

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of the most important skills to be developed. It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. By speaking, students are able to know the situation in the world or situation in students' life. Speaking is often considered the most difficult skill to be learned by students. In this case, the students have to study hard for it and the teacher should make good situation in the classroom. In the other opinion, Turk (2003:20) state that spoken language is the first form of communication between human beings. From that statement, it can be concluded that speaking is the first skill that should be learned by someone who will learn a language. It is very important for them to communicate in the classroom or outside the classroom.

In modern era speaking English is very universal things so that it can make people to be able to interact and communicate easier even though we come from different countries in the world. Many people have skill to speak in front of other people. By speaking with the people from different countries, people are able to know happens in the world. People in the word use English to communicate each other and use speaking to interact each other too. So communication and speaking cannot be separated because they are connected each other. People are able to communicate in English after they have learned it. In can be learned especially in

the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking crucial part of language teaching and learning. However, today's world requires that the goal of teaching speaking should improve students' communication skill because student can express themselves and learn how to use the language. Turk (2003:20) states that most people a decent standard of competence in speaking to group is a part of the basic professionalism of any job; but too many people who know about English language are still nervous about speaking and are afraid they do not speak well. From that statement, it can be concluded that there are some problems that found in speaking skill. In speaking activities, most students face difficulties such as being unconfident, shy, or even afraid of making mistakes. The students feel lack of confidence when they do not have enough vocabulary to speak in front of other people or transfer some important information. Moreover, the students feel afraid of making mistakes because they cannot often express their ideas with other.

However, students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when there are being asked to give personal information or opinion. Besides, there is a worry about speaking correctly and therefore losing face in front of their classmate (Harmer, 2008; 345). In such a situation, the teacher must pay more attention to the students who need encouragement and support in speaking skills to make them understand easier. Helping the students to improve their speaking is not only they can pass the examination but also in general such as the students are able to make

a conversation but also with other or the students are able to give responses about something by using English. They may want short range study or long-range study even they can give their friends some information about international new. Because speaking is very complex, there are five components of speaking skill such as pronunciation, grammar, vocabulary, fluency and comprehension.

The researcher also found some speaking problems in seventh-grade of SMP Pelangi Dharma Nusantara here this research was conducted. The problem is the students' speaking skill is low. Some students are active; however most of them are silent in the learning process. It is cause by difficulties to memorize the vocabulary and confusion in composing oral sentence. Lack of confidence also make students difficult to construct the speaking product. Mostly, the students are shy to practice speaking because they are afraid of being laugh by their friend, and it make students frustrate immediately. Most student have the same mother-tongue so they tent to use their mother tongue rather than English because it is easy for them.

In speaking activities, most of students face difficulties such as being unconfident, shy, or even afraid of making mistakes. The students feel lack of confidence when they do not have enough vocabulary to speak in front of other people or transfer some important information. Moreover, the students feel afraid of making mistakes because they cannot often express their ideas with other.

Many teachers have already implemented a lot of techniques in teaching speaking, such as debate, discussion, role playing, etc. but most of them have failed to make the students actively in the learning teaching process. Sometimes the teachers forget their existence in the class. They should be able to hold their desire to get involved too much in order not to create a teacher-centered learning.

Therefore, teaching speaking itself should be done properly. English teacher has to make a good effort in finding some brand-new teaching technique and learning material. The modern learning material is given and the old method of teaching speaking must be thrown away, and replace it with the new one.

Based on the observation, the researcher had done on interview as for seventh-grade class C students of SMP Pelangi Dharma Nusantara in academic year 2023/2024, the speaking skill was the most difficult skill for them. The researcher found that the students did not speak in English clearly when the teacher asked them to speak in front of the classroom. Moreover, the researcher found that the way how to measure the students speaking skill was not effective enough. When the teacher measure of the speaking skill of the seventh-grade they still focus on the instruction of student's Work Sheet. The students did not have any opportunity to express their speaking skill which made them feel bored.

