

**THE EFFECT OF APPLYING INSIDE-OUTSIDE CIRCLE STRATEGY
ON THE STUDENTS' SPEAKING ACHIEVEMENT AT 8TH GRADE OSF
SMP SWASTA BRIGJEND KATAMSO II AT ACADEMIC 2016/2017**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
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By

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ABSTRACT

Maulidya, Dhian, 1302050129. The Effect of Applying Inside-Outside Circle Strategy on the Students' Speaking Achievement at 8th grade osf SMP Swasta Brigjend Katamso II at academic 2016/2017. The Faculty of Teaching Training and Education. University of Muhammadiyah Sumatra Utara. 2017.

This research aims to find out the significant effect of applying Inside-Outside Circle strategy on the students' speaking achievement. The sample of this research was 8th grade of SMP Swasta Brigjend Katamso II at academic 2016/2017. It consisted of 80 students. The method used experimental research which devided into two groups namely experimental and control group. The instrument of this research was oral test. Based on the oral test, the mean score of pre-test in experimental group was 57.75 and the mean score of post-test in experimental group was 84.62. Meanwhile, the mean score of pre-test in control group was 59.12 and the mean score of post-test in control group was 69.65. Therefore, the result of T-test in this research was 24.42 and the T-table was 2,00 which used level significance 0.05 with $df = n-1$ (80-1). Because t-test was higher than t-table ($24.42 > 2.00$), it means that $T\text{-test} > T\text{-table}$. So the result of this research was accepted (Ha). It is concluded that Applying Inside-Outside Circle Strategy significant affect the students' achievement in speaking skill.

Key words : Speaking, Cooperative Learning, Inside-Outside Circle Strategy

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CHAPTER I

INTRODUCTION

A. Background of the study

There are four skills that we must cope in the language skill. Speaking is the second of the four language skills, which are: 1. Listening 2. **Speaking** 3. Reading 4. Writing. Speaking is the verbal use of language to communication with others. Speaking is the action of conveying information or expressing human's thoughts and feelings in spoken language. And also speaking is one of the language skills which is very important in human life. It is used in order to be able to communicate actively. One should have speaking ability. By mastering speaking, human can express their ideas, opinions or response to each other.

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. By speaking people can express themselves in communicative condition and also by speaking they can express their feeling.

Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five elements in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking becomes productive skill of language learning. It involves communicative performance and other important elements. They should be taught in any language learning to make the learners be able to use the target language to communicate.

As language learners who had learned English, the students should be able to interact orally each other by using English.

But in fact, based on observation at SMP Bridgen Katamso, the researcher have found that many students were very hard to perform their ability in speaking English. Besides, there are some reasons which causes many students cannot speak English fluently, namely:

The first reason was the students were afraid of speaking to express their thoughts, ideas and opinions in front of the class. This happened because the students felt afraid for making faults in saying words or sentences in English so, the students did not want to speak up.

Secondly, besides they are afraid to use English, they also didn't have self confidence to speak or talk in front of public. Then the students had experienced a traumatic such as talking teased. When the teacher asked a student to speak in front of the class, the students were afraid because the students were judged by the teacher and the student's friends. Thus, the students are lack of vocabularies and grammar. The students didn't know how to say a word in English and the students couldn't say a sentence in English correctly.

The third reason was the students felt lazy to speak up. They just stayed in their chairs and kept silent. They felt lazy to respond their friend which stand up in front of the class when the teacher asked the student one by one stand up in front of the class and start to speak up but the other students just saw and kept silent. They didn't want to respond their friends. They were not interested and felt bored.

In addition to the mentioned above, the teachers have to find an appropriate way or strategy to make the students more comfortable with speaking and more able to generate their ideas. Harmer (2001:275) stated that in teaching speaking process, the teacher should pay attention to the technique or strategy that is suitable for the students. The teachers are required to create variations of teaching learning strategies, especially in teaching speaking for junior high school students. The activities should reflect the atmosphere to study and to have fun with the students. Because of this reason, the students need interesting strategy to make them active in speaking, and the teachers should develop this strategy to the students. Therefore, the researcher tend to decide the thesis “The Effect of Inside – Outside Circle Strategy to Increase the Students’ Achievement in Speaking English”.

B. The Identification of the Problem

The problems of this research were identified as follows:

1. The students felt afraid to express their thoughts, ideas, and opinions.
2. The students didn't have self-confidence to speak or talk in front of public.
3. The students were lazy and just stayed in the chair.

C. The Scope and Limitation of the Study

The scope of this research was focused on speaking and was limited on Inside-Outside circle strategy for VIII grade students of Bridjen Katamso II school of 2016/2017 academic year.

D. The Formulation of the Problems

The Formulation of the problem of this research, namely “Is there any significant effect of applying Inside-Outside Circle Strategy on the students’ speaking achievement ?”

E. The Objectives of the Study

Based on the formulation of the problem above the objective of research namely “To find out the significant effect of applying Inside-Outside Circle Strategy on the students’ speaking achievement ”

F. The Significance of the Study

The results of the study were expected to be used theoretically and practically:

a. Theoretically

The theoretically explained that useful research results of this study is expected to be able to widen the skill of teachers in using Inside – Outside circle strategy in order to improve the students’ achievement in speaking English.

b. Practically

1. For the researchers

This research gave contribution the researchers to help to find out the best method for teaching speaking and get more information from this research.

2. For the students

The result of this research was suggested to apply the Inside–Outside circle strategy on the students' speaking achievement.

3. For the teachers

The use of Inside–Outside circle strategy in speaking English can make the students are more enjoyable to improve their ability in speaking English in front of the class.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Concept of Speaking

1.1 Definition of Speaking

Speaking is one of the important skill which must be mastered by everyone. Since one was born, they will be able to speak. The child will try day by day to speak to every one. People need the speaking ability when they want delivery the information. Speaking is an activity when people use their voice to deliver their opinions, suggestions, information even critics. Kushartanti defines speaking as a set of voices uttered by one and understood by someone else. It means to delivery thought or opinion. While speaking is many things, it is thinking of what one wishes to say. Choose the right words from the vocabulary, putting the words in the proper grammatical framework and communicating the feelings we have.

