CHAPTER 1

INTRODUCTION

1.1 Background of the study

Speaking is a language skill that demands someone be able to communicate orally in the real life. Making someone able to communicate orally in the real life becomes the reason why speaking is a crucial part of second language teaching and learning. As a result, learning speaking in English as a foreign language is very important to enable learners to interact with other communicatively.

Furthermore, speaking is needed in globalization era. The ability to communicate in a foreign language fluently contributes to the success of learners in school and later in their life. Today most of the companies need employees who can speak English well. Thus, ones who have a good ability in English tend to be easier to find a job. It is higher probability to get opportunities to develop their career.

According to English curriculum especially for speaking skill, the students are expected to be able to communicate in different genres. The students should be able to do monologue and to interact fluently and accurately. In fact, based on the researcher observation and experience, the researcher found that most of the students do not have ability to speak English. When the researcher asks them to speak, most of them are not able to do well. They need much time to think what they are going to say and often fail to say. They look confused to express their ideas and they do not have self confident to speak. Then, when the researcher asks them a question, they do not understand and cannot give response.

Based on the researcher's daily observation and interview with some students at eighth grade students of SMP Widya Sakti Denpasar, it is identified that many of them have unsatisfied speaking ability in English. The problem comes from both teacher and students. Teacher often use Indonesian language while teaching English. They rarely find and apply a technique to attract their students' attention especially in speaking skill. So the ways the teachers apply English material make students feel bored. They tend to give written exercise than oral practicing, because it is influenced with the final examination that given by government. The teacher spends much time to develop reading and writing skills only.

Furthermore, the students have lack of vocabulary and choice of words. The limited vocabularies they have make them hard to speak and express their idea. They have problem in pronunciation and intonation. They are afraid to make mistake in pronouncing words during the communications. They are shy and afraid being laughed by their friends when the teacher corrected their mistake while speaking. They do not have self confident. As the result, they just keep silent.

If the teacher lets these problems continue, it will affect badly not only to the students, but also to the teachers, school, and the achievement of action competence in the competence based curriculum being applied at school. Thus English teachers need to create a condition which students can practice their English without feeling afraid, burdened and embarrassed. Consequently, teachers should have special trick to encourage their students to speak up which in turn to improve their students speaking competence.

It is the reason that motivates the researcher to do the research which relate to teaching strategy in speaking English in such an attractive way in managing classroom activity and interactively. In this case, researcher is interested to choose Inside-Outside Circle as strategy to improve speaking ability of Junior High School students at eighth grade. Inside-Outside Circle is communicative technique and also a kind of game in language teaching speaking skill. Spencer Kagan (6.27: 149) Inside-Outside Circle is one type of cooperative learning. This is a great strategy to facilitate dialogue, build community, and provide for movement and interaction. It is especially helpful for students who need to practice oral language. It provides a way to get students who normally would not talk to interact with others. This strategy will help students explore their knowledge. Here, the researcher invites the students learning speaking by playing game and make them more active and have motivated, because it also can create fun English speaking activities in the classroom. Inside-Outside Circle is a kind of small game that students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.

Therefore, the researcher carries out a classroom action research which entitles "Improving Speaking Skill through Inside-Outside Circle at the Eighth Students of SMP Widya Sakti Denpasar in Academic Year 2015/2016.

1.2 Research Problem

Based on the background of the study above, the students faced some problems with their speaking ability. The lack of interaction in speaking activity and passive class atmosphere become the great factor which influences the students' speaking

skill. There must be a process of changing learning behavior by applying Inside-Outside Circle. Therefore the problem can be formulated as follow: Can Inside-speaking skill of the eighth grade students of SMP Widya Sakti Denpasar in academic year 2015/2016 be improved through Inside-Outside Circle?

1.3 Objective of the study

Based on the research problem above, the objective of this study is to figure out whether or not Inside-Outside Circle can improve speaking skill of the eighth grade students of SMP Widya Sakti Denpasar

1.4 Limitation of the study

In speaking, there are many types of speaking skill that can be learnt by students. When students enjoy following the types of learning, it will be easy to understand and practice. Therefore, limitation of the research is increasing speaking skill by some topic related to 'describing people' of the eighth grade students of SMP Widya Sakti Denpasar in academic year 2015/2016 through Inside-Outside Circle.