Considering the problem, the researcher uses the inside outside circle technique to improve students' speaking skills. Arkley, Cross, and Major (2005:180) point out that inside outside circle is a challenging technique in which the students are divided into two circles; inside and outside circle. Kagan in Erwin (2004:79) explains inside the outside circle technique is a 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 an extremely flexible pair structure and can be used in a variety of ways in almost any classroom. This technique can give chance to all students to share information at the same time with a different partner in a short time and in a 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.

In the implementation of inside-outside circle technique, the teacher gives the material to all students and students share their ideas or opinions at the same time with different partners. In inside outside circle, the student stands in two concentric circles and faces in. They ask questions to their partner and they might respond to the question. The inside circle student will answer the question given by the outside circle student. The teacher gives every circle change to practice in 5 minutes and after the time is over, the outside circle student moves and faces a new partner and asks the same questions. Inside the outside circle is one of the techniques that can be apply in teaching speaking skill because it is one of potential activities that gives the student feeling of freedom to express themselves and share meaning with the others, Antini, (2019)

Based on the background stated above, the researcher was highly motivated to find out about the effectiveness of using inside outside circle technique to improve speaking skill of the seventh-grade students of SMP Pelangi Dharma Nusantarain academic year 2023/2024. This method is chosen to improve their speaking competence since provide the students with practices in the target language directly and encourage them to use of the language naturally. Based on the explanation above, the researcher conducts the research "The Implementation of inside outside Circle to Improve the Speaking Skills of Seventh-Grade Students of SMP Pelangi Dharma Nusantara in Academic Year 2023/2024".

## 1.2 Research Problem

Based on the background of the study above, speaking skill of junior high school students is still low. The students could have their problem due to their lack of practice technique while learning English. Students are hardly to speak their ideas, comprehended the meaning, and give responds fluently while do the conversation. Through inside outside circle technique, the researcher want to improve students speaking skill. The problem can be formulated as follows: can the speaking skill of the seventh-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024 be improved through inside outside circle technique?

## 1.3 Objectives of Study

One of language skills aspects which is very important in yielding creative, critical and smart future generation is speaking skill. Nowadays, students must be speaking skill because by mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. In view of formulating the problem, this study is intended to answer the research question that have been previous formulating and determine. Objective of the study is the statement about what the researcher wants to achieve during the study. The objective of the present study will certainly intend to answer and solve the research problem which have been formulate and determine in the previous statement. The purpose of this study is to find out whether or not the speaking skill of the seventh-grade students of SMP Pelangi Dharma Nusantara in academic 2023/2024 can be improve through inside outside circle technique

#### 1.4 Limitations of the Study

On account of this fact, challenges relate to speaking conversation face by the subject of this study. Speaking skill is considered too broad and complex in one single study. A lot of strategies for teaching speaking have been apply, the researcher though that the limitation of this study is need to avoid a misunderstanding. The limitation of the study is restricted on investigating inside outside circle technique as a technique to increase the students' speaking skill. The scope of the subject is limited on the seventh-grade students SMP Pelangi Dharma Nusantara in the academic year 2023/2024. Furthermore, the researcher would depend to the Teaching Module from curriculum *Merdeka Mengajar*.

In order to focus on the topic, the researchers make limitation in object and the subject of the study. The curriculum that will be used in this research is the *Merdeka Mengajar* Curriculum. Researchers need to know the ATP used in schools to make teaching module. This study will focus on the main competency and the fourth basic competency because the problem is productive skills. Basic competency and Indicator of Competency Achievements is 4.4 constructing a simple oral descriptive text about person, thing, and place with pay attention to the social function, text structure, and language features correctly and contextually. 1) Performing a monologue descriptive about person, thing, and place correctly and contextually. Therefore, in this study focused on their speaking skill which is about describing people, things, and places and consisted of a generic structure: identification and description correctly and contextually. Based on some situations related with language expression of daily activity. The assessment of student

performance was speaking skill during the teaching and learning process focus on three aspects: fluency, comprehension, and grammar.