Speaking is also ability say articulation sound or words to express to submit mine, feeling ideas. Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, ideas, advices, instructions, complain, apologize, agree, disagree and much means by speaking. The communication means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message. In speaking there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to devide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very usefull when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation: by using appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Beside listening, reading and writing, speaking becomes the first designed in curriculum for the students. The curriculum is designed to focus on speaking and fluency while building phonemic awareness and preparing students for study English. Anderson and Bachman (2009:1) define that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can be measured from our language skill however now days people usually judge the language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill. In addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only

verbal communications. But also paralinguistic elements of speech such as pitch, stress, and intonation. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997:30)

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. speaking skill becomes the most important skill since people have belief that language mastery is able yo be judge from how well someone speak. In language teaching. Language is essentially speech. Someone on his or her daily life needs to be able using English as good as in order to make a comprehensible situation in speaking. In addition, the language function should also invloved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in social interaction.

1.2 The Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction.Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) in Richard (2008: 21) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In

workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998) in Richard (2008: 21-28): talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationship
3. Reflects role relationships
4. Reflects speaker's identity
5. May be formal or casual
6. Uses conversational conventions
7. Reflects degrees of politeness
8. Employs many generic words

9. Uses conversational register

10. Is jointly constructed

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions, Jones (1996:14) in Richard (2008: 24) stated talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

c. Talk as performance

Talk as performance is the third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are: (Richard, 2008:27)

1. Giving a class report about a school trip

2. Conducting a class debate

3. Giving a speech of welcome
4. Making a presentation
5. Giving a lecture

1.3 The Teaching of Speaking

Many language learners regard speaking ability as the measure of knowing a language. The fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Teaching speaking as the most important which can acquire, and assess the progress in term of accomplishments in spoken communicationIn teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defined a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies. Brown (2001:275) proposed some principles for designing speaking techniques. Those principles are as follows:

1. Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
2. Providing intrinsically motivating techniques.
3. Encouraging the use of authentic language in meaningful context.
4. Providing appropriate feedback and correction.
5. Capitalizing on the natural link between speaking and listening.
6. Giving students opportunities to initiate oral communication.
7. Encouraging the development of speaking strategies.

Moreover, Kayi (2006) presented some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to:

1. Use word and sentence stress, intonation patterns and the rhythm of the target language.
2. Select appropriate words and sentences based on particular special setting, audience and situations
3. Organise their thought in meaningful and logical sequence, and
4. Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

In addition, Harmer (1998:87) mentioned three basic reasons why it is good to give students speaking tasks. First, it is very important to give students

opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

1.4 Teaching Speaking in Junior High School

English becomes the global language that is necessary for the young learners to know. It is very important for communication everyone inthe world. Now days, English has been taught in every school, starting from Junior High School. Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language (Brown, 2001:91). They have limited vocabulary, insufficien, grammar, pronunciation and expressions to carry out meaningful conversations. The English teaching in junior high schools in Indonesia is aimed at developing students' communicative competence which covers the four languageskills:

listening, speaking, reading and writing (*SKKD*, 2006). Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally. Speaking is one of the four major skills students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be able to convey meanings and intentions in English both inside and outside the classroom.

1.5 The Indicators of Students' Achievement in Speaking

According to Brown (2003:172-173) there are several aspect that indicate students' achievement in speaking such as the following :

1. Fluency

This refers to good the students are keeping talking at the right aped and how good the are connecting their ideas together. There are many factors that influence the fluency of speaker. Besides,when the listener listens to the speaker, he may not concentrate on the sound on the message.

2. Vocabulary

Vocabulary is a partof language. There is no lamguage without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used particular language or in a particular sphere of activity, the body of words know to individual persons with an explanation of their language.

3. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed.

4. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicate effect of the students' pronunciations. There is contribution how much strain is caused on a listener, and how notable their accent is, although accent itself is not able to produce the phonological of speech.

5. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through understanding about information or message which they say.

1.6 The Importance of Speaking Skill

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated than seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Turk, C (2003:5) stated that if we

want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes. From that statement it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment is the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak. Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter (2006:139) stated that speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning. That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life. In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world

2. Concept of Cooperative Learning

2.1 Definition of Cooperative Learning

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks to help themselves and their teammates learn together. The definition of cooperative learning by Olsen and Kagan (1992) quoted by Richards and Rodgers (2003:19) is as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others

From the definition above, cooperative learning is an instructional strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what taught is but also for helping teammates learn, thus creating an atmosphere of a achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative learning method is a series of learning activity that is done by students in certain groups to reach the planned-learning purpose. There are four important elements in cooperative learning, they are:

1. There are participants in group

The participants here are students that do learning process in each group study.

2. There are group rules

Group rules are everything that becomes agreement of all students.

2. There is an effort to learn by each members

Learning is an attitude change process as a result of individual interaction with environment.

3. There is purpose need to be reached

It is meant to give a direction for planning, acting, and evaluation.

Cooperative learning means that students are working together to accomplish shared learning goals and to maximize their own and their group achievements. The goal of cooperative learning itself is to get better achievement for individual and the group. The interesting thing from cooperative learning method is the existence of not only learning impact that is the improvement of student's achievement but also have an impact for social relation, the acceptance to students with low ability, time appreciation, and help one another.

Felder and Brent (p.1) define cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. The term *cooperative learning* (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. This chapter summarizes the

defining criteria of cooperative learning, surveys CL applications, summarizes the research base that attests to the effectiveness of the method, and outlines proven methods for implementing CL and overcoming common obstacles to its success.

Kagan (2009: 4.10) stated that cooperative learning includes social interaction over content, and literally the brains in a

Cooperative learning classroom are more engaged. He also defines that cooperative learning as “ a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal students work together to learn and are responsible for the teammate’s learning as well as their own”. The Kagan model of cooperative learning based on the concept and use of “structures” is an innovative approach to classrooms instructions these structures such as “numbered heads together”.