1.5 Significance of the study

All researchers expect that the result of scientific studies will be of great theoretical and practical importance to those who concerned with the subject matters. Similarly, the findings of the present study are expected to provide both theoretical as well as practical importance.

Theoretically, the results of the present study are intended to contribute substantial support to the existing similar research findings which have revealed the

important circle talk strategy in terms of improving students' speaking skill. Furthermore, hopefully this study can be used as a reference in conducting the same study to obtain a better result.

Practically, the findings of the present study are intended as valuable informative feedback to the English teacher at the eighth grade students of SMP Widya Sakti Denpasar concerning the degree of their relative failure and success in teaching speaking. The result of this study is meant to give a better understanding in improving the students speaking skill. It is expected that English teachers are able to use appropriate methods or techniques in teaching speaking and other English skill to improve the students' achievement.

1.6 Definition of Key Terms

There are some terms which are defined operationally so as to avoid misunderstanding on the part of the reader. They are as follows:

a. **Speaking**

Speaking skill in this study refers to the ability of the eighth grade students of SMP Widya Sakti Denpasar in academic year 2015/2016 in constructing and performing the oral English short conversation in front of the class in order to communicate with their friends.

b. **Inside-Outside Circle**

Inside-Outside Circle is a teaching strategy in cooperative learning that helps students to share information at the same time with different partners in a short time. In Inside-Outside Circle, students stand in two concentric circles

(inside and outside circle). The inside circle faces out; the outside circle faces in. Furthermore, the teacher gives the situation and students make a short conversation. After making a short conversation, the outside circle moves in appropriate clockwise and does conversation until they meet their partner before.

c. **SMP Widya Sakti Denpasar**

The reason researcher chooses SMP Widya Sakti Denpasar is a state junior high school which is located at Jalan Trenggana No.8 Penatih Denpasar Bali is because the researcher found that most of the students in the class E do not have ability to speak English. When the researcher asks them to speak, most of them are not able to do well. They need much time to think what they are going to say and often fail to say. They look confused to express their ideas and they don't have self confident to speak.
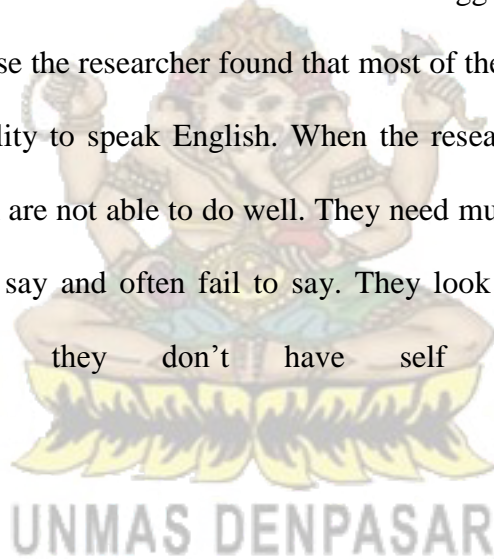
CHAPTER II

THEORITICAL AND EMPERICAL REVIEW

2.1 Theoretical Review

This theoretical review refers the literature based statements that are included in the topic being discussed. In this chapter the researcher gives the clear explaining of the theoretical review. This scientific research can allow the reader to understand foundation of research problem. There are components in this theoretical reviews are based on the problems. They are speaking, Inside-Outside Circle strategy, and speaking assessment.

2.1.1 Speaking skill

Speaking ability is the interactive process of constructing meaning that involves producing and receiving to mention their idea that is received to the utterance. Utterances are simply things people say that of course have information about ideas, event, and experience. People generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Communication as a way that individual can show feelings, tell thoughts, ask questions, argue, persuade, explain something, and give order to each other.

On the other hand, Brown (2007, 14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of

lexicon, structure, and discourse. Poerdarminta (in Islamiyah, 2007, p. 14) states that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Tarigan (in Islamiyah, 2007, p. 14) states that speaking is one of the language skills in oral form to express the speakers' ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words.

