

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is taught from the lowest level to the highest level of education in Indonesia. In mastering the language, speaking is one of the most important skills that all students need to master so that students can use the language in real-life communication. Through great speaking skills, students can convey ideas and respond to information, feelings, and expressions orally or verbally. Therefore, it is important to develop speaking skills to communicate effectively. Speaking skills involve four elements, such as vocabulary, grammar, pronunciation, and fluency. These four elements of speaking skills need to be learned and developed, either in formal or informal English. Formal variations are applied in speeches, presentations, debates, and interviews. Meanwhile, informal variations are used in intimate circumstances. Therefore, speaking skills in English language learning are crucial to gaining a fluent, accurate, and great speech both formal and informal variation.

Speaking can be classified as an effective and productive skill efficient way to transfer information from speaker or listener to express their ideas. In learning to speak, the learning process must be managed as best as possible for the daily life and future of students. Speaking involves one or more participants (Harmer, 2001:1). This means that talking also involves good ideas communicate. Talk happened everywhere and become everyone's daily activities. Speaking takes place everywhere and has parts of people's daily activities in a good class atmosphere.

Speaking is a productive skill that can be directly and observed (Brown, 2004:140). This means that students can immediately communicate with others because if they master this skill, they can easily express and share their ideas.

In speaking activities, most of the students definitely face difficulties such as being shy, unconfident, and surely afraid to make mistakes. Students also difficult to memorize the vocabulary and confuse in composing oral sentences. Lack of confidence also made students difficult to construct the speaking product. The students think about they do not have enough vocabulary to speak in front of other students or other people. Based on interview with of the English teachers of the eighth-grade students of SMPN 3 Dawan in academic year 2023/2024, and most of students said speaking skill was the most difficult skill for them in English. The researcher found that the students did not speak in English clearly when the teacher ask them to speak in front of the classroom. The students did not have any opportunity to express their speaking skill which made them feel bored.

The students are often reluctant to speak because they are shy and not predisposed to express themselves in front of the other people, especially when they 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 classmates (Harmer, 2008:345). In such situation, the teacher must pay more attention to the students who need encouragement and support in speaking ability 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 can make a conversation with others 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 even give their friends some information about international news. Because speaking is very complex, there are five components of speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on observation of the learning process at SMPN 3 Dawan, the teacher usually used a chain drill technique which was very bored and monotonous. It made student passive and they never practiced their speaking skill. Moreover, the teacher only asked several students to respond to his/her questions in the learning process without involving other students to discuss the material. Therefore, some students were active while the other students were still passive in speaking activity. The student cannot get their opportunity to speak which caused they were low in speaking. This showed that technique was used by the teacher was not effective yet to improve students' speaking skill.

On the other side, the technique that the teacher used made students difficult to express their idea. Although, teacher explained the material to the students well and clearly, but, teacher only focused on the book. The speaking skill task should not be focused on the book. There were five elements that students needed to complete if they wanted to master the speaking skill, such as grammar, vocabulary, pronunciation, comprehension, and fluency. The students rarely got a chance to speak in class even though they knew about the material. In addition, when the teacher teaches them the teacher cannot catch the student's attention so more of the students are still busy with their own business and students find it difficult to construct a short conversation. Using inappropriate technique tends to make the learning process did not run well, it gave an impact of student achievements in

speaking. By using appropriate technique, students' interests to the subject can be improved.

Inside Outside Circle is one of techniques in cooperative learning method which develop by Kagan and Kagan (2009). This learning strategy gives students a chance to share information with each other at the same time briefly and regularly. When sharing information, all students give and receive information from each other. This learning strategy aims to train students to convey information independently to other. In the implementation of inside outside circle technique, the teacher gives the material to all students and students share their ideas or opinion at the same time with different partner. In inside outside circle, the student stands in two concentric circles and faces a partner. The inside circle student faces out and the outside circle student faces in. They ask question to their partner and they might respond the question. The inside circle student was answer the question given by the outside circle student. 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 outside circle is one of techniques which can be applied 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. It is also potentially useful to encourage student to interact with each other orally. It is assumed that inside outside circle in language practice, students can build curiosity and give more motivation to learn English especially in speaking. Student can express their idea freely because they do activities with their fiend. This technique provides more opportunities to student to talk in the class, whether with the teacher

or with their friends share information, problem, and their ideas. Toward this technique, the students can take part in the creative process of learning and hold all students accountable for having something to say.

