THE EFFECTIVENES OF INSIDE-OUTSIDE CIRCLE STRATEGY TOWARD STUDENTS’ SPEAKING ABILITY

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DOI: https://doi.org/10.22202/tus.2017.v3i2.2624

Abstract

Kata Kunci: Kemampuan Berbicara, Peningkatan, Strategi Inside-Outside Circle

INTRODUCTION

Speaking is used for communication and to convey meaning from the speaker to the hearer. By speaking, we can share, get ideas, and information with others. According to Cameron (2001:40) speaking is the active use of language to express meaning so that other people can make sense of it. It means that speaking is a part of the language that is used to communicate with the other. In English speaking class, students must be able to interact and communicate each other by using English. If the students do not have ability to speak English, they will get difficulties to express their ideas in classroom activities. Therefore, students must have ability in speaking in order to be able to express their ideas and opinions to
someone and take part in classroom. So, the teacher need to be creative to make speaking English on daily activities in classroom becomes easy for the students.

Based on the researcher pre-observation October 24th, 2016 in MTsS Daarul Ulum Yapa Kombang Baru Tapus East Pasaman, researcher observed the strategy that used by teacher in teaching speaking. It is found that the strategy used by teacher is group work strategy. Group work strategy is the strategy which asks the students to cooperate with their peer in learning activity. In this strategy all of the member group should share their idea to other. Based on the result of observation, it is found that the students who are active in the class has good speaking ability, but the students who had less speaking ability just silent. So, it can be concluded that teacher’s strategy less effective in teaching speaking.

Furthermore, the researcher also found some problems that students have in learning speaking. First, the students’ pronunciations are not good. It can be seen when the students express the word, it is very difficult to be understood. Second, students had lack of vocabulary, so the students could not communicate well in delivering their idea or opinion because they did not know many words that they want to say. Third, frequently grammatical error, when the students make conversation they frequently make error of grammar. So, the meaning of the message that they what to express become absurd.

Based on the explanation above, it can be concluded that there were some problems in teaching speaking at MTsS Daarul Ulum Yapa Kombang Baru Tapus East Pasaman. As solution to solve this problem, there are some strategies which can be applied by teachers to improve students speaking ability. The strategies are Community circle strategy, Stand and share strategy, and inside/outside circle strategy.

In this research the researcher chooses inside-outside circle strategy toward students’ speaking ability at class VIII MTsS Daarul Ulum Yapa Kombang Baru Tapus East Pasaman. Inside – outside circle strategy is the strategy that divides students into two circles (inside circle and outside circle). In this strategy students in both circle sharing ideas or information with their pair. As a result by applying inside – outside circle strategy it can make the students be active in learning
speaking, and then it can give opportunity for the students to improve their speaking.

Speaking is one skill that is very useful for students. Through speaking they can communicate, share, and get ideas and information with others. There are some experts that give definitions about speaking. According Richard and Renandya (2002:210) speaking is one of the central elements of communication. Based on the definition above, it can be said that speaking is very important. Fluent on speaking will result a better communication, in otherwise less on speaking also will result poor communication. So, the people must show their best speaking to make a good communication. Furthermore, Nunan (2003:48) states that speaking is the productive aural/oral skill and it consist producing systematic verbal utterance to deliver meaning. It means speaking is important skill. Someone should have several skills to make listener understand what they talking about. In addition, Kayi (2006:1) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. On the definition above, it can be said that speaking is not same anymore; the people will speak in variation of conditions which agree with their purposes in speaking.

Inside-Outside Circle is one of strategies that can be used by the teacher to teach the students in teaching speaking. In this strategy the teacher will teaches the students to discuss and share information and ideas to their classmates in directly. Kagan in Erwin (2004:79) explains inside outside circle strategy is the strategy that can be used in a variety of ways in almost any classroom. The only requirement is enough space. It means that this strategy is extremely flexible pair’s structure and can be used in a variety of ways in almost any classroom. Then, Kruse (2009:44) states that inside-outside circle strategy is a sharing a process. Students recall and make sense of information while working with a variety of partners. It can be said, in this strategy the students should have partners to share the information that they have to their partners with spoken in classroom. Next, Harris (2011:93) states that inside – outside circle strategy is a strategy that serves students a quick and fanny way to share or expand their ideas with other
students in the classroom. In addition to physical movement, students are given the opportunity to listen to other students, provide feedback, and answer questions. It means that inside – outside circle strategy is an enjoy way for the students to tell their ideas by using physical movement and they are opportunity to listen, comment and answer the questions. Last, Walton (2011:41) notes that inside-outside circle is actually a great way to conduct a review in any subject. Based on the definition above, it can be said that the teacher can use this strategy to explore the students’ ideas and then the students will be easy to understand about the topic of discussion.