Most of the students think that speaking is more difficult than the other English basic skills such as reading, writing, and listening. It is not always as an issue, but what often happens are students feel more anxious related to their oral production skill. As speaking is interrelated skill with other skills, the students are required to develop themselves to master the other components as well. One of the primary benefits of increasing communicative competency skill is the resulting job, education, and the opportunities for travelling; it is always as an asset to be able to communicate with other people.

From the statement above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain that can be learnt by using some teaching-learning techniques. As human beings, especially as social creature people have a need to make meaning of their surroundings. They have a need to express their thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotion. As one of the most difficult skills among the other three skills in English, it becomes new challenges for teachers

to be able to teach and improve speaking skill of students with an effective and innovative teaching technique.

2.1.2 Inside-Outside Circle

Inside-Outside Circle is a strategy which is introduced by Spencer Kagan book (2009:6.27:149). Inside outside is a terrific cooperative learning strategy that really engages English language learners. 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 stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in. Students ask questions to their partner, or they may take turns responding to a teacher questions. Partners switch roles: outside circle students ask, listen, then praise or coach. After each question or set of questions are already answer, students in the outer or inner circle rotate to the next partner. Generally, the ways to apply Inside-Outside Circle in the class are:

a. The students in classroom are divided to some groups into six students in gender.

b. Make a circle by face their partner in front of the class.

c. Every group is given some topic to be chosen for conversation.

d. Students ask questions to their partner, or they may take turns responding to a teacher question.

e. During teaching process as a group, the teacher just as a facilitator and motivator.

f. Every one week or two weeks teacher gives evaluate with personal test or group test to know the increase of students.

g. For the students or groups work that gets high score will be given an appreciation. There are three parts of group work that will be given an appreciation based on the average score; good group, excellent group, awesome group.

In Inside-Outside Circle, group work is the main principal in implementing this technique. The key word of this type is the achievement of students. So the definition of Inside-Outside Circle is the type of cooperative learning that is implemented by using group work and the way to divide every group work based on the achievement of students which is divided into three types, they are high group scores, middle group scores and low group scores. Thus, every group will be heterogeneous and has smart student that will help and motivate their friends in understanding the materials that given by teacher.

In addition, Bowers and Laura (2011:148) state that Inside-Outside Circle strategy has required students to form an inner and outer circle and rotate at the teacher's signal. At each rotation, students exchanged information based on the prompt or question presented to them. This strategy has helped student's explored their knowledge. English language learners needed as many opportunities to speak English as possible. Inside-Outside Circle was used for all grade levels and across the curriculum. Inside-Outside Circle holds all students accountable for having something to say.

The teacher has used this activity as a formative assessment by standing in the center of the circle and listening to the conversations that taken place. The objective of this technique has improved students' speaking and listening ability. Besides, the teacher has checked students' pronunciation when they were speaking.

2.1.4 Speaking assessment

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of the test-takers, which necessarily compromise the reliability and validity of an oral production test. It is difficult to know for certain that a speaking score is exclusively a measure of oral production without the potentially frequent clarifications of an interlocutor. This interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factor accounted for by aural intake (Brown, 2004:140).

According to Luoma (2004:170), from a testing perspective, speaking is special because of its interactive nature. It is often tested in live interaction, where the test discourse is not entirely predictable, just as no two conversations are ever exactly the same even if they are about the same topic and the speakers have the same roles and aims in it. There are also some variables in the rating process because it involves human raters. This means that special procedures are needed to ensure the reliability and validity of the scores.

Richards (2008:39) states that the issue involved in planning speaking activities is determined in expected level of performance on speaking task and the criteria that

are used to asses students' performance. For any activity which is used in the class, whether it is the one that seeks to develop proficiency in using talk as interaction, transaction, or performance, the students need to consider what successful completion of the activity involves.