### **1.5 Significance of the Study**

The present study is concerned with teaching speaking through inside outside circle technique. This research is focus on improving speaking skill by implementing inside outside circle. The finding of this researcher expected to give information to the teacher about technique that would be implement in the classroom. The result of this study are expect to contribute both theoretical and practical significance. The theoretical and practical importance of inside outside circle technique in teaching and learning activities especially to improve students' speaking skill which can be describe as follow:

Theoretical, the finding of this study are expect to give more empirical evidence to the existing research finding in improving speaking skill by using inside outside circle technique. The result of the study may give the information in acquiring English by using inside outside circle. Furthermore, the finding of this study expect to enhance the available theory of teaching and learning technique in English, and also support the existing research finding which have reveal the importance of having different strategies in teaching speaking. In addition, the procedure of composing this research can become a good guidance to be used to have a better result of doing research in speaking skill.

Practical, the significance of the present study is intended as an informative feedback to the English teacher, students, and other researcher. For the English teacher, this study can be used to evaluate the achievement in teaching speaking and it could be used as the reflection for the teacher in future in teaching speaking.



The teacher can be use this result to provide better planning and more efficient and effective teaching especially in teaching speaking. For student, they could use their own prior knowledge to understand the material and also motivate students to learn speaking. For the other researcher, the finding of this study could be used as a reference and guidance in conducting the same areas of research in order to obtained better results.

### **1.6 Definition of Key Term**

To make the readers clearly understand this research and to avoid misunderstanding and confusion about the key terms which are used in the present study, the researcher would like to explain the terms are used. Those key terms are briefly defined as follows:

#### **1.6.1 Speaking Skill**

Speaking is operationally defined as the skill of the seventh-grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2023 in constructing and performing a monologue descriptive text about place, animals and person.

#### **1.6.2. Inside Outside Circle Technique**

In this study, the researcher used inside outside circle technique to teach students during the learning process to improving their speaking skill. Through this technique, students are able to discuss and share ideas then hear about some different opinions from different partners. This technique is using steps, such as in the first students would divide into two larger groups, as inside group and outside group. Then students would make two concentric circles, where the inside group facing in, so the two of group would be facing each other. Next, teacher give topic and student start interviewing their partner on the circle alternately based on the

topic. After that, the students on the inside circle rotated clockwise to meet new partner. Students would do this after they came back to meet their first partner. In the end student would do a short conversation in front of the class according to the topic that they have discuss while learning process.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is the structure that can hold or support a theory. The theoretical review is an expert perspective used to support current research. It is used as a reference and framework for solving research problems. Because of the importance of the theory involved, the study wanted to support this work by providing a theoretical review. Did these theories are treated in the form of theoretical frameworks such as 1) Speaking Skills, 2) inside outside circle, and 3) Assessment in speaking. More detail explanations are discussed as following:

##### **2.1.1 Speaking Skill**

Speaking is the heart of language which enable and engages the people in interactive speaking activity. Classroom activities develop learner's skill to express themselves through speaking, it seems is an important component of language skill. The students face many problems is learning this skill so that the teacher should help the students to solve this, such as giving students some instructions by using easy language, avoid using beyond language than your students and keeping the students use the target language. Students should learn to speak the foreign language by interacting to other.

Speaking is crucial part of foreign language learning and teaching. Despite its importance, for many year, teaching speaking have been undervalue and English language teacher have continue to teach speaking just as a repetition of drills or memorization of dialogues. However today's world requires that the goal of

teaching speaking should improve student's communication skill, because only in that way, student can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance, therefore, recent pedagogical research or teaching student conversation have provide some parameters for developing objectives an technique.