Inside-Outside Circle Strategy has several procedures; these procedures can be followed by the teacher who wants to apply this strategy in his or her classroom. According to Bennet (2001), there are five procedures of inside - outside circle strategy, they are as follows: first, decide which students will be in each circle (inside and outside). Next, put a question or statement on the board. Then, give the students at least two minute to think on their own (“think time”). And then, ask students in the inside circle to share their response with the classmate facing them in the outside circle, and then students in outside circle share their response with the classmate facing them in the inside circle also. And the last, the outside circle move one step to the left or right and discuss the same question with the new partner.

Moreover, Erwin (2004:79-80) states that there are some steps in inside – outside circle strategy, they are: fist, have the students count off by twos. Second, direct the “ones” to stand in a circle. Third, once they have arranged themselves in a circle, ask them to turn around so they are facing out. Fourth, direct the “twos” to face the “ones” creating an outer circle. Fifth, give the students a direction such as, “shake hands with the person you are facing and say “good morning”. Sixth, give the students a question or problem to discuss and time parameter. Seventh, after the time limit is up, direct them to shake hands again and to say, “nice talking to you”. Eight, direct one of the circles to move to the right or left by certain number of people. Ninth, either give them the same questions or problem, or ask them to discuss something different. And the last, repeat steps 5-0 as
needed. Likewise, Kruse (2009: 44) explains that there are some steps of inside-outside circle strategy are: first, Students stand or sit in two concentric circles. Next, the teacher asks a question or announces a topic or issue. Then, on the teacher’s instruction, students in one of the circle move one position to the right. The last, the process is repeated several times, as the teacher changes which students move, which students answer the question, and even the number and direction of place moved each time.

Additionally, the researcher will use procedure inside – outside strategy by Bennet. It is caused Bennets gives a concrete implementation how to apply inside – outside circle strategy in teaching Speaking. Then, those procedures are easy to be applied and understood by the teacher and the students. The benefits of the strategy should be considered by the teachers in applying the strategy, because strategies are important thing in teaching learning. According to Bennet (2001), there are five benefits of inside outside circle strategy, are: first, when students have appropriate “think time”, the quality of their response improves. Second, students are actively engaged in thinking with different questions and different partners. Third, the activity encourages community building among students while incorporating movement and interaction. Fourth, many students find it safer or easier to enter into a discussion with another classmate rather than with a large group. Fifth, no specific materials are needed for the strategy, so it can be easily incorporated into lessons. It means that the student’s quality response is improved, because the teacher gives think time for them to find the answer from the question. Next, students more actively in thinking, because each change the partner the question is change too. Then, this activity can build the student community when incorporating movement and interaction. After that, the students more easily are doing a discussion with other classmate. And the last, this strategy not has specific material or topic, so the teacher can be easily incorporated into lessons.

Moreover, Kruse (2009:44) states that there are two benefits of inside outside circle strategy, that is: first, hear multiple perspectives, so their thinking can be enriched. It means that the students thinking can be enticed of improving if
they listen actively their friend when give a response. Second, discuss in pairs, so half of the class is speaking and half the class actively listening at a time all students are engaged in the classroom activity. It can be said that discuss in pairs, make all of the students are engaged in the classroom activity, because, half of the class is speaking and half the class actively listening at a time. So all of students are active and their speaking and listening ability will more be improving than before.