2.2 The Elements of Cooperative Learning

According to the Johnson and John model in Felder and Bremer Journal (p.2), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- a. Positive interdependence

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

- b. Individual accountability

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

c. Face-to-face promotive interaction

Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d. Appropriate use of collaborative skills

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

e. Grouping Processing

Team members set group goals, periodically assess that they are doing well as a team, and identify changes they will make to function more effectively in the future.

2.3 The Advantages of Cooperative Learning

Learners learn from another, learn the material covered at a deeper level and feel better about themselves and their interactions with their peers. Some of the advantages of the cooperative learning, such as:

- a. Cooperative learning can be used successfully with a variety of other teaching strategies.
- b. Learners learn valuable social skills such as resolving conflict, problem solving, criticizing ideas and not people, paraphrasing, asking questions,

- giving directions to the group's work, and building on each other's informations.
- c. Learners learn trust bulding, comunicattion and leadership skills from which they benefit for the rest of their lives in the work place, or in relationships.
 - d. Learners usually enjoy working together because they are actively involved in the learning process.
 - e. The teacher's role changes from being in the front of the room doing most of the work and all of the talking, to being a facilitator of learner learning, monitoring and collecting data on learner performance, as well as intervening when the group needs assistance in doing the task or learning to work together more effectively.
 - f. Cooperative learning efficacy is heavily supported by over 90 years of research found in over 650 studies.
 - g. When in place, processing skills help learners learn effective conflict resolution which improves group functioning in the future.
 - h. Helping learners learn to cooperate in their groups gives them valuable life-long learning skills.
 - i. Instructors will eventually be able to cover more material at a t deeper level with learners who will also enjoy the learning process.

3. Defiiniton Inside-Outside Circle Strategy

Inside-Outside Circle is a technique which is introduced by Spencer Kagan (1990). This technique can give chance to all students to share information at the same time with different partner in a short time and in such structural way.

Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to.

Inside-Outside Circle Strategies is also one of the cooperative learning activity which can use to help the student interested and confidence for their speaking. It is an activity that involves all students in the class. Inside/Outside Circles are particularly useful for: differentiation, kinesthetic learners, conversation practice, and community-building in the classroom. This activity can be a great warm up as well as a useful way to change things up and get students moving during a long class.

Inside-Outside Circle Technique is a simple strategy to apply in the classroom. Through inside-outside circle technique, students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

Kagan also states that this activity provides a way to get students who normally would not talk to interact with others. Students rotated on concentric circles to face new partnersd for sharing, quizzing, or problem solving. Another definition says that Inside-Outside Circle is kinesthetic activity that involves all students in the class and that facilitates short exchanges between students.

4. The Step of Teaching Inside-Outside Circle Strategy

4.1.Teacher's Preparation

1. Find a subject or topic and adapt it where necessary to suit with student's level.
The topic should be in real life.
2. The material should be in the real life in order to make the students easily to understand what the students learn. The material that the teacher will be used should be effective and interesting for the students.
3. Prepare the possible pre-teach vocabularies that may be used in applying the strategy

4.2.The Way to Use the Strategy

Inside-Outside Circle, they have to speak in front of their partner for a minute in each circle. Here are the steps of this activity: (Kagan, 1994:6.27)

1. Divided students into two equal groups. One group forms an inside circle and the other group will form another circle around the outside of the first. The inside circle as group A and outside circle as group B. If there are 40 students in the class, so group A consists of 20 students and group B consists of 20 students too. The teacher asks the group A to stand up with the inside circle facing out and group B to stand up outside the circle facing in. It means that each student has a partner.
2. (cycle 1) The students who exist inside circle (Group A) must answer the teacher's question and speak up for 1 minute. For example: the teacher's question is "what is your best experience when you were holiday last year? why?"

3. (cycle 2), if the cycle 1 finished, the students in Group B which exist outside circle, they must answer the question too to their partner, the students in Group A which exist inside circle. The teacher gives the same time for each student to speak up.
4. Then the teacher asks each student to tell information that is gotten from their partner. The teacher asks the students in Group A which exist inside circle and the students in Group B which exist outside circle to tell information that they have got from their partner. They must tell the information orally to their classmate.
5. After that the students which exist inside circle don't move, but the students which exist outside circle move to the right. Automatically each student has a new partner. They must describe someone too to their new partner and go on.
6. The last, the students in Group A which exist inside circle do not move, but the students in Group B which exist outside circle move to the right. Automatically each student has a new partner . They must answer the different questions from the teacher like cycle 1 and 2. The teacher gives same time to do it (1 minute for each student). This activity is continuous until the last student. And the questions are different in every cycle.

5. The Advantages of Inside-Outside Circle Strategy

There are some strengths of inside-outside circle strategy such as :

1. This technique can make the students get different information at the same time on the material being taught.
2. These techniques can make students easier and fun in learning English.

3. This technique can make the students improve vocabulary and also to review the vocabulary terms.
4. This strategy can help the teacher to measure student's ability in speaking and listening in one time.

B. Conceptual Framework

In this case, speaking is one of the important skill which must be mastered by everyone. In here, the students need a good strategy to increase their speaking by using inside outside strategy. Inside outside strategy is a technique which can give chance to all students to share information at the same time with different partner in a short time and structured way. Inside outside is one of strategies in cooperative learning which can be used to help the student interested in speaking and increase their confidence to speak in front of public. Cooperative learning can make students be more active, it can make students work together to accomplish shared learning goals and to minimize their own and their group achievement.

C. Hypothesis Research

Based on the problem of the study, the hypothesis was formulated as the following:

Ha : There is significant effect when the students are taught by using the Inside-Outside Circle Strategy.

Ho : There is no significant effect when the students are taught by using the Inside-Outside Circle Strategy.