Based on the background above, the researcher was highly motivated to find out about the effectiveness of using inside outside circle technique to improve speaking skill of the eighth-grade students of SMPN 3 Dawan in academic year 2023/2024. This method was chosen to improve their speaking competence since it provided the students with practices in the target language directly and encouraged them to make use of the language naturally. It is expected that this useful technique can increase the student's achievement in speaking skill greatly. In using English language, many difficulties were certainly be found while speaking but the writer does hope the students would not be afraid of speaking English anymore and try to communicate their minds after being taught speaking skill through this technique.

## **1.2 Research Problem**

Based on the background of the study, the students still have difficulties in speaking because the students still lack of confidence. They also shy to communicate much in English because fear of being wrong. Find a good strategy can be a solution to solve the student's problem. Therefore, the strategy that must be used aims to improve students' speaking skills. Inside outside circle is a strategy that can be used to improve students' speaking skills. In addition, the research problem can be formulated as follows: can speaking skill of the eighth-grade students of SMPN 3 Dawan in the 2023/2024 academic year be improved through Inside Outside Circle?

### **1.3 Objective of the Study**

One of language skill aspects which is very important in yielding creative, critical, and smart future generation is speaking skill. Nowadays, students must master speaking skill because by mastering speaking skill the students were able to express their thought and feeling intelligently based on the situation and context when they speak about the language. In view of formulating problem, this study is intended to answer the research question that has been previously formulated and determined. In line with this rationale, the present study intended to find out whether or not the speaking skill of the eighth-grade students of SMPN 3 Dawan can be improved through inside outside circle.

### **1.4 Limitation of the Study**

A lot of strategies for teaching speaking apply; the researcher thought that the limitation for this study is need to avoid a misunderstanding. The discussion of speaking skill is very broad so researcher used this limitation of the study to make the reader get the point that the researcher wish to convey in this study. Therefore, the research was limited on improving speaking skill of the eighth-grade students of SMPN 3 Dawan in academic year 2023/2024 through inside outside circle. Based on the preliminary observation at the school. The researcher found that the school is used Merdeka curriculum for the seventh-grade and the eighth-grade students. Therefore, the teaching module and the learning material are based on the Merdeka curriculum for the eighth-grade students of SMPN 3 Dawan. According to Merdeka curriculum of the school, researcher is focusing on the listening and speaking

element in Phase D about text structure and linguistic elements from the variety of texts presented in multimodal forms within the scope of adolescent life.

The researcher focuses on the learning objective of the study where the students are able to produce a short conversation in oral form about asking and giving information about past experience. Furthermore, speaking skill in this present of study specifically focuses on performing short conversations in oral form about experiences in the past. In addition, for the language features in asking and giving information about past experience mostly use simple past tense and regular/irregular verbs. The language expression that used in the conversation should be in the right expression. Moreover, it should fulfill the scoring rubric criteria that are highlighted on the three aspects of speaking such as: 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 was focused on improving speaking skill of the eighth-grade students of SMPN 3 Dawan by implementing inside outside circle. The finding of this research is expected to give information to the teacher about technique that would be implemented in the classroom. The result of this study is expected to contribute both theoretical and practical significance in teaching and learning process on the classroom. Moreover, the solution that would be conducted needs to have benefits for the researcher themselves or for other people. The theoretical and practical importance of inside outside circle technique in teaching and learning activities specially to improve students speaking skill which can be described as follow:

Theoretically, the finding of this study are expected 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 the study are expected to enhance the available theory of teaching and learning technique in English, and also to support the existing research finding which have revealed 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.

Practically, 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 uses this result to provide better planning and more efficient and effective teaching especially in teaching speaking. For student, they 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**

The title of this research is "Improving Speaking Skill of the Eighth-grade Students of SMPN 3 Dawan in Academic Year 2023/2024 Through Inside Outside Circle. Before discussing the research deeply, the researcher explains some words

in the title so that the readers who read the research understand. The researcher use several specific terms that are related to the study. In order to make the readers clearly understand and avoid misunderstanding or confusion of the readers, the researcher then clarify the key term in this study. There are speaking skill and inside outside circle. The key term that are used the present study are operationally defined as follow:

### **1. Speaking Skill**

Speaking is operationally defined as the skill of the eighth-grade students of SMPN 3 Dawan in academic year 2023/2024 in constructing and performing the oral English a short conversation with the topic asking and giving information about past experience in front of the class in order to communicate with their friends.