In addition, Erwin (2010:24) says that there are five benefits of inside–outside circle strategy, are: can be used as an ice breaker or team builder. The teachers can ask the students some questions like these: their like favorite kind of music, favorite food, favorite movie, etc, as a way to help students discover prior knowledge about a particular topic before holding a large-group discussion, as a drill and practice activity, as a review. Each prompt ask the students to review what they remember about a specific aspect of a lesson, as a listening exercise. The inner circle speaks first for a minute about a topic. Then, the outer circle cannot say anything. After that, one of the outer members summarizes what they heard from their partner. Then, the inner circle gives feedback on how accurate and complete their summary was.

Based on the background of the problem above, the purpose of this research is to find out the effectiveness of inside-outside strategy give significant effect toward students’speaking ability at class VIII MTsS Daarul Ulum Yapa Kombang Baru Tapus in East Pasaman”. The researcher hopes that this would be useful for the teacher, students, and the researcher for several sides. For the teachers, this research can give the teacher information about effectiveness using inside-outside circle strategy in teaching speaking, so the teachers can use alternative solution in teaching speaking and also it can help the teachers to improve the students speaking and make them productive in English classroom. For the students, this research can help the students to improve their ability in speaking. Then, for the researcher it will useful for developing the knowledge of researcher about teaching English, especially about teaching speaking.

METHODS
The design of the research is experimental design. According to Arikunto (2010:9), experimental research is the ways to find the causal relationship between two factors which appear by the researcher by reducing or omitting any distracting factors. The students divide into two classes that is experiment class and control class. The experimental class will be taught by using inside-outside circle Strategy. In control class will be taught by using group work strategy. In this research the researcher collecting the data by giving pre-test and post-test. According to Arikunto (2010:125), the method of the research can be design by using following table:

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>X1</td>
<td>✔</td>
<td>X2</td>
</tr>
<tr>
<td>Control</td>
<td>Y1</td>
<td></td>
<td>Y2</td>
</tr>
</tbody>
</table>

In this case, the population of this research is all of eighth grade students of MTsS Daarul Ulum Yapa Kombang Baru Tapus in 2016/2017 academic year. There are three classes of eight grade of MTsS Daarul Ulum Yapa Kombang Baru Tapus and 70 students as population, the classes are: VIII 1, VIII 2, VIII 3. And In this research researcher just took two classes as sample. Sample is a portion of population that representative the problem value of population. In this research, the sample is taken by using cluster sampling. According to Arikunto (2010:174), sample is the representative part of the population. In selecting the sample, researcher takes the student’s mid test score from English teacher of the classes. After that, researcher finds the normality and homogeneity data of each class by using Software Minitab. In normality test, the researcher compares between p-value with 0,05 as standard of normality. If the p-value> 0,05, the sample is normal. Other way, if p-value < 0,05, the sample is not normal. Meanwhile, in homogeneity test the researcher compares between p-value with 0,05 as standard of homogeneity. Like in normality test, if the p-value is bigger than 0,05; sample are homogeny. Opposite, if the p-value is less than 0,05; sample are not homogeny. In this research, researcher fined that all of classes have normal and
homogeneity of the data. *P*-value of class VIII\(^1\) (0.134), *P*-value class VIII\(^2\) (0.188), and *P*-value class VIII\(^3\) (0.174). So, in this research the researcher choose two class, that is class VIII\(^2\) as experimental class and class VIII\(^3\) as control class.

The data of this research was collected by giving speaking test. The data of the speaking in this research is student’s score in pre-test and post-test. The data were collected thorough the following step: First, the researcher gives both groups (experimental and control group) were asks to speak certain expression based on one of the topic from syllabus that they have studied. Second, the researcher evaluates their pronunciation, grammar, vocabulary, fluency and comprehension for each expression. Third the researcher put the score for the speaking aspect: grammar, vocabulary, fluency comprehension and pronunciation. It can be seen at following scoring rubric from brown (2004:157).