Speaking is define as a way of demonstrating and transferring information orally about some ideas and feeling from the speaker to the listener. Speaking as the English skill is very important to be master since it is means of communication in sharing the idea, feeling, opinion and information. Moreover, speaking is also an interaction that serves a primarily social function. Without having a good skill in speaking, it will be difficult for us to communicate with other people.

Speaking skill is the interactive process of contracting meaning that involves producing, receiving and processing information. When someone speaks, he or she interacts and uses the language to express his or her idea, feeling and thought. He or she also shares about the information to other through communication. To speak, we create sounds using many part of our body, including the lung, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of four language skills, which are; our own language, speaking is usually the foreign language skill that students learn. Speaking is an act of making vocal sound

Classroom activities develop students' skill to express themselves through speaking, it seems is an important component of language skill. The students face many problems in learning this skill so that the teacher should help the students to solve this, such as giving students some interactions by using easy language, avoid using beyond language than your students and keeping the students use the target

language. Students should learn to speak the foreign language by interacting to others. In this case, students should master several speaking component such as; comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more interesting.

Brown (2004:140) states speaking skill is productive skill, which necessarily compromise the reliability and validity of an oral productive test. Speaking skill is call productive skill because when speaker speak they have to produce the language. This means it not mandatory to pronounce the word as the native speaker, as long as the learner can pronounce the word acceptably. Besides, speaking is product of creative constructions of linguistic string; moreover, the speaker make choices of lexicon, structure and discourse. Speaking skill is the skill that give us the skill to communicate effectively.

Nunan (200: 140) states speaking skill is productive oral skill, it consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considering a simple process. Although speaking is totally natural, speaking is language other than the speaker's own language is anything but simple. Simply things people say that course have information about ideas, events 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 mutual communication in speaking activity. Speaking is active language that make the learner can share their meaning with other learners using short conversation'

According to Pollard (2008:28), speaking skill is one of the most difficult aspects for student to be master. This is hardly surprising when one consider everything that is involve when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listener to and reacting to the person. Furthermore, many learners of a foreign language can confirm how difficult speaking's. Besides, the student often feel difficult to employ the foreign language because they have lack of motivation to practice the foreign language in daily conversation. Most student who learn foreign language state how difficult speaking is. It is important to give students and many opportunities as possible to speak in a supportive environment for speaking skill.

Harmer (2001:269) states that the speaker have to be competent in speaking skill. Those are language features which contain four points. They are connecting speech, expressive speech, and lexis grammar and negotiation language. Connecting speech is the sound modifying in producing utterance when people speak which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress pattering). Expensive devices is the stress and pitch variation in producing utterance in order to convey truth meaning of the messages meant by the speaker. It include the variation of the volume and speed of the speech. Negotiation language is the speech clarification it is the use of language on how to clarify and to show what they mean. Sometimes people do not hear or understand what other people are saying.

Speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub-skills in unpredictable and unplanned situations. On the other hand, speaking can

be viewed as the easiest skill since one can use body language, demonstration, repetition, and various other strategies to make oneself understood. This study focuses on teaching the students' speaking skill especially in a descriptive text. Speaking skill is the skill to perform the linguistic knowledge in actual communication that is the skill functions to express our ideas, feeling, thoughts, and need orally. Studying English without speaking practice is useless. The most people are mastering the art of speaking and aspects of learning a foreign language with speaking practice between each other.

Thornburry (2005:1) stated that speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people like auctioneer or politicians may produce even more than that. Luoma (2005:1) describes that speaking skills are important part of curriculum in language teaching and this makes them and more important object of assessment as well. Another definition about speaking comes from Richard (2008:19) state that mastering speaking in English is a priority for many second language or foreign language learners.

Harmer (2001:87-88) states that engagement is good speaking activity that can and should be highly motivating. If all the students are participating fully they will get tremendous satisfaction from it. Many speaking tasks are intrinsically enjoyable in themselves. Another definition about speaking comes from Murcia (2001:103) state that speaking is an “activity requiring the integration of many subsystem and all these factors combine to make speaking a second or foreign language a formidable task for foreign learners yet for many people, speaking is seen as the central skill.