### **2. Inside Outside Circle**

Inside outside circle is a teaching technique that is applied to improve English speaking skill of the eighth-grade students of SMPN 3 Dawan in academic year 2023/2024. In this study, the researcher used inside outside circle technique as a cooperative learning technique to teach students during the learning process for improving their speaking skill. This technique uses steps, the first steps students would divide into two large groups, 7 students as inside group and 7 students as outside group. Then students make two concentric circles, where the inside group students are facing out and the outside group students were facing in, so the two groups face each other. Next, the students start interviewing their partner on the circle on the circle about the topic given based on the material that they learn. After that, the students on the inside circle rotated clockwise to meet new partner. Students do this until they come back to meet their first partner. In the end, the

students do a short dialogue in front of the class according the topic that they learned while learning process.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is the review of theories that are related to this present study. The review of the theories is important to be concerned by the research as the foundation of the scientific research. In scientific study should be based on the discussion of the related literature to contribute practical significance to the research. The related theories would contain the relevant information on the chosen field of research. Based on a profound study of theoretical basis of the topic, scientific study would be under taken. Theoretical reviews concern on involving the theory that support the present study rather than its practical application. Besides, the relevant theories which are taken from some sources to support the underlying theories are concisely conducted on the ground of the theoretical basis: (1) speaking skill, (2) inside outside circle, (3) assessing speaking.

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

Speaking is one of the important skills for the people who learn English. Luoma (2004:20) states that speaking is a typical spoken interaction where two or more people talk to each other about things that they think mutually interesting and relevant in the situation. Along with that point of view, speaking is conversation between two or more people not only the spoken produce of a certain person. The aim of that is speaking can be a tool to pass the information amuse each other, share the ideas or knowledge while people speak about the attractive topic according to

the condition they do. Moreover, in speaking the participant can be both as a speaker and a listener; they speak and at the same time they listen to the response that the other person gives.

Brown (2004:140) states that speaking is a productive skill that can be directly and empirically observed. Speaking skill is called productive skill because when students speak, they have to produce the language. Most speaking is the product of creative construction of linguistic strings. Learners often measure their success in learning a foreign language by how well they improve their speaking skills. Therefore, teachers try to find the best approach, method or technique to improve their students' speaking skills, because there are different approaches, methods and techniques from the direct approach. Where the teacher focuses on facilitating speaking skill. Speaking skill is the skill that give us the ability to communicate effectively.

Nunan (2003:48) states that speaking is the 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 in language other than the speaker's own language was anything but simple. Simply things people say that courses 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.

There are five basic types of speaking skill according to Brown (2004: 141) such as: imitative, intensive, responsive, interactive, and extensive (monologue).

Imitative is a basic type of speaking which is only imitating a word, phrase, or possibly a sentence, the students were get opportunity to listen and orally repeat some words. The only role of listening in here is for the short-term memory. Next, intensive is a type of students' speaking performance. This gets the production of short stretches of oral language designed to demonstrate competence. Then, the responsive type is a performance that includes interaction and test comprehension. Sometimes it contains very short conversation like standard greeting and small talk, simple request and comments with a small duration. Furthermore, interactive is a basic lope that is quite similar with the responsive type in the performance form, but the difference between responsive and interactive is in the length and complexity of the interaction that people do, sometimes use multiple exchanges and/or participants. The interaction of the interactive type has two forms, such as transactional language (conveying or exchanging specific information) and interpersonal exchanges (maintaining social relationships). The last is extensive (monologue) in the form of oral reports, summaries, story-telling, and short speeches. The chance to interact on oral form from listeners is highly limited or ruled out altogether.

There are some discussions that would be discussed more specially in this part to create a better understanding related with the speaking skill in this research. Speaking is defined 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 mastered 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 was be difficult for us to communicate with other people. When the students are able to speak English fluently, they were found it easier in improve their knowledge by getting more information and easily understanding the meaning. Students also need to comprehend the topic and to use correct grammar while do a communication to make a good conversation.

Speaking skill is the interactive process of constructing 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 parts of our body, including the lung, vocal tract, vocal cords, tongue, teeth and lips. Speaking is the second of four language skills; speaking is usually the foreign language skill that we learn. Speaking is an act of making vocal sound. Therefore, English as students' foreign language surely can improve if they talk a lot with the foreigners who have English as their native language, because they know much about English and getting information through them is a good idea. Thus, it was making the students learn faster to communicate in English and gain their knowledge for other countries.

