach to Language Pedagogy (4th ed)*. New York: Longman
- _____ 2003, *Language Assessment : Principles And Classroom Practice*. San Fransisco : Longman
- Budiyono. 2004, *Statistika Untuk Penelitian*. Surakarta: 11 Maret Univeersity Press
- Calford, J.C. 1965, *A Linguistic Theory of Translation*. Oxford University Press
- Cresswell, John W. 2002, *Educational Research, fourth edition*. Lincoln: Pearson

- Effendi P, Rahmat. 2004, *Cara Mudah Menulis dan Menerjemahkan*. Hapsa Et Studia, Jakarta
- Fraenkel, Jack R And Norman E. Wallen. 1993, *How To Design And Evaluate Research And Education*, Singapore: McGraw- Hill Book Co
- _____ 2009, *How to Design and Evaluate Research in Educational* , seventh edition, New York: McGraw-Hill
- Gerot, Linda and Peter Wignell. 1994, *Making Sense Of Functional Grammar*. Sydney: Gerd Stables
- Grebe, William. 2009, *Reading in Second Language*. New York: Cambridge University Press
- Harmer, Jeremy. 1998, *How to Teach English*, (1st edition). New york: Lonman Impression
- _____ 1999, *The Practice of Language Teaching* (3rd ed) . London: Longman
- _____ 2001, *How To Teach English*. Longman, seventh impression
- _____ 2001, *The Practice of English Language Teaching Longman Handbooks for LanguageTeacher*. London: Longman Ninth Impression
- _____ 2002, *How to Teach English*. London: Longman Hermida
- Julian.2009, *The Importance of Teaching Academic Reading Skills in First-Year University Courses:The International Journal of Reseach and review*, Volume 3. Canada : Algoma University
<http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>
- Hyland, Ken. 2009, *Teaching And Researching Writing, Second Edition*. Edinburgh Gate: Pearson Education Limited
- Arends, Richard I . 2002, *Learning to Teach*. New York: McGraw-Hill
- I. K Premiawan. 2014, “The Application of Inside Outside Circle Based Problem Solving in Competences Achievement”, *International Conference on Mathematics, Science and Education*
- Kagan, Spencer Thoughta on Cooperative learning, Available on
http://www.teachnology.com/currends/cooperative_learning/kagan.

- L. Carell, Patricia. 1990, *Interactive Approach to Second Language Reading*. New York: Cambridge University Press
- M.c Whorter, Katleent. 2005, *Reading A Cross the Discipline Collage Reading and Beyond*. Second Edition. New york: Longman
- Murcia, Celce. 2001, *Teaching language as second or foreign language*. washomgton: heinli thomson learning
- Mutmainah. 2017, *The Use Of Inside Outside Circle Technique To Improve Student's Writing On Recount Text*. Sultan Maulana Hasanudin: Banten
- Newmark, Peter. 1998, *a Textbook Translation*. New York : Prantice Hall
- Nunan, David. 1992, *Research Methods in Language Teaching*. Cambridge: Cambridge University Press
- Nurfitriani. 2013, *The Use Of Inside-Outside Circle Technique To Improve Reading Ability Of The Second Year Students Of SMPN 1 Rawalo In Comprehending Recount Text*. UMY
- Pardiyono. 2001, *Teaching Genre- Based Writing*. Yogyakarta: Penerbit ANDI
- Pourhoseingilakjani, Abbas. Journal of Studies In Education ISSN 2162-6952 2016, Vol. 6, No. 2 (Corresponding Author), *How Can Students Improve Their Reading Comprehension Skill?*
- R. Harris, Karen and Steve Graham, 2015, *Teaching Reading Comprehension To Students With Learning Difficulties*, New York : The Guildford Press
- S.Pang, Elizabeth, dk. 1986, *Teaching Reading*. Bellegarde, Sag
- Setiyadi, Bambang. 2006, *Teaching English as a Foreign Lnguage*, Yogyakarta: Graha Ilmu
- Siti, Sudarsini. Tahun II, Nomor 1, Februari 2012, *Inserting Local Culture In English Language Teaching To Promote Character Education*. Yogyakart : Jurnal Pendidikan Karakter
- Sudrajad, Mochammad & Armeria Wijaya, *The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students' Speaking Ability at Seventh Graders* (Universitas Muhammadiyah Surabaya: Journal of english educators society (jees) Volume 1, april 2016, page 59-70 Issn 2503-3492)

- Sumianto, Aris. 2012, *The Teaching English By Using Strategy To Improve Students' Ability In Reading At The Second Year's Students In SMAN 4 Kediri 2011-2012*, unpublished at a scholar of Kediri Islamic University of Kediri, available on
- Suparjo, Aloysius. English Teacher of Eleventh Grade of SMKN 1 Tanjung Sari, February 2018, (An Interview)
- Suprijono, Agus. 2009, *Cooperative Learning*. Pustaka Pelajar, Yogyakarta
- Suryawinata, Zuchridin & Sugeng Hariyanto. 2003, *Translation (Bahasa Teori Dan Penuntun Praktis Menterjemahkan)*. Yogyakarta: Kanisus
- Th, M Sudarwati. 2007, *Look Ahead An English Course For Senior High School Students Year XI*. Jakarta: Erlangga
- Wilkins, D.A. 1980, *Linguistics in language teaching*. London: Edward Arnold Publisher

Appendix

INTERVIEW FOR THE STUDENTS

1. Do you like English? Why?
2. What is the problem that you find in learning English?
3. Do you like reading in English? Why?
4. What do you think about teacher's technique in teaching reading?