CHAPTER III

RESEARCH METHOD

A. Location

The research was conducted at SMP Swasta Brigjend Katamso II on Jl. Marelan Raya, No. 19 pasar III Kec. Rengas Pulau, it was conducted at the 8th grade students of second semester at 2016/2017 academic year. This school was chosen because the researcher found some problem about students speaking, and teaching speaking by using Inside-Outside circle strategy has not been conducted in teaching speaking of this school.

B. Population and Sample

1. Population

The population of this research were taken from 8th grade students of SMP Swasta Brigjend Katamso, academic year 2016/2017, which consisted of two classes, they were VIII-1 consisted of 40 students, VIII-2 consisted of 40 students, so total of the population were 80 students.

Table 3.1
The Population

No.	Class	Population
1	VIII-1	40
2	VIII-2	40
Total		80

2. Sample

The sample of this research was 80 (eighty) students which consisted of two classes. Each class was consisted 40 students. However, if they are more than 100 they were taken out 10-25%, 20-25%”. Based on this theory the researcher took all the population as the sample.

**Table 3.2
The Sample**

No	Classes	Population	Sample
1	VIII-1	40	40
2	VIII-2	40	40
	Total	80	80

C. Research Design

This research was conducted by experimental research. In this research, there were two groups which are experimental group and control group. The experimental group which consisted 40 students used the Inside-Outside Circle Strategy and control group which consisted 40 students used the conventional method. The details showed in the tables as below:

**Table 3.3
The Research Design**

Group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Inside-Outside Circle Strategy	✓
Control (Y)	✓	Grammar Translation Method	✓

D. Instrument of Collecting Data

The instrument of this research was collected by using an oral test about asking direct questions of the experiences, where the students asked and answered about their best holiday. The students were inside circle will be asked the students of outside circle, and then the students were outside circle answered the question and then the students of outside circle asked the students of inside circle. Finally the teacher interviewed the student one by one based on the questions that had given before.

E. Technique of Collecting Data

In this research, before the data analyzed so, the data were collected by following procedures as follows:

1. Collecting the data from score experimental and control group
2. Identifying the score of experimental and control group
3. Analyzing the score by using formulas
4. Comparing the score of experimental and control group by using t-test
5. Testing the hypothesis
6. Finding and drawing the conclusion

F. Technique of Analyzing Data

In analyzing the data, the result of the data were analyzed by using statical procedure which of consisted of mean, standart deviation (SD) and dependent t-test. The mean will be use to find out the average of the sample. To find the mean, Ary (2010:109)

1. Mean

$$\bar{X} \equiv \frac{\sum X}{N}$$

Where :

\bar{X} = mean

Σ = sum of

X = raw score

N = number of cases

To measure the students score, the researcher will use standard deviation formula as follows:

2. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

S_D = standard deviation

D = differences between with t-test and post-test

N = number of pairs

3. Dependent Sample T-test

In dependent t-test used to measure the score of experimental and control group

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

where :

t = t- ratio

\bar{D} = average difference

$\sum D^2$ = different score pre test and post test

$(\sum D)^2$ = difference score experimental and control group

N = number of students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were derived the result of oral test on students' achievement in speaking skill. The data were devided into two groups, namely experimental group and control group. Both groups were given the same test on oral test in speaking form in the pre test and post test. Hence, the researcher got the students' scores as the data and it was presented in the table below.

Table 4. 1
The Students' Score in Experimental Group

No.	Student's Initial Names	The Scores	
		Pre-Test	Post-Test
1.	AM	60	80
2.	AP	50	80
3.	AN	40	80
4.	AP	55	85
5.	AR	50	80
6.	AZ	60	85
7.	AR	75	90
8.	DA	40	80
9.	ES	50	85
10.	GR	55	90
11.	HA	65	95
12.	HN	45	70
13.	IL	50	80
14.	JA	55	85
15.	IR	50	80
16.	KW	65	90
17.	MM	60	80
18.	MT	80	95
19.	MA	70	90
20.	MA	65	90
21.	MA	60	80
22.	MA	50	80
23.	MF	70	95
25.	MR	50	85

26.	MW	50	85
27.	MZ	30	60
28.	NI	50	80
29.	NA	60	95
30.	PA	70	95
31.	RA	80	95
32.	RD	65	90
33.	RS	60	85
34.	RA	65	80
35.	RW	75	90
36.	SA	55	80
37.	ST	50	85
38.	TR	50	80
39.	TD	80	95
40.	VN	50	80
Σx		2310	3385
\bar{x}		57.75	84.62

From the table 4.1 the total score of students in experimental group was 2310 and the number of students who took the test were 40 students. So students mean was $\bar{X} = \frac{\Sigma x}{N}$

$$\bar{X} = \frac{2310}{40} = 57.75$$

So, the students mean in pre-test was 57.75. Meanwhile, the total score in post-test was 3385 with 40 students. The students mean in post-test was $\bar{X} = \frac{\Sigma x}{N}$

$$\bar{X} = \frac{3385}{40} = 84.62$$

It concluded that the mean score in post-test was higher than pre-test in experimental group, namely 84.62. For make it clear, it can be seen chart 1 below:

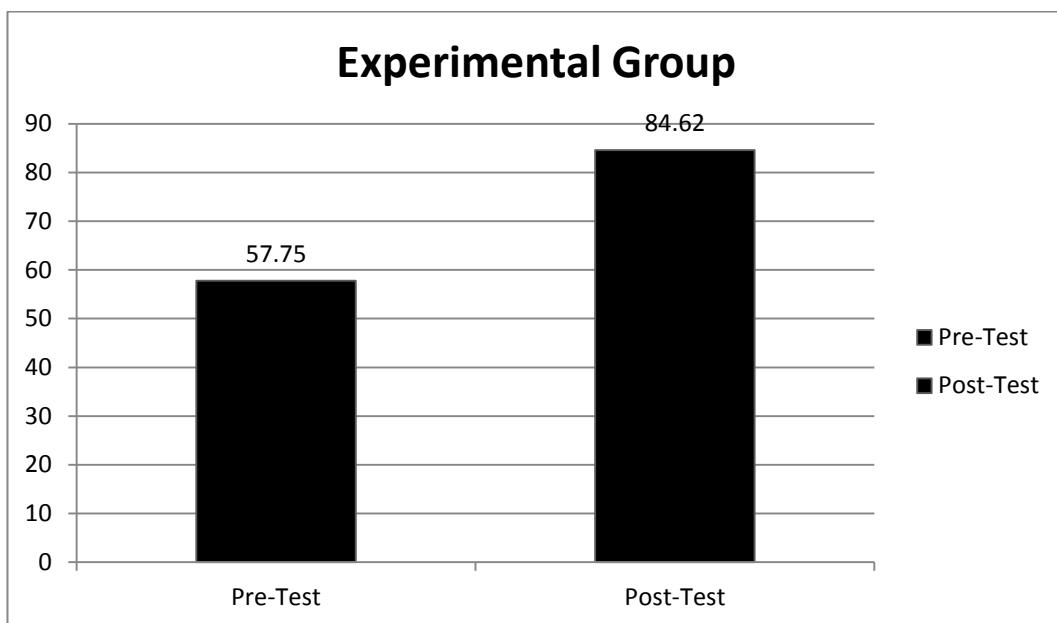


Chart 1 : The result of students' score in Experimental Group

**Table 4. 2
The Students' Score in Control Group**

No.	Student's Initial Names	The Score	
		Pre-Test	Post-Test
1.	AW	40	60
2.	AS	40	50
3.	AW	40	60
4.	AD	30	60
5.	AH	35	65
6.	BA	70	75
7.	DR	65	80
8.	DP	80	90
9.	DS	65	70
10.	DP	60	75
11.	DS	65	70
12.	ED	75	85
13.	FS	50	60
14.	GN	60	60
15.	HA	65	76
16.	IC	65	70
17.	IP	70	70
18.	JG	60	65
19.	KN	80	85
20.	KP	50	60
21.	KS	50	65
22.	KN	65	65

23.	LS	80	90
24.	MP	65	75
25.	MO	75	85
26.	MA	50	60
27.	MH	50	60
28.	MW	55	65
29.	NS	40	65
30.	PG	40	65
31.	PN	80	80
32.	RH	55	65
33.	RA	65	65
34.	RC	55	70
35.	RD	50	70
36.	SN	65	65
37.	SV	65	70
38.	SH	75	75
39.	VZ	80	95
40.	YA	40	50
Σx		2365	2786
\bar{x}		59.12	69.65

From the table 4.2 the total score of students in control group was 2365 and the number of students who took in the test was 40 students. So students mean

$$\text{was } \bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2365}{40} = 59.12$$

So, the mean in pre-test was 59. 12. Meanwhile, the total score in post-test was 3385 with 40 students. The mean in post-test was $\bar{X} = \frac{\Sigma x}{N}$

$$\bar{X} = \frac{2786}{40} = 69.65$$

It is concluded that the mean score in post-test was higher than pre-test in control group, namely 69.65. However, experimental group was higher than control group with the mean score was 84.62. For make it clear, it can be seen chart 1 below:

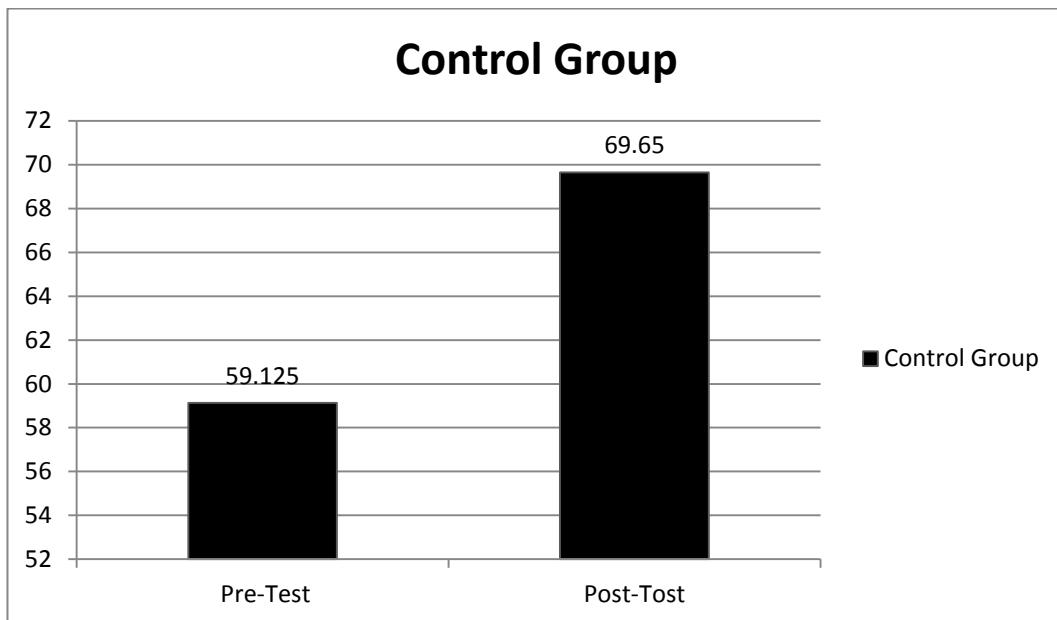


Chart 2 : The result result of students' score in Control Group

B. Data Analysis

The data were collected by asking the students about their holiday in speaking form as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The researcher calculated into formulas to find out the Mean, standard deviation and t-test.

1. Analyzing the Data by Using T-Test Formula

After the researcher assessed the students' scores, then they were calculated into formulas to find out the Mean. The standard Deviation and t-test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables 4.3.