Speaking is one of the four skills involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of processing skills needed in speaking differ from those involved in reading and writing (Carter and Nunan, 2002:14). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the skill to use the language appropriately in social interaction (Ricard and Renandya, 2002:204).

Based on the statements above, it can be conclusion that the speaking is the most important skill of the other four skills when students want to learn English. Through speaking, people are able to communicate with other internationally which means that is very possible to gain plenty of information from around the world. In the case, students will get the knowledge from many countries to enrich their sources for the subject they want to learn. Speaking will evolve their knowledge and their relation in many factors in life. Moreover. Through learning speaking skill, students might feel more confidence and speak fluently while they do an interaction with others. It becomes good for the students to speak English.

### **2.1.2 Inside outside Circle**

In learning English language, especially speaking skill, there are various method that can be use by English teacher in the speaking class. In the present study, the researcher choose cooperative learning method that is inside outside circle. Inside outside circle technique is cooperative learning strategy that really engages English language learners. It is one of technique of cooperative learning that can improve speaking skill of the student which divides the student in two concentric



circle, practice asking open and close question and reflect on what they find out the result in learning English especially speaking skill.

According to Ulrich and Kellie (2005:47), inside outside circle is a strategy that can be used as preparation applying information in group class activities, reviewing for examination, or as a means of memorizing and remembering important facts. In these situations, it is almost like a game in this technique students learn while moving about and having fun. It is heaving that the students will get the important point of the lesson when they feel relax. In addition, Bowers and Laura (2011:148) state that inside outside circle requires student to form an inner and outer circle and rotate at, the teacher's signal. At each rotation, students exchange information base on the prompt or question present to them.

English language learners need as many oppourtunities to speak English as possible. Because when the students practice more, it can improve their speaking. Inside outside circle can be used for all grade levels and across the curriculum. Inside outside circle hold all the students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversation that take place. The objective of this technique is improving students speaking. Besides, the teacher also be able to check student's pronunciation when there are speaking.

Inside outside circle is one of the techniques in cooperative learning method which develop Kagan. According to Arends (2012:361), cooperative learning lessons could be characterizing by the following features; student work in teams to master learning goals, teams are made up of high, average and low achieving student, teams include a racial, cultural, and gender mix, and reward system is

oriented to the group as well as the individual. The cooperative learning model is developing to achieve at least three important instructional goal: academic achievement, tolerance and acceptance of diversity, and social skill development.

Arends (2012:382-385) elaborates that cooperative learning in the classroom especially the implementation of inside outside circle could give some advantages to the student; those are task interdependence is giving student a topic to be discuss in the inside outside circle by sharing their response and answer. Social skill is behavior of the student that promote successful social relationship and enable individual to work effectively with others. Student are able to develop their social skill. They are also to solve together in group. It will make the student's speaking skill can improve by inside outside circle technique.

According to Joliffe (2007:39), cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and those of other. To work effectively, certain key elements need to be in place. The following two element are essential and this are known by positive interdependence and individual accountability. These two elements are important in carrying out a cooperative learning technique. In other words, cooperative learning method could be used to build the understanding about the concept or ideas more clearly when student directly involve in knowledge development itself.

Inside-Outside Circle is one of the technique that can be used by the teacher to teach the students in teaching speaking. Inside outside circle is one of the technique in cooperative learning method which was develop by Kagan (229:6.27). In order to create a clear interpretation to learn of inside outside circle some discussion to support this is theoretical review are needed. According to Arends

(2012:361). Cooperative language lessons can be characterized by the following features: the students work in teams to master learning goals, teams are made up of high-average, and low-achieving students, teams include a racial, cultural, and gender mix and reward system are oriented to the group as well as the individual. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.