The researcher used t-test to test the hypothes, is accepted or not. It is proved by using *t*-test formula from Gay and Airasian (2000:485) as follow:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

Where :

- \(t\) = The value of observer
- \(\bar{x}_1\) = Mean score of experiment group
- \(\bar{x}_2\) = Mean score of control group
- \(n_1\) = The number of students of experimental group
- \(n_2\) = The number of students of control group

If the result of *t*-test is bigger than *t*-table, it means that hypothesis research is accepted. However, if the result of *t*-test is less than *t*-table; the hypothesis is rejected. The hypothesis are:

- **H1**: There is possitive effect of inside-outside circle strategy toward students speaking ability.
- **H0**: There is no effect of inside-outside circle strategy toward students speaking ability.
FINDING AND DISCUSSION

Based on the analyzed data above, the researcher found several findings. They were following:

The data was speaking score in pre-test and post-test. The score were given based on the scoring rubric from Brown. The highest score of each component was five and lowest score was one. Then, all the score of the five components were totally counted with formula as follow:

\[ S = \frac{\text{Total score of the students}}{\text{maximum score}} \times 100 \]

To see the effect of inside – outside circle strategy and group work strategy the data was analyzed by using formula from Gay and Airasian. First, the researcher found out mean score of pre-test and post-test of experimental class and control class. Mean score of pre-test for experimental class was 49.83. Meanwhile, the mean score of pre-test for control class was 49.45. The statistical formula can be seen as follow:

Mean score of pre-test experimental class:

\[ \bar{X}_1 = \frac{\Sigma X_1}{n_1} = \frac{1146}{23} = 49.83 \]

Mean score of pre-test control class:

\[ \bar{X}_2 = \frac{\Sigma X_2}{n_2} = \frac{1088}{22} = 49.45 \]

Then, the researcher found out the standard deviation of pre-test for experimental class pre-test 3.9 and pre-test for control class 3.55, to get score of standard deviation, the researcher needed the number of participants in experimental class (n_1 = 23), the sum score of each score that was multiplied of pre-test for experimental class (\(\Sigma X_1^2 = 57436\)), and total score (\(\Sigma x_1 = 1146\)). Number of participants in Control class (n_1 = 22), The sum score of each score that was multiplied of pre-test for control class (\(\Sigma X_2^2 = 54072\)), and total score (\(\Sigma x_2 = 1088\)). The statistical formula can be seen below:

Standard Deviation of Experiment Class

\[ S_1^2 = \frac{n(\Sigma x_1^2)-\Sigma x_1)^2}{n(n-1)} \]
Before the researcher given post-test to the students, the researcher given treatment as follow as; VIII² as experimental class given Inside-Outside Circle Strategy and VIII³ as control class given Group Work Strategy. Beside, the researcher got mean score post-test for experimental class 53.91 and post-test for control class 51.4. The statistical formula can be seen as follow:

Mean Score Post-test for experimental class:

\[ \bar{X}_1 = \frac{\sum X_1}{n_1} = \frac{1240}{23} = 53.91 \]

Mean Score Post-test for control class:

\[ \bar{X}_2 = \frac{\sum X_2}{n_2} = \frac{1132}{22} = 51.4 \]

Moreover, the researcher found out the standard deviation of post-test for experimental class was 3.10 and post-test for control class 4.1 to get score of standard deviation, the researcher needed the number of participants in
experimental class (n₁ = 23), the sum score of each score that was multiplied of post-test for experimental class (Σx₁² = 67064), and total score (Σx₁ = 1240). Number of participants in Control class (n₂ = 22), The sum score of each score that was multiplied of post-test for control class (Σx₂² = 58600), and total score (Σx₂ = 1132). The statistical formula can be seen below:

Standard Deviation Post-test for experimental class:

\[
S₁^2 = \frac{n(Σx₁²) - (Σx₁)^2}{n(n-1)}
\]

\[
= \frac{23(67064) - (1240)^2}{23(23-1)}
\]

\[
= \frac{23(67064) - 1537600}{23(22)}
\]

\[
= \frac{1542472 - 1537600}{506}
\]

\[
= \frac{4872}{506} = 9.62
\]

\[
S₁ = \sqrt{9.62} = 3.10
\]

Standard Deviation Post-test for control class:

\[
S₂^2 = \frac{n(Σx₂²) - (Σx₂)^2}{n(n-1)}
\]

\[
= \frac{22(58600) - (1132)^2}{22(22-1)}
\]

\[
= \frac{22(58600) - 1281424}{22(21)}
\]

\[
= \frac{1289200 - 1281424}{462}
\]

\[
= \frac{7776}{462} = 16.83
\]

\[
S₂ = \sqrt{16.83} = 4.1
\]