THE RESULT OF INTERVIEW THE STUDENTS

Student 1

| No. | Question | Answer |
|-----|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1 | Do you like English? Why? | No, I do not, because English is difficult to learn. |
| 2 | What is the problem that you find in learning English? | I'm still difficult to know the information of the text. |
| 3 | Do you like reading in english? Why? | No, I do not like, because I do not have many vocabularies and sometimes I am difficult to comprehend sentence in a text. |
| 4 | What do you think about teacher's technique in teaching reading? | The teacher only asks to do reading exercise and translate text from the textbook. So, I fell bored in learning process. |

Student 2

| No. | Question | Answer |
|-----|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Do you like English? Why? | Yes, I do. Because English is fun. |
| 2 | What is the problem that you find in learning English? | I am still difficult to get the meaning of the text, but not always. The key is know the sentence pattern of the sentences. |
| 3 | Do you like reading in english? Why? | Yes, I like, but sometimes I have limited vocabulary and difficulties to comprehend the sentence. |
| 4 | What do you think about teacher's technique in teaching reading? | The teacher just teaches by using translation technique with textbook, sometimes I fell bored. But the strategy was clear enough to understand in teaching reading. |

Students 3

| No. | Question | Answer |
|------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 | Do you like English? Why? | I dont like English because English is difficult. |
| 2 | What is the problem that you find in learning English? | I am still difficult to know the meaning and difficult to know the topic of the text. |
| 3 | Do you like reading in english? Why? | I dont like reading. Because I am difficult know meaning word by word. |
| 4 | What do you think about teacher's technique in teaching reading? | The teacher only asks to do reading exercise and translate from the textbook. So, I fell bored in learning process. |

Appendix

INTERVIEW WITH THE ENGLISH TEACHER

| No. | Question | Answer | Conclusion |
|-----|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. | Sudah berapa lama mr mengajar bahasa inggris disini? | Saya sudah mengajar bahasa inggris sejak tahun 2004 di SMK N 1 Tanjung Sari. | It does mean that he has been teaching English in SMKN 1 Tanjung Sari for 15 years. |
| 2. | Berapa KKM dalam mata pelajaran Bahasa Inggris? | KKM Bahasa Inggris adalah 76 | The criteria of minimum standart (KKM) is 76 |
| 3. | Masalah apa yang mr temukan di dalam mengajar Bahasa Inggris? | Permasalahan yang sering muncul adalah siswa sulit untuk memahami pelajaran yang diberikan dan motivasi untuk belajar bahasa inggris mereka sangat rendah. Mereka hanya belajar bahasa inggris dikelas tidak mempelajarinya lagi dirumah. | The students can not understand the subject and they have assumption English is hard subject. |
| 4. | Masalah apa yang mr temukan didalam mengajar skill reading? | Permasalahannya adalah buruknya kemampuan vocabulary siswa, jadi siswa sulit untuk memahami teks-teks yang diberikan. | The students can not identify main idea easily, because they have the lack vocabularies. |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Apakah ada metode, strategi atau tehnik tertentu dalam mengajarkan skill reading? | Saya biasanya mengajar skill reading dengan memberikan teks kepada siswa kemudian meminta siswa untuk membaca teks tersebut. Selanjutnya meminta siswa untuk menterjemahkan teks yang telah mereka baca dan mengerjakan soal yang telah saya berikan. | Teacher used translation technique. |
| 5. | Sudah pernahkah mr mendengar atau mengetahui tentang inside outside circle technique? | Pernah | Teacher has known inside outside circle technique. |
| 6. | Bagaimana pendapat mr jika saya menggunakan inside outside circle technique dalam mengajarkan reading comprehension? | Jika mendengar penjelasan mbak tadi tentang inside outside circle technique, saya rasa itu bisa membantu siswa dalam memahami teks narrative dengan bantuan guru dan kerja sama tim dalam membaca sebuah teks. Karena sebagai guru kita juga dituntut untuk menggunakan cara-cara yang efektif dan kreatif dalam mengajar. | For teaching English, especially narrative text reading, we need an effective and creative way to attract the students in order to ease them comprehend the text. |

**Form of Construct Validity for Reading Test
(Pre-Test and Post-Test)**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/1
 Penelaah : Alloysius Suparjo, S.P.d

Petunjuk pengisian format validasi butir soal:

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format.
2. Berilah tanda (v) pada kolom “Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
3. Berilah tanda (x) pada kolom “Tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria.
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

| No. | Aspek | Ya | Tidak | Catatan |
|-----|------------------------------------------------------------------------------------------------------------|----|-------|---------|
| 1 | Apakah instruksi dapat dipahami siswa? | | | |
| 2 | Apakah alokasi waktu sudah cukup? | | | |
| 3 | Apakah butir soal nomor 6, 13, 39, dan 47 sudah sesuai dengan aspek main idea? | | | |
| 4 | Apakah butir soal nomor 9, 22, 32, dan 36 sudah sesuai dengan aspek expression/ idiom/ phrases in context? | | | |
| 5 | Apakah butir soal nomor 2, 5, 26, 29 dan 45 sudah sesuai dengan aspek inference (implied detail)? | | | |
| 6 | Apakah butir soal nomor 1, 14, 24, 28, 35 | | | |

| | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | dan 46 sudah sesuai dengan aspek grammatical features (reference)? | | | |
| 7 | Apakah butir soal nomor 3, 15,18, 25, 27, 34, 37, 40 dan 50 sudah sesuai dengan aspek detail (scanning for a specially stated detail)? | | | |
| 8 | Apakah butir soal nomor 7, 16, 19, 21, 43, dan 44 sudah sesuai dengan aspek exlluding facts not written (unstated detail)? | | | |
| 9 | Apakah butir soal nomor 4, 8, 11, 20, 23, 30, 33, 38, 48 dan 49 sudah sesuai dengan aspek supporting idea? | | | |
| 10 | Apakah butir soal nomor 10, 12, 17, 31, 41 dan 42 sudah sesuai dengan aspek vocabulary in context? | | | |

Lampung selatan, Juli 2019

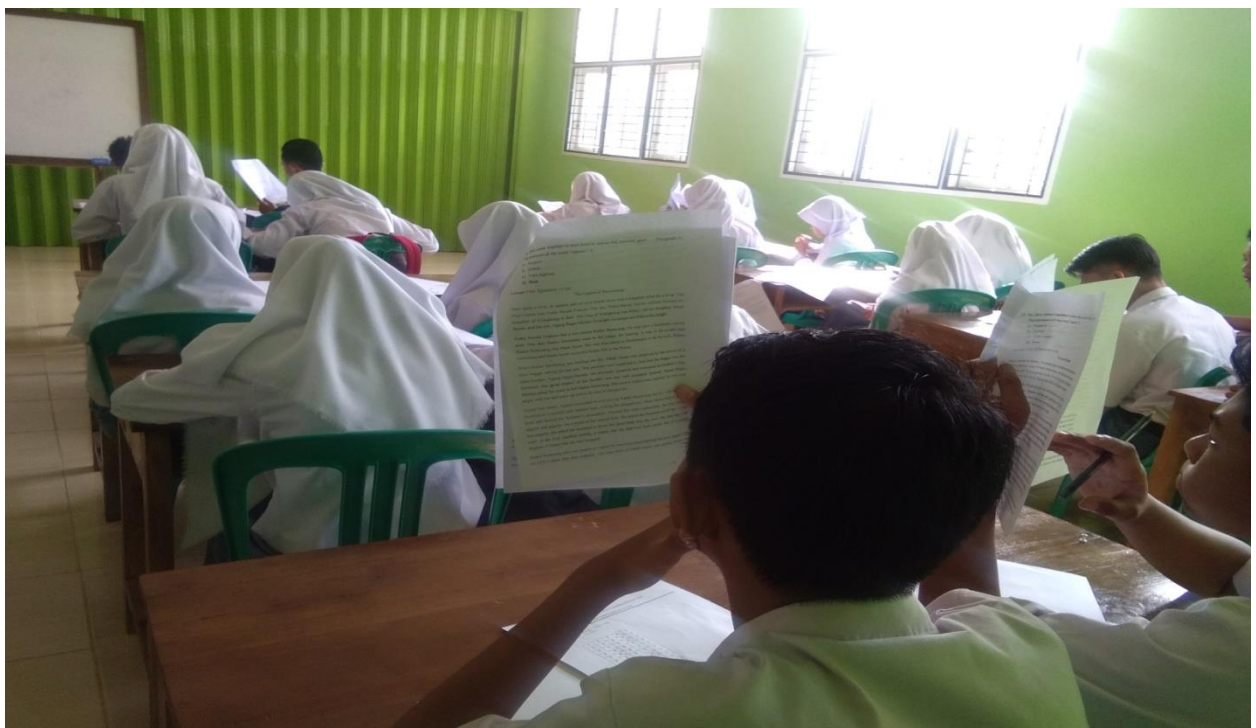
Validator

Alloysius Suparjo, S.Pd

NIP. 19650215 199903 1 002

DOCUMENTATION

The students were doing pre-test



The students were doing post-test





The students were doing inside outside circle technique