Kagan (2009:6.27) explain the steps in implementing inside outside circle as the following. First, the students from pairs, one student from each pair moves to the form one large circle in the class facing outward and the other students form a large circle facing in. each student finds and faces their partners in which the students now stand in two concentric circles. Then, inside circle students ask a question from their question card or the topic to be retold; outside circle students give response or answer and explain or retell the information. Inside circle students praise the partner. After that, partner take turns, students outside circle ask, listen and praise the partner. The teacher may call rotation numbers “rotate three ahead” and then the students do the same interview and sharing. The teacher observes the process of two groups in the interview.

Erwin (2001:79) states that inside outside circle is extremely flexible pair structure which can be used in a variety of ways in almost any classroom. The only requirement is enough space. They can be given a problem to be discussed in inside outside circle which is important to teach them to work together and to create face to face interaction. Kagan (2009:9.2) explain some benefits of inside outside circle for the activity in the classrooms, such as building social skills, knowledge building

and thinking skills. Activities in inside outside circle can develop the class building. Every student will feel closer to their classmates, help each other, feel comfortable and they can express themselves freely. They can also improve their social skills in the classroom, the interaction among them will increase and they will work together with their friends.

Based on the explanation of inside outside circle for the technique that the researcher could use in the learning process that help the students to deeply understand about the topic the learning. The application this technique is enrich the way teacher teaches the students' during learning process. The used inside outside circle technique that the researcher would do in the research is adapt from steps that explain from Kagan (2009, 6.27). The implementation of inside outside circle technique that the researcher would do the steps of inside outside circle in classroom.

### **2.1.3 Assessment of Speaking Skill**

Speaking is productive skill that can be directly and empirically observe; it is can be seen from the observations are invariably color 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. In addition, this interaction of speaking challenges the designer of an oral production test to tease apart, as much as possible, the factor account 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 test 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. In addition, planning speaking activities is determined in expected level of performance.

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. The assessment activities are applied to achieve, to analyze, and to interpret data about the result of students' progress in teaching learning process systematically and continuously. It is needed to know about the student understanding and skill in using a language. A language test which seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities. Assessment is also distinguished from evaluation which is concerned with the overall language program. Assessment is one of the important parts of the teaching learning process which is popular and sometimes misunderstood in the current educational practice.

Assessing students' speaking skill must be based on their skill of understanding on the material that has been given during the learning process. As Harmer (2001:100) states that the teacher gives the assessment of how well they have done, whether during a drill or often longer language production exercises. Moreover, while assessing the students' speaking skill the teacher needs to pay attention to distinguish the types of speaking that will be assessed, thus the teacher could decide which instrument is appropriate to be used. It is to make sure that the

assessment which is the student is compatible with students' skill in their grade and their age so it is causing students lack of enthusiasm.

Assessment is intend to measure and to motivate the students' performance in speaking skill when the inside outside circle technique is conducted. Assessment as one of important part in teaching learning process is popular and sometimes misunderstood in current educational practice. According to Westwood (2008:72), the main functions of assessment are; to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources; to identify any students who are having difficulties mastering the course content and thus need additional help; to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by providing them with evidence of their child's learning; and to be accountable to government education authorities by providing hard evidence of achievement level in a school.

According to Brown (2004:3), test is a method of measuring a person's skill. Knowledge or performance in a given domain. It means that test plays role as a guide to reinforce teacher's priorities and help the students to identify what activities, knowledge and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the learning processes and outcomes of their degree programs in the school. Moreover, Harmer (2001:100) states that the teacher gives the students the assessment of how well they have done, whether during a drill or often the longer language procedure exercise. Assessment is the way the teacher assesses the students and procedures how to collect the

students' data. It includes more formal collection of data on learners' performance in the class.