Table 4. 3
The Result of Students' score in Experimental Group

No.	Student's Initial Names	The Score		D	D^2
		Pre-Test	Post-Test		
1.	AM	60	80	20	400
2.	AP	50	80	30	900
3.	AN	40	80	40	1600
4.	AP	55	85	30	900
5.	AR	50	80	30	900
6.	AZ	60	85	25	625
7.	AR	75	90	15	225
8.	DA	40	80	40	1600
9.	ES	50	85	35	1225
10.	GR	55	90	35	1225
11.	HA	65	95	30	900
12.	HN	45	70	25	625
13.	IL	50	80	30	900
14.	JA	55	85	30	900
15.	IR	50	80	30	900
16.	KW	65	90	25	625
17.	MM	60	80	20	400
18.	MT	80	95	15	225
19.	MA	70	90	20	400
20.	MA	65	90	25	625
21.	MA	60	80	20	400
22.	MA	50	80	30	900
23.	MF	70	95	25	625
24.	MR	50	80	30	900
25.	MW	50	85	35	1225
26.	MZ	50	85	35	1225
27.	NI	30	60	30	900
28.	NA	50	80	30	900
29.	PA	60	95	35	1225
30.	RA	70	95	25	625
31.	RD	80	95	15	225
32.	RS	65	90	25	625
33.	RA	60	85	25	625
34.	RW	65	80	15	225
35.	SA	75	90	15	225
36.	ST	55	80	25	625
37.	AM	50	85	35	1225

38	TR	50	80	30	900
39.	TD	80	95	15	225
40.	VN	50	80	30	900
	Σx	2310	3385	1075	30825
	\bar{x}	57.75	84.62	26.87	770.62

From the table 4.3, the result of students' scores in experimental groups, the total mean scores in differences between post-test and pre-test was 26.87. The data showed that there was a significant improvement on students' achievement in speaking skill marked after they received treatments by using Inside-Outside circle strategy. To know the differences between pre-test and post-test can be seen by using this formula below:

$$SD = \sqrt{\frac{\sum D^2 - (\sum D)^2}{n}}$$

$$SD = \sqrt{\frac{30825 - \frac{(1075)^2}{40}}{40 - 1}}$$

$$SD = \sqrt{\frac{30825 - \frac{1155625}{40}}{39}}$$

$$SD = \sqrt{\frac{30825 - 28890.625}{39}}$$

$$SD = \sqrt{\frac{1934.38}{39}}$$

$$SD = \sqrt{49.59}$$

$$SD = 7.04$$

From the explanation above, the result of standard deviation in experimental group was 7.04. To get the t-test score of Experimental Group, the researcher used T- test formula below:

$$T = \Delta \sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{26.87}{\sqrt{\frac{30825 - \frac{(1075)^2}{40}}{40(40-1)}}}$$

$$T = \frac{26.87}{\sqrt{\frac{30825 - \frac{1155625}{40}}{40(39)}}}$$

$$T = \frac{26.87}{\sqrt{\frac{30825 - 28890.625}{1560}}}$$

$$T = \frac{26.87}{\sqrt{1.23}}$$

$$T = \frac{26.87}{1.10}$$

$$T = 24.42$$

From the explanation above the result of t-test in experimental group was 24.42. To know the standard deviation and T-test in control group can be seen in table 4.4.

Table 4. 4
The Result of Students' score in Control Group

No.	Student' Initial Names	The Score		D	D^2
		Pre-Test	Post-Test		
1.	AW	40	60	20	400
2.	AS	40	50	10	100
3.	AW	40	60	20	400
4.	AD	30	60	30	900
5.	AH	35	65	30	900
6.	BA	70	75	5	25
7.	DR	65	80	15	225
8.	DP	80	90	10	100
9.	DS	65	70	5	25
10.	DP	60	75	15	225
11.	DS	65	70	5	25
12.	ED	75	85	10	100
13.	FS	50	60	10	100
14.	GN	60	60	0	0
15.	HA	65	76	11	121
16.	IC	65	70	5	25
17.	IP	70	70	0	0
18.	JG	60	65	5	25
19.	KN	80	85	5	25
20.	KP	50	60	10	100
21.	KS	50	65	15	225
22.	KN	65	65	0	0
23.	LS	80	90	10	100
24.	MP	65	75	10	100
25.	MO	75	85	10	100
26.	MA	50	60	10	100
27.	MH	50	60	10	100
28.	MW	55	65	10	100
29.	NS	40	65	25	625
30.	PG	40	65	25	625
31.	PN	80	80	0	0
32.	RH	55	65	10	100
33.	RA	65	65	0	0
34.	RC	55	70	15	225
35.	RD	50	70	20	400
36.	SN	65	65	0	0
37.	SV	65	70	5	25

38.	SH	75	75	0	0
39.	VN	80	95	15	225
40.	YA	40	50	10	100
	Σx	2365	2786	421	6971
	\bar{x}	59.12	69.65	10.52	174.27

From the table 4.4, the result of students' scores in control group, the total mean scores in differences between post-test and pre-test was 10.52. The data showed that there was no improvement on students' achievement in speaking skill by using conventional method. To know the differences between pre-test and post-test can be seen by using this formula below:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$SD = \sqrt{\frac{6971 - \frac{(421)^2}{40}}{40-1}}$$

$$SD = \sqrt{\frac{6971 - \frac{177241}{40}}{39}}$$

$$SD = \sqrt{\frac{6971 - 4431.02}{39}}$$

$$SD = \sqrt{\frac{2539.98}{39}}$$

$$SD = \sqrt{65.12}$$

SD = 8.07

From the explanation above, the result of standard deviation in experimental group was 8.07. To get the t-test score of Control Group, the researcher used t-test formula below:

$$T = \Delta \sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{10.52}{\sqrt{\frac{6971 - \frac{(421)^2}{40}}{40(40-1)}}}$$

$$T = \frac{10.52}{\sqrt{\frac{6971 - \frac{177241}{40}}{40(39)}}}$$

$$T = \frac{10.52}{\sqrt{\frac{6971 - 4431.02}{1560}}}$$

$$T = \frac{10.52}{\sqrt{1.62}}$$

$$T = \frac{10.52}{1.27}$$

T= 8.28

The explanation above clearly shows the result of the research in both the experimental and the control group. It is concluded that students' achievement in experimental group perform a very good improvement on speaking skill after teaching using Inside-Outside circle strategy during the research. Therefore, the students' score in Experimental Group who were taught by Inside-Outside circle strategy more increase significantly than in Control Group.