In assessing speaking, there are some components that influence the conversation performance. Based on Fulcher and Davidson (2006:94), there are 5 proficiencies rating in scoring student's performance; they are accent, grammar, vocabulary, fluency, and comprehension. However, in the study the researcher emphasized on fluency, comprehension, and grammar as follows:

In oral communication, fluency is needed to make a natural conversation. According to Broughton et al. (2003:219), fluency is the ability to speak or write as naturally and easily but not necessarily as accurately as the native speaker can. Besides, in learning speaking, students need to practice in both accuracy and fluency if they want to speak proficiently (Pollard, 2008:16). It means the accuracy and fluency has interconnected relation to create a natural conversation. From both statements, fluency can be described as the ability of someone to make a natural conversation in the oral communication with the real expression not memorizing expression like a native speaker usually does.

In learning English, the students should understand what they say and hear because it is useful to avoid the mistakes in communication. Brown (2007:226), states that comprehension is an ability to perceive and process stretches of discourse, to formulate representations of meaning not just from single sentence but from referents in both previous sentences and following sentences. Based on of this statement,

comprehension can be meant the ability to understand the message or information that is received or delivered orally in communication.

According to Downing and Locke (2006:3), a functional grammar aims at matching forms to function and meaning in context. Besides, the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from both of them, in speaking, grammar has important role in creating a good context. Grammar also helps the students to differentiate the polite expressions and impolite expressions or formal and informal expressions.

As a teacher, it is important to enhance the students' speaking skills, increase their confidence, and develop their methods of organization and critical thinking skill. Building their willingness to learn and master this skill is not a piece of cake. On the other hand, as a tester, it is necessary to establish careful research and conduct a precise measurement to get the most objective result of assessment especially in assessing students' speaking skill.

2.2 Empirical Review

The similar research had been conducted before by some researchers as follow: The first study done by Annisa Nurul (2012). Her research was in SMK N 7 Yogyakarta entitled "Improving speaking skill through Inside-Outside Circle for the Tenth Grade Students of the Tourism Program at SMKN 7 Yogyakarta in the Academic Year 2011/2012". The objective of this action research study was to improve the speaking skill of the tenth grade students of the UJP (Unit Jasa

Pariwisata) class at SMK N 7 Yogyakarta in the academic year of 2011/2012 through Inside-Outside Circle. This action research was conducted in two cycles involving as Inside-Outside Circle strategy. The implementation of Inside-Outside Circle in her research was effective because the students could enrich the vocabulary more, not afraid and shy to perform in front of the class and they were active in speaking activities. Besides, the result of teaching action using Inside-Outside Circle shown that the students score of post-test was higher than the students' score of pre-test. So it could be concluded that the students in her research were able to achieve a good result. Furthermore, the students' response of teaching speaking using Inside-Outside Circle technique in speaking class was good. It could be shown from the result of interview after the teaching action had been implemented. Moreover, they were not bored in teaching learning process and they got motivation in speaking activity.

The second thesis conducted by Muhammad Yunus with his title "Improving speaking skill through Inside-Outside Circle of the First Grade students of SMA Wahid Hasyim Malang in academic year 2013/2014". Based on his research, it can be seen that the use of Inside-Outside Circle strategy was able to solve the students' incompetency on speaking skill. It was proved by the result of speaking score which was improved through Inside-Outside strategy. Consequently, the students got a good score in speaking. All of the students' score reached the passing grade of minimum standard score; besides, the students felt more confident when they are speaking English. The result showed that by repeating conversations for many times in the activity of guided questions through inside outside circle and also demanding the

students to involve actively, the students' speaking skill improved and the students' participation in the classroom was so highly positive.

Both of the researchers got the same result which successfully improved students' speaking skill through Inside-Outside Circle. However, the steps they used were not clear enough and difficult to be applied. These researchers also used the rubric which was adapted from Brown (2009:172). The score of criteria was started from 1 as the lowest score and 5 as the highest score. In this research, the researcher explained the steps clearly and briefly based on Book Kagan (2009). In addition, the scoring rubric used for scoring the students' speaking performance was simpler than previous research which focused on fluency, comprehension, and grammar that related to the eighth grade in SMP Widya Sakti Denpasar.