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**A thesis, entitled: TEACHING AND LEARNING SPEAKING THROUGH INSIDE OUTSIDE CIRCLE (IOC) STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016, By: MARICHA DWI FITRI, NPM: 1211040169, Study Program: English Education, was tested and defended in the examination session held on: Monday, September 19<sup>th</sup> 2016.**

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**APPROVAL**

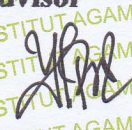
**Title : TEACHING AND LEARNING SPEAKING THROUGH INSIDE OUTSIDE CIRCLE (IOC) STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016**

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## ABSTRACT

### TEACHING AND LEARNING SPEAKING THROUGH INSIDE OUTSIDE CIRCLE (IOC) STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

By

MARICHA DWI FITRI

Speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information. It means that speaking is productive skill that is very important in our daily life as a connector for each other. The research was about teaching and learning speaking through inside outside circle (IOC) strategy at the second semester of the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2015/2016. The objectives of the research are to know the process of teaching and learning speaking through inside outside circle strategy, to know the students' problems in learning speaking through inside outside circle strategy and to know the teacher's problems in teaching speaking through inside outside circle (IOC) strategy.

This research used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose VIII E class as sample which consisted of 38 students. In collecting the data, researcher used three kinds of instruments, they were; observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were; data reduction, data display and conclusion drawing/ verification.

The researcher conducted the observation in two meetings. After analyzing the data, there were three points of the results. The first, the process of teaching and learning speaking through inside outside circle (IOC) strategy at MTs N 2 Bandar Lampung did not run well because the teacher did not apply the procedure of using inside outside circle strategy based on Kagan's theory. The second, the teacher got difficulties in managing the students because the class was too crowded. The third, the students got some problems, they were; inhibition (fearful of criticism when making mistakes in speaking English and felt shy of friends' attention) nothing to say, mother-tongue use, low in grammar ability, lazy to practice and lack of fluency.

**Key words** : Descriptive Qualitative Research, Inside Outside Circle (IOC) Strategy, Teaching, Learning, Speaking.

## **DECLARATION**

I hereby state that this thesis entitled: Teaching and Learning Speaking through Inside Outside Circle (IOC) Strategy at the Second Semester of the Eighth Grade Students of MTs N 2 Bandar Lampung in The Academic Year of 2015/2016 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, September 19<sup>th</sup> 2016

Declared by,

Maricha Dwi Fitri

## **DEDICATION**

This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Fahrawi and Mrs. Sumidah, M.Pd, who always pray for my success. Thanks for all the motivation and support. I love you forever.
2. My beloved sister and brothers, Ners. Selly Amelia Rawi, S.Kep, Muhammad Taufik Hidayat and Agung Kurnia Saputra, who always support me and cheer me up until the completion of this thesis. Thanks for your support. We must be better for the future.
3. My beloved Almamater and lecturers of IAIN Raden Intan Lampung who have made me grown up and have contributed much for my self-development.

## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

Meaning:

“O ye who believe! Fear Allah, and make your utterance straight forward”. (Al-Ahzab: 70)<sup>1</sup>

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<sup>1</sup> Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (New Delhi: Millat Book Centre, 2006), p.462

## **CURRICULUM VITAE**

The researcher's name is Maricha Dwi Fitri. She was born on March 4<sup>th</sup>, 1995 in Bandar Lampung. She is the second child of four children of Mr. Fahrawi and Mrs. Sumidah, M.Pd. She has three siblings. They are Ners. Selly Amelia Rawi, S.Kep, Muhammad Taufik Hidayat and Agung Kurnia Saputra.

The researcher began her study at Dwi Warna Kindergarten Bandar Lampung. Then, she continued her study at Dwi Warna Elementary School Bandar Lampung and graduated in 2006. She continued her study in Islamic Junior High School at MTs N 2 Bandar Lampung and graduated in 2009. After graduating from MTs N 2 Bandar Lampung, she continued her study at MAN 1 Bandar Lampung and finished in 2012. In the same year, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies of Raden Intan Lampung.

During studying of Institute of Islamic Studies of Raden Intan Lampung the researcher joined some organization, such as UKM Bahasa and DEMA MUDA. The researcher has experience to be a teacher at MI Darul Ulum Lampung Selatan and private teacher in Korpri Raya.