2. Testing the Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1= 80-1 = 79$ is 2.00 and (df) $\rightarrow 80-1= 79-1 = 78$ is 2.00. T-test in the Experiment Group was 24.42 and the t-table is 2.00. It means that the t-test value was higher than the t-table ($24.42 > 2.00$) and T-test hypothesis was accepted (H_a). Therefore, it concluded that Inside-Outside circle strategy can improve students' achievement in speaking skill.

C. The Finding

From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking recount text in experimental group by using Inside-Outside circle strategy was more effective than teaching speaking recount text using Grammar Translation Method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 24.42. It showed the result of t-test was higher than t-table ($24.42 > 2.00$). It means that the using of Inside-Outside circle strategy significantly affects students' ability in speaking recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the experiment by applying Inside-Outside circle strategy in teaching speaking of recount text, it was found that the students' achievement in speaking improved significantly. The t-test was applied in order to know whether the difference between the pre-test and post-test mean was significant or not. The result of computation in the Experimental Group was 24.42, while the critical value of 0.05 significant level was 2.00. The conclusion from the data analysis is the value of t-test (24.42) was higher than the t-table (2.00). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Inside-Outside circle strategy significantly affects on students' achievement in speaking skill especially in recount text.

B. Suggestions

Based on the data which have been confronted in this research, there are some suggestions that should be noticed, they are:

1. For the researchers : This research can contribute the researchers to help to find out the better method for teaching speaking and get more information from this research
2. For the students : The result of this study is suggested to apply the inside – outside circle strategy to increase the students's achievement in speaking English.

3. For the teachers : The use of inside – outside circle strategy in speaking English can help the students to enjoy and to improve their ability in speaking English in front of the class.

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CURRICULUM VITAE

PERSONAL DETAIL

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EDUCATIONAL BACKGROUND

A. Formal Education

1. 2000 – 2006 : Elementary School at SD Negeri 0664009 Medan
2. 2006 – 2009 : Junior High School at SMP Negeri 20 Medan
3. 2010 – 2013 : Senior High School at SMA Sinar Husni

B. Informal Education

1. 2004-2006 : English course at Anada Pertiwi
2. 2006 – 201 : English course at YPPH Medan

Sincerely your

Dhian Maulidya

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENTAL GROUP (RPP)

SMP/MTS	: .SMP BRIGJEND KATAMSO II
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Aspek/Skill	: Speaking (berbicara)
Jenis Teks	: Recount
Alokasi Waktu	: 2 x 40 menit

1. Standart Kompetensi

Speaking

1.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

1.2 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

2. Kompetensi Dasar

2.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak

tutur : meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu

2.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahsa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima daan menolak ajakan menetuju, memuji, dan membeberi selamat.

2.3 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.4 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

3. Indikator:

3.1 Menggunakan dan mempraktikan tentang pengalaman pribadi siswa

3.2 Merespon dan mempraktikan tentang pengalaman pribadi siswa

3.3 Mengidentifikasi berbagai macam ekspresi untuk pengalaman siswa

4. Tujuan Pembelajaran :

Pada akhir pertemuan :

4.1 Menggunakan dan mempraktikan tentang pengalaman pribadi siswa

4.2 Merespon dan mempraktikan tentang pengalaman pribadi siswa

4.3 Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

5. Nilai Karakter

Menghargai pendapat orang lain, bertanggung jawab, dan mandiri

6. Materi Pembelajaran : Berbicara

1. Dialog percakapan tentang Recount
2. Dialog yang langsung

7. Metode Pembelajaran: Inside-Outside Circle Strategy

8. Kegiatan Pembelajaran :

A. Kegiatan Pendahuluan

Apersepsi :

1. Mengucapkan salam ketika memasuki kelas dan berdoa bersama
2. Guru mengabsen kehadiran siswa
3. Guru memperkenalkan topik pembelajaran dengan mengaitkan materi yang akan dipelajari
4. Guru menjelaskan secara singkat tujuan pembelajaran

B. Kegiatan Inti

Eksplorasi :

➤ Orientasi : guru bertanya kepada siswa :

- Have you ever gone with your family?
- Where do you usually go with your family?

Lalu guru memberikan motivasi sebelum melakukan pembelajaran.

Elaborasi :

Aktivitas 1

1. Guru membagikan Hand Out yang berisikan materi tentang recount
2. Guru menjelaskan tentang recount
3. Siswa mendengarkan teks ungkapan recount
4. Guru meminta siswa untuk menjawab pertanyaan secara lisan berdasarkan ungkapan yang dibacakan dilakukan individu

Konfirmasi :

1. Guru menjelaskan teknik Inside-Outside Circle sebelum melakukan diskusi
2. Guru memberikan topik-topik yang akan siswa diskusikan
3. Guru membagi siswa menjadi 2 kelompok yaitu kelompok inside dan kelompok outside
4. Siswa melakukan speaking dengan partner sesuai strategi inside dan outside circle berdasarkan topik yang diberikan guru, dan guru mengawasi jalannya percakapan mereka.
5. Guru melakukan evaluasi speaking siswa sesuai topik yang diberikan

C. Kegiatan Penutup

Dalam kegiatan penutup :

1. Membuat kesimpulan/ringkasan dari pembelajaran
2. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
3. Memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Merencanakan rencana pembelajaran pada pertemuan berikutnya

D. Alat dan bahan :

1. Hand out

E. Penilaian Hasil Pembelajaran

Teknik : lisan, tulis, dan penilaian diri

Bentuk : daftar pertanyaan, dokumen pekerjaan dan lembar penilaian diri

F. Penskoran

Bentuk Instrument	Sangat Bagus (Very Good)	Bagus (Good)	Lumayan (Fair)	Tak Memuaskan (Unsatisfactory)
Vocabulary	25	15	10	5
Comprehension	25	15	10	5
Pronunciation	25	15	10	5
Fluency	25	15	10	5
Grammar	25	15	10	5

Jumlah skor maksimal keseluruhan :10

Nilai : jumlah benar \times 2 / 3

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN CONTROL GROUP (RPP)

SMP/MTS	: .SMP SWASTA BRIGJEND KATAMSO II
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Aspek/Skill	: Speaking (berbicara)
Jenis Teks	: Recount
Alokasi Waktu	: 2 x 40 menit

5. Standart Kompetensi

Speaking

5.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

5.2 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

6. Kompetensi Dasar

6.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta,

memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu

6.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahsa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak turut: mengundang, menerima daan menolak ajakan menetuju, memuji, dan membeberi selamat.