Next, the researcher found out the standard deviation of both classes was 3.62, to got the score of standard deviation of both classes, the researcher needed the number of participant in both classes (n₁ + n₂ -2 = 43). The statistical formula can be seen as follow:

Standard Deviation Of Both Class
After getting mean score and standard deviation of the experimental class and control class, the researcher found out the t-test 2.39. The t-calculated formula can be seen as follow:

\[
\begin{align*}
S^2 &= \frac{(n_1-1) s_1^2 + (n_2-1) s_2^2}{n_1+n_2-2} \\
&= \frac{(23-1) (9.62) + (22-1) (16.83)}{23+22-2} \\
&= \frac{22 (9.62) + 21(16.83)}{43} \\
&= \frac{211.64 + 353.43}{43} \\
&= \frac{565.07}{43} \\
&= 13.14 \\
&= \sqrt{13.14} = 3.62
\end{align*}
\]

Based on the analyzed of the data above, it can be seen that mean score of experimental class (53.91) was higher than the mean score of control class (51.4). Moreover, t-calculated (2.39) also was higher than t - table (1.681) at degree of freedom (43 : 0.05) an level of significance is 0.05. Therefore the hypothesis of the researcher was accepted. Finally, it can be conclude that the students who
were taught by using inside-outside circle strategy have better speaking than students who were taught by using group work strategy.

The researcher found that mean score of pre-test in experimental class was 49.83 and control class was 49.45. Whereas, the mean score of post-test for experimental class was taught by Inside-Outside circle strategy was 53.91 and mean score for control class which taught by using group work strategy was 51.4. In brief, there was improvement in experimental class and control class. It can be seen by the mean score pre-test of experimental class and control class with post-test experimental class and control even though class. Thus, inside-outside circle strategy really influential to improve students speaking ability in learning process in the class.

Table 2: mean score of pre-test and post-test in Experiment class

<table>
<thead>
<tr>
<th>Experiment class</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>49.83</td>
</tr>
<tr>
<td>Post-test</td>
<td>53.91</td>
</tr>
</tbody>
</table>

Table 3: mean score of pre-test and post-test in Control class

<table>
<thead>
<tr>
<th>Control class</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>49.45</td>
</tr>
<tr>
<td>Post-test</td>
<td>51.4</td>
</tr>
</tbody>
</table>

The researcher found t-calculated (2.39) was higher than t-table (1.681) and degree of freedom 43.05 and level significant 0.05 it mean that hypothesis (H1) was accepted. It is also found that the inside-outside circle strategy can improve students speaking ability because the mean score of experimental class (53.91) was higher than the mean score of control class (51.4). t-calculated (2.39) was higher than t-table (1,681), so the hypothesis was accepted and there was effect of inside – outside circle strategy on students speaking at MTsS Darul Ulum Yapa Kombang Baru Tapus East Pasaman.

CONCLUSION

Based on the result of the data analysis presented in the previous chapter, it can be seen that inside-Outside circle strategy can improve students’ speaking
ability. It can be proved by the students’ speaking score in pre-test and post-test. Then, from the finding of this research, it can be concluded that teaching speaking by using inside-outside circle strategy gave significant effect toward students’ speaking ability. The result of post-test was analyzed by using t-test formula. The researcher got the value of t-test was 2.39 and the value of t-table was 1.681. It means t-test was higher than t-table, so hypothesis 1 (H1) was accepted. Finally, the researcher concluded that the inside-outside circle strategy can improve student’s speaking ability at MTsS Darul Ulum Yapa Kombang Baru Tapus in Pasaman.

Based on the conclusion above, the researcher has some suggestions since she proved that there was positive effect of using inside – outside circle strategy in students speaking, there are: For English teacher that they need to applied and implemented inside – outside circle strategy in speaking, because this strategy can improve students speaking ability. This strategy can help students to explore their ideas in speaking. For the next researcher who wants to observe it, researcher suggests to observe in different skill or different material.

REFERENCES