## **ACKNOWLEDGEMENT**

Praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad Peace Be Upon Him (PBUH) , with his family and followers. This thesis entitled “Teaching and Learning Speaking Through Inside Outside Circle Strategy (IOC) at the Second Semester of the Eighth Grade Students of MTs N 2 Bandar Lampung in the Academic Year of 2015/2016” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.
3. Bambang Irfani, M.Pd, the advisor who has spent countless days to give correcting this thesis for its betterment.



4. Yulan Puspita Rini, M.A, the co-advisor, who has always patiently guided, helped and countless time that has given to the researcher to finish this thesis.
5. Deri Herdawan, M.Pd, the primary examiner.
6. The English Department Lecturers in IAIN Raden Intan Lampung.
7. H. Nurhadi, S.Ag. M.Pd.I, the headmaster of MTs N 2 Bandar lampung for allowing carrying out the research in their institution.
8. Doni Sastrawan, M.Pd, the English teacher in VIII E class for allowing the researcher to observed the teaching and learning process.
9. The VIII E students of MTs N 2 Bandar lampung for giving the contribution while she was conducting the research there.
10. My beloved Annisa Fadillah, S.Pd, Silvia Indrawaty Widita, S.Pd, Amelya Herda Losari, and Hilda Eriya Sani who always help me and cheer me up when I am down. I love you guys and see you on top.
11. My best friend Syarif Hidayatullah.
12. My fans Sisilia Agile and Rakhmat Febriansyah.
13. My KKN family Diana, Rizki, Wahyu, Reny, Yunita, Latifah, Desi, Senja, Junita, ahmad, Aziz, and Sagi.
14. My PPL Friends Febry, Euis, Rizka, Asti, Deni, Ali, Sela, Eka, and Nabil.
15. The last researcher would like also to say thanks to A Class of English Study Program 2012, UKM Bahasa and DEMA MUDA who have greatly contributed towards the completion of this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, September 19<sup>th</sup> 2016

Declared by,

Maricha Dwi Fitri



**TEACHING AND LEARNING SPEAKING  
THROUGH INSIDE OUTSIDE CIRCLE (IOC) STRATEGY  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF  
MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2015/2016**



**(A Thesis)**

Submitted as a Partial Fulfillment of  
The requirement for S1-Degree

By

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2016**

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Language is a group of sounds with specific meaning and organized by grammatical rules.<sup>1</sup> It is a tool for expressing ideas, thoughts, opinion and feeling. There are so many languages in this world but only English that is used as international language. By mastering English we can be easy to access everything. There are four basic languages skill, one of the skills is speaking.

Brown states that speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.<sup>2</sup> Furthermore, Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them. Through speaking, they can express their ideas and communicate with others.<sup>3</sup> When speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking.

There are three purposes to learn English especially in junior high school level as follows; first to develop competition of communicate in oral and written form in order

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<sup>1</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu, 2006). p.10

<sup>2</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.140

<sup>3</sup>Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University, 2001), p.40



to achieve the level of functional literacy, second the students have an awareness of the importance of the English to enhance the nation's competitiveness in a global society, and the third the students develop an understanding of the relationship between language and culture.<sup>4</sup> In fact, there are some students that still hard to speak in English.

There were individual learners' personalities and attitudes factors (such as; inhibition, nothing to say, lows or uneven participation and mother tongue use)<sup>5</sup> and intellectual factors (such as; lack of knowledge and lack of fluency)<sup>6</sup> that hinder them to speak up their mind used English. The teacher should be creative to find out a good way in teaching speaking such as used various strategy, technique, game, and method to handle these problems.

According to these theories, it can be concluded that English is an important language, by learning English students can easily to access everything. Speaking is one of the language basic skills. Through speaking the students can communicate each other, express their ideas and process the information they had gotten, but the students still find the difficulties in learning speaking. Importance for the teacher to uses strategy in teaching speaking.

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<sup>4</sup>SK dan KD SMP/MTS

<sup>5</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p. 121

<sup>6</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Longman, 2005), pp.1-2

Based on the preliminary research by interviewing the English teacher in MTs N 2 Bandar Lampung Mr. Doni Sastrawan, M.Pd, the researcher found the teacher already used strategy in speaking class the name is Inside Outside Circle strategy. The teacher explained that actually this strategy is good to be used but the students' speaking score still low. It can be seen from Table 1.1

**Table 1.1**  
**The Students' Speaking Score at the First Semester of the Eighth Grade of MTs N 2 Bandar Lampung in the Academic Year of 2014/2015**