Richard (2008:39), states that the issue involved in planning speaking activities are determining the expected level of performance on a speaking task and the criteria that will be used to assess students' performance. For any activity which is used in class, whether it is the one that seeks to develop proficiency in using talk as interaction, transaction, or performance of the students, they need to consider what successful completion of the activity involves in teaching and learning process especially in speaking activities. Luoma (2004:2) emphasizes the requisite need for the teacher and researcher to first divide the kind of speaking they want to test before they develop and adapt test task and rating criteria.

In the present study, the researcher followed rating scale developed by Brown (2004:172) in assessing speaking performance. It showed six components of oral proficiency scoring categories that were important to be scored: grammar, vocabulary, comprehension, fluency, pronunciation and task. However, in this study, the researcher did not give score on all items but the researcher use the scoring rubric as simple as possible based on the student's skill and the researcher assessed based on the students fluency, vocabulary, pronunciation comprehension, and grammar. In assessing speaking, the researcher did an assessment to assess the speaking skill of the subjects under study. Those can be explained briefly as follows:

1. Grammar

Test takers are assessed on how to control its usage within sentences, to contracts, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation use by the test takers indicate the level of how proficient they are.

3. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

4. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in the delivering the speech and able to responds specific theme without many hesitation in choosing words.

5. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

In conclusion, in relation to the study, the speaking skill is measure after the researcher applies the inside outside circle technique in the teaching and learning process in the classroom and the researcher used oral descriptive text by Knapp & Watkins (2007) and short answer test by Brown (2003) as the test. The students speaking assessment is score based on the basic speaking categories such as



fluency, comprehension, and grammar. The test that is used by the teacher in the present study to assess the subject's speaking skill in short oral conversation.

## **2.2 Empirical Review**

The focus of the present study is to investigate the application of Inside outside circle whether or not speaking skill of the seven-grade student of SMP Pelangi Dharma Nusantara can be improve by using inside outside circle in academic year 2023/2024. In order to show the importance of this study, it need to do empirical review. Empirical review is about reviewing studies that have been conduct by other researcher which have similarity with the present study. Empirical review is the review of the relevant researches that have been conduct in which it review the previous researches that are relevant with the present study. In conducting this study, the researcher want to improve the students speaking skill through inside outside circle. There are other researchers that use inside outside circle technique in teaching learning process which could improve the students speaking skill. The researchers used to previous studies which are used as a basic consideration to conduct the present study. The relate study which is use as references are describe as follows:

The first study is conduct by Antini, (2019) in her thesis entitle "Improving Speaking skill of the tenth grade students of SMK Negeri 2 Sukawati in academic year 2017/2018 through Inside-outside circle technique" the aim is to see whether the implementation of inside outside circle could improve speaking skill ar the tenth grade SMK Negeri 2 Sukawati. The result of this study showed that the student's speaking skill improved after inside outside circle technique was implemented. It

can be seen from the progressing mean score of the pre-test and post-test and the student's responses of the questionnaire as the supporting data

The second study is conducted by Wahyuni (2019) in his thesis entitled "Improving speaking skill of the eighth grade students of SMPN 11 Denpasar in academic year 2018/2019 through inside outside circle". The result of the study was inside outside circle could improve speaking skill of the subjects under study. The subjects under study responded positively when they are taught speaking through inside outside circle. This is research which was conducted by Wahyuni could improve the students' speaking. She used a good teaching material for teaching speaking. However, in administering the tests, there was no clear instructions about the test.

Both of the researchers provides the step of inside outside circle technique is clearly stated. They provided the step of inside outside circle technique well. However, on their lesson plan especially in whilst activity, the step of inside outside circle is still unclear and in administering the test they did not give clear topic about the situation of speaking short conversation that would be constructed by the students. They did not give clear explanation about the situation and the student were difficult to understand the topic. They also used the same complicated scoring rubric in scoring the subjects' performance which is not suitable for junior high school level. In the present study, the researcher explained the step clearly and briefly of the implementation of inside outside circle based on Kagan and Kagan (2009:627)