6.3 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahsa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

6.4 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahsa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

7. Indikator:

7.1 Menggunakan dan mempraktikan tentang pengalaman pribadi siswa

7.2 Merespon dan mempraktikan tentang pengalaman pribadi siswa

7.3 Mengidentifikasi berbagai macam ekspresi untuk pengalaman siswa

8. Tujuan Pembelajaran :

Pada akhir pertemuan :

8.1 Menggunakan dan mempraktikan tentang pengalaman pribadi siswa

8.2 Merespon dan mempraktikan tentang pengalaman pribadi siswa

8.3 Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

9. Nilai Karakter

Menghargai pendapat orang lain, bertanggung jawab, dan mandiri

10. Materi Pembelajaran : Berbicara

3. Dialog percakapan tentang Recount
4. Dialog yang langsung

11. Metode Pembelajaran: a. Diskusi kelompok

b. Dialog

12. Kegiatan Pembelajaran :

G. Kegiatan Pendahuluan

Apersepsi :

5. Mengucapkan salam ketika memasuki kelas dan berdoa bersama
6. Guru mengabsen kehadiran siswa
7. Guru memperkenalkan topik pembelajaran dengan mengaitkan materi yang akan dipelajari
8. Guru menjelaskan secara singkat tujuan pembelajaran

H. Kegiatan Inti

Eksplorasi :

- Orientasi : guru bertanya kepada siswa :
- Have you ever gone with your family?
 - Where do you usually go with your family?

Lalu guru memberikan motivasi sebelum melakukan pembelajaran.

Elaborasi :

Aktivitas 1

5. Guru membagikan Hand Out yang berisikan materi tentang recount
6. Guru menjelaskan tentang recount
7. Siswa mendengarkan teks ungkapan recount
8. Guru meminta siswa untuk menjawab pertanyaan secara lisan berdasarkan ungkapan yang dibacakan dilakukan individu

Konfirmasi :

6. Siswa membacakan teks ungkapan didepan kelas secara bergantian
7. Guru menulis beberapa pertanyaan tentang recount
8. Guru meminta siswa secara individu maju kedepan kelas untuk menjawab pertanyaan yang diberikan guru sebelumnya dengan secara oral di depan kelas

I. Kegiatan Penutup

Dalam kegiatan penutup :

5. Membuat kesimpulan/ringkasan dari pembelajaran
6. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
7. Memberikan umpan balik terhadap proses dan hasil pembelajaran
8. Merencanakan rencana pembelajaran pada pertemuan berikutnya

J. **Alat dan bahan** :

2. Hand out

K. Penilaian Hasil Pembelajaran

Teknik : lisan, tulis, dan penilaian diri

Bentuk : daftar pertanyaan, dokumen pekerjaan dan lembar penilaian diri

L. Penskoran

Bentuk Instrument	Sangat Bagus (Very Good)	Bagus (Good)	Lumayan (Fair)	Tak Memuaskan (Unsatisfactory)
Vocabulary	25	15	10	5
Comprehension	25	15	10	5
Pronunciation	25	15	10	5
Fluency	25	15	10	5
Grammar	25	15	10	5

Jumlah skor maksimal keseluruhan :100

APPENDIX III

Pre test and Post test

- 1. Have you ever gone holiday?**
- 2. Where did you spend your holiday?**
- 3. Whom did you go with?**
- 4. When did you go there?**
- 5. What were the best experiences in there?**

APPENDIX IV

The Assessment in Speaking Skill

Based on the criteria of measurements which involving five indicators of speaking. According to Brown (2007:406-407) in scoring the students' speaking English ability, there are five components to evaluate speaking achievement namely vocabulary, comprehensions, pronunciations fluency and grammar

Table 3.4.

The Five Components to Evaluate Speaking English Ability

a. Vocabulary (20)

LEVEL	EXPLANATION
16-20	Very Good : rarely has trouble
11-15	Good : sometimes uses inappropriate term about language
6-10	Fair : frequent uses wrong words speech limited to simple vocabulary
1-5	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult

b. Comprehensions

LEVEL	EXPLANATION
16-20	Very Good : few noticeable errors
11-15	Good : occasionally grammatical errors

	which do not obscure by grammatical errors
6-10	Fair : error of the basic structure meaning occasionally obscure by grammatical error
1-5	Unsatisfactory : usage definitely, unsatisfactory, frequently needs to rephrase constructions or restrict himself to basic structure

c. Pronunciatios (20)

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : few noticeable errors
6-10	Fair : error of the basic pronunciations
1-5	Unsatisfactory : hard to understand because of sound, accent, pitch, difficulties and incomprehensible

d. Fluency

LEVEL	EXPLANATION
16-20	Very Good : understandable
11-15	Good : speech is generally natural

6-10	Fair : some definite stumbling but marriage to rephrase and continue
1-5	Unsatisfactory : speed of speech and length of the utterances, are far below normal, long pattern, utterances left unfinished

e. Grammar (20)

LEVEL	EXPLENATION
16-20	Very Good : errors in grammar quite none
11-15	Good : control of grammar is good
6-10	Fair : constructions quite accurately but does not have thought or confident control of grammar
1-5	Unsatisfactory : error in grammar frequent to speak language