No	Score	The Eighth Grade Students' Speaking Scores from A class - H class									
		A	B	C	D	E	F	G	H	Total	Percentage
1	$\geq 75$	23	25	22	29	18	24	28	21	190	62.5%
2	$< 75$	10	8	15	11	20	17	14	19	114	37.5%
<b>Total</b>		33	33	37	40	38	41	42	40	304	100%

*Source: The document of the school*

Based on Table 1.1, total number of the eighth grade students in MTs N 2 Bandar Lampung was 304. The Criteria of Minimum Mastery (*Kriteria Ketuntasan Minimal/ KKM*) at this school was 75. It was found out that 62.5% or 190 students passed the Criteria of Minimum Mastery score and 37.5% or 114 students still under the Criteria of Minimum Mastery. Furthermore the teacher also explained that most students at the eighth grade had many problems in learn English especially in speaking skill such as; the students were passive during the lesson, the students felt hard to express their ideas orally, they could not agree of the correct sentences in conversation, and then the students could not pronounce the word correctly it makes them afraid in making



mistakes to speak. Besides that, sometimes the teacher could not handle the noisy class because some students were not focused on the teaching learning process.<sup>7</sup>

Referring to these statements, many kinds of strategies are used to increase students speaking skill. One of the strategies is Inside Outside Circle. Inside Outside Circle (IOC) is developed by Kagan in 1994. He states that IOC is a strategy which the students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.<sup>8</sup> It gives students an opportunity to talk with different partners and exchange academic language.<sup>9</sup> So each student is facing a partner. The teacher prepares question, or provides a question card for each student. IOC is used to have students respond to teacher question or question cards.

Lie states that the flow of the learning process does not have to come from the teacher to the student. Students are also able to teach each other with fellow students. Many studies show that teaching learning by peers (peer teaching) is more effective than teaching by teachers. In this system, the teacher acts as a facilitator.<sup>10</sup> According to the previous research conducted by Afriana in her thesis entitled *Improving Students' Speaking Mastery through Inside Outside Circle (IOC) Strategy in the Second Year Students of SMA N 1 Welahan, Jepara Academic Year of 2013/2014*.

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<sup>7</sup>Doni Sastrawan, The English Teacher of MTs N 2 Bandar Lampung, *an Interview*, on January 4<sup>th</sup> 2016, Unpublished.

<sup>8</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), p.1.12

<sup>9</sup>Dolores Beltran *et.al*, *Science for English Language Learners*, (Shell Education, 2013), p.281

<sup>10</sup>Anita Lie, *Mempraktikan Cooperative learning di ruang-ruang kelas*, (Jakarta: Grasindo, 2002), p.12

She analyzes the speaking components containing pronunciation, grammar, vocabulary, fluency, and comprehension. The mean score of the students “pre-test in speaking in cycle 1 is 59.44 and the mean score of the students in post-test is 68.33. The students’ score are increased in the cycle 2, the mean score of their pre test is 63.22 and mean score of post test is 70.55. According to the mean of both tests, the mean of post-test is higher than the pretest, so teaching speaking by using Inside Outside Circle is better than before using Inside-Outside Circle. The result of t- test are in cycle 1 the t-test is 12.50, which is higher than t-table (2.030) and in the cycle 2, the t-test is 18.32, higher than t-table (2.030), by the level significant of 5%. So there is improvement of speaking skill of the second year students of SMA N 1 Welahan after being taught by using Inside-Outside Circle.<sup>11</sup>

It can be concluded that IOC strategy is suitable in teaching speaking because it helped the students to improve their speaking skill, because it gives the students opportunity to talk with different partners for sharing, quizzing, and problem solving. It is more effective than teaching by teacher.

Consider to these explanations, the researcher wants to know the process of Teaching and Learning Speaking through Inside Outside Circle (IOC) strategy at the Second Semester of the Eighth Grade Students of MTs N 2 Bandar Lampung in the Academic Year of 2015/ 2016.

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<sup>11</sup>Mala Alfiana, *Improving Students’ Speaking Mastery through Inside Outside Circle (IOC) Strategy in the Second Year Students of SMA N 1 Welahan, Jepara Academic Year of 2013/2014*, (STAIN Salatiga, 2014)

## **B. Identification of the Problem**

Based on the background above, the researcher identified the problem as follows:

1. The teacher already used IOC strategy but it does not run effectively.
2. The students had difficulties in speaking skill.
3. The students' speaking score was still low.
4. The students who were lacking of knowledge, were passive during the lessons.
5. The students felt hard to express their ideas orally.
6. The students could not pronounce the word correctly it makes them afraid in making mistakes to speak.
7. The teacher could not handle the noisy class because some students were not paying attention on the teaching learning process.