### **2.1.2 Inside Outside Circle**

In learning English language, especially speaking skill, there are various method that can be used by English teacher in the speaking class. In the present study, the researcher chooses cooperative leaning method that was inside outside circle. Inside outside circle technique is cooperative learning strategy that really engages English language learners. It is one of techniques of cooperative learning

that can improve speaking skill of the student which divides the student in two concentric circles, practice asking open and close questions and reflect on what they find out the result in learning English especially speaking skill. This is a good way to develop the student's skill, gain their enthusiasm in learning process, and teach them about teamwork or pair work while study. Through this strategy, teacher makes the speaking skills that the students have to be maximal in learning process.

Definition about cooperative learning that is told by Jolliffe (2007:3), cooperative learning is a technique that requires pupils to work together in small groups to support each other to improve their own learning and that of other. In other word, cooperative learning technique is allowed all students to work together in small group. The students on their small group are able to have experiences with the role of teacher and of student. It makes the students help each other in their group, as positive interdependence not individualism. This way could make the student to learn and respect for many different skills and learning styles in the learning process. The students also become more comfortable to speak their ideas and explore their knowledge about the topic.

Inside outside circle technique is one of the cooperative learning strategies that could use by the teacher along learning process. Inside outside circle also a unique cooperative learning technique in that no materials are really needed. Kagan and Kagan (2009:6.27) state that in inside outside circle students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving. It means that students could be sharing or discussion with multiple partners. Through this technique students are able to build their team work, develop the ideas, and

gain the enthusiasm along the learning process because inside outside circle technique creates fun and interesting way for learning English.

Inside outside circle works best when it is used with the whole students on the classroom, or a large group so the learners could able to know many different ideas on diverse perspective. During inside outside circle technique, students stand in two concentric circles around the room with the students inside circle facing in and the outside circle facing out, so each student is facing a partner. Inside outside circle is used to have students respond to teacher questions or question cards (they trade the questions card). Then the students are in the inside circle are rotated clockwise to a new partner until they come back to their first partner. (Kagan and Kagan, 2009:6.27). According to that inside outside circle is a great strategy for sharing the material by themselves and the teacher only become the facilitator for them.

English language learners need as many opportunities to speak English as possible. Because when the student practice more, it can improve their speaking. According to Bowers and Laura (2011:148), state that inside-outside circle strategy has required students to form an inner and outer circle and rotate at teacher's signal. 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. Inside outside circle can be used for all grade levels and across the curriculum. Inside outside circle holds 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 student's speaking.

Besides, the teacher also be able to check student's pronunciation when they are speaking.

Kagan and 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 was felt 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 were increase and they were work together with their friends. In the interview, students' thinking skill were improved because they provide answer to their partners' questions. The interview was got varies information from their friends which were improve their knowledge building by learning together.

Inside Outside circle is one of techniques in cooperative learning method which was develop by Kagan (2009:6.27). In order to create a clear interpretation to the term of inside outside circle some discussions to support this theoretical review are needed. According to Kagan and Kagan (2009:6.27) explain the steps in implementing the inside-outside circle as the following:

1. Teachers provide the conversation situation, states the duration of conversation and provides thinking time.
2. Students from pairs. One student in each pair moves to make one large circle in the class facing outward and the other students from a large circle facing in.
3. Students find and face their partner in which the students now stand in two concentric circles.

4. Inside-outside circle students ask a question for the situation given by the teacher and the outside circle students give responses or answer to inside circle students question.
5. Teacher asks the outside circle students to move in counterclockwise and do conversation until they meet their partner before.
6. In the end, they explain or retell the information they get during the conversation. Inside-outside circle technique is the technique which can help the students practice their speaking skill and share the information together sometime.

### **2.1.3 Assessment of Speaking**

Speaking is productive skill that can be directly and empirically observed; it is can be seen from the 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. In order to assess and evaluate the students' oral communication during English learning process, the method use is dependent on the purpose of the assessment. It includes the more formal collection of data on learner performance during the study they do in the classroom. Furthermore, 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 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 meant 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.

Georgiou and Pavlou (2003:4) state that assessment is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. It also could be carried out through a number of instruments and can be formal or informal. As that Statement, teacher is able collected the data of students' development in learning process by assessing them through scoring their abilities, whether during their activities or through the assignments that teacher has given to them. The assessment is a key in learning process as it explains all the performances of students along their study with the valid data. Instruments that are used to assess the students give the important role to collect data which is the result of students' achievement in learning activities.

Moreover, Ruder and Schafer (2002:6-10) tell that there are the assessment principles which could gain an effective educational result and improve students in learning as assessment is inherently a process of professional judgment. Assessment is based on separate but related principles of measurement evidence and evaluation. Assessment decision-making is influenced by a series of tensions. Assessment influences student motivation and learning. Assessment contains error, good

assessment enhances instruction, good assessment is valid, good assessment is fair and ethical, good assessment use multiple methods, good assessment is efficient and feasible and good assessment appropriately incorporates technology. This principle of assessment was applied by the teacher as an instruction in the learning process through the conceptual, method and procedure.

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's understanding and ability 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 important part of in teaching learning process which is popular and sometimes misunderstanding in the current educational practice.

The interpretation is based upon the evidence that the scores actually reflect the students' mastery on English speaking. The purpose of classroom interaction is to help the students achieve a set of intended learning outcomes. The students' learning progress is periodically evaluated by test and other evaluation devices. The final step in the instructional process is to determine the extent to which the eighth-grade students of SMPN 3 Dawan learn English speaking. The students' evaluation is often regarded as principally benefit the teachers and administrators an attitude that overlooks to direct contribution of evaluation as feedback to the teachers, it especially deals with the teaching learning process.

## 2.2 Empirical Review

The focus of the present study was to investigate the application of Inside Outside Circle whether or not speaking skill of the eighth-grade student of SMPN 3 Dawan can be improved by using Inside Outside Circle in academic year 2023/2024. In order to show the importance of this study, it needed to do empirical review. Empirical review is about reviewing studies that had been conducted by other researcher which have similarity with the present study. Empirical review was the review of the relevant researches that have been conducted in which it reviewed the previous researches that were relevant with the present study. In conducting this study, the researcher wanted to improve the student's speaking skill through inside outside circle. There were other researchers that used inside outside circle technique in teaching learning process which could improve the student speaking skill. The researcher used those previous studies which are used as a basic consideration to conduct the present study. The related study which is used as references are described as follows.

The first study was conducted by Yasmin (2019) in her thesis entitled "Improving the Students' Speaking Skills Through Inside-Outside Circle Strategy at the Second Grade of Cerdas Murni Junior High School Tembung". The result of her study showed that the subject' speaking skill was improved. Inside-Outside circle technique gave the students Opportunity to express themselves more so they were not shy when they spoke in front of the class. The research which was conducted by Yasmin (2019) could improve the students' speaking skill. Based on the result of pre-test also post-test in cycle I and cycle II, showed that there were increasing of the student's score.

The strength of this study was the researcher already provided good related theories from experts to support the statements. However, the scoring rubric in scoring the subject performance that from J.B. Heaton that has been use by Yasmin (2019) is holistic scoring rubric. So that, the scoring rubric unable to scoring students' performance in detail for the component. Also, the scoring rubric from J.B. Heaton does not clearly differentiate the descriptors for each aspect of speaking skill. It was making the students difficult to achieve the minimum passing grade. Therefore, in the present of study, the researcher was use scoring rubric that is adapted from Brown (2004:172) which is focused on fluency, comprehension, and grammar in this research. For the scoring that was be used, there was have clearly criteria. In the fluency, was be scored on how fluent the students on their short conversation. Then, for the comprehension was be assessed on how well the students understand the topic that has been given. Last, in grammar criteria students was be scored on how well they mastering the simple past tense which that is the main tenses used in material that was be discussed. Furthermore, the scale of each criteria in the scoring rubric is started 1 as the lowest and 5 as the highest scores.

The second study was conducted by Serowero (2020) in her thesis entitled "Improving Speaking Skill of the Eighth Grade Students of SMP Budi Utama Kerobokan In Academic Year 2019/2020 Through Inside Outside Circle with Video". The result of her study was inside-outside circle could improve speaking skill of the subjects under study. The subject under study responded positively when they were taught speaking through inside-outside circle. This research which was conducted by Serowero (2020) could improve the students' speaking. She used a

good teaching material for teaching speaking. There were many kinds of expressions for inviting someone explained by Serowero.

The strength of this study was the researcher already provided good related theories from experts to support the statements. Furthermore, the scoring rubric that Serowero (2020) used was adapted from Brown (2004:172) which was very clear. However, the researcher just provides one topic for the test. Less varied of topics makes the potential for students to cheat high. In this present study, the researcher was give the students some topics that is 3-4 topic in the test. Furthermore, several topics given aims to reduce the potential for students to cheat the short conversation performance by the previous pairs. Furthermore, in administering the test the students make and performing short conversation asking and giving information about past experience in front of the class to know the improvement of their fluency, comprehension, and grammar.