## **C. Limitation of the Problem**

Dealing with the background of the problem, the identification and the research question, in this research the researcher focuses on teaching and learning speaking especially about descriptive material by using Inside Outside Circle (IOC) strategy at the second semester of the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2015/ 2016.

#### **D. Formulation of the Problem**

Based on the identification and limitation of the research, the researcher formulated the problem as follows:

1. How was the process of teaching and learning speaking through IOC strategy at the second semester of the eighth grade students of MTs N 2 Bandar lampung in the academic year of 2015/ 2016?
2. What were the teacher's problems in teaching speaking through IOC Strategy at the second semester of the eighth grade students of MTs N 2 Bandar lampung in the academic year of 2015/ 2016?
3. What were the students' problems in learning speaking through IOC strategy at the second semester of the eighth grade students of MTs N 2 Bandar lampung in the academic year of 2015/ 2016?

#### **E. Purpose of the Research**

Based on the formulation of the problem, the objectives of the research were as follows:

1. To know the process of teaching and learning speaking through IOC strategy at the second semester of the eighth grade students of MTs N 2 Bandar lampung in the academic year of 2015/ 2016.
2. To know the teacher's problems in teaching speaking through IOC strategy at the second semester of the eighth grade students of MTs N 2 Bandar lampung in the academic year of 2015/ 2016.



3. To know the students' problems in learning speaking through IOC strategy at the second semester of the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2015/ 2016.

#### **F. Significance of the Research**

After doing this research the researcher hope it has significant as follows:

1. For the Teacher

By using Inside Outside Circle Strategy the teacher can improved his creativity in teaching process so that the goal of learning can be achieve.

2. For the Students

By using Inside Outside Circle Strategy, it is hoped that the students will be more interested and motivated in learning English, so that their speaking ability will be increased.

3. For the School

It is expected that this research can provide useful input in improving the quality of learning in the school.

#### **G. Scope of the Research**

The scope of the research can be described as follows:

- a. The Research Subject

The research subject was the students at the second semester of the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2015/ 2016.

b. The Research Object

The research object was the use of IOC strategy in teaching speaking.

c. The Research Place

The research was conducted at MTs N 2 Bandar Lampung.

d. The Research Time

The research was conducted at the second semester in the academic year of 2015/2016.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Teaching and Learning English as a Foreign Language

Language is systematic.<sup>1</sup> It is very important in our life. It becomes a connector tool with each others. Language is used to communicate our thoughts and ideas.<sup>2</sup> Setiyadi says that language is a system for the expression meaning.<sup>3</sup> It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them is English.

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.<sup>4</sup> It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

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<sup>1</sup>H. Brown Douglas, *Principles of language learning and Teaching*, (San Francisco: Pearson Education, 1941), p.8

<sup>2</sup>M.F.Patel and Praveen M.jain, *English Language Teaching (Methods, Tools & Techniques)*, (vaishali Nagar: Sunrise, 2008), p.31

<sup>3</sup>Ag. Bambang Setiyadi, *Teaching English as A foreign English Language*, (Yogyakarta: Graha Ilmu, 2006), p.10

<sup>4</sup>H. Brown Douglas, *Op.cit*, p. 8

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be mastered English very well than the students and try to never judge when they have a mistake, because it can makes the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in loosing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

Based on these explanations, it can be concluded that communication is needed by the people over the entry world. Instead of as a communication tool for expressing our ideas and feelings, by learning English we also can easily access everything because it is as international language. It also has a large influence in our life, because it is the window which opens up vast prospect of human achievement.

### **1. Concept of Speaking**

Speaking is the one of basic skills in learning a language besides listening, reading, and writing. It is also very important in our daily life activity to interact each other. As Turk states that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.<sup>5</sup> Besides, Lado states that speaking is the ability to express oneself in life situation, or the

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<sup>5</sup>Christopher Turk, *Effective Speaking Communicating in Speech*. (Francis: Spoon Press, 2003), p.9



ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.<sup>6</sup>

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

Furthermore, Bygate states that speaking is a linguistic activity which, like language itself, consist of several elements, for the examples pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topically (themes and ideas).<sup>7</sup> All elements above will affect someone's ability in speaking. If they understand a lot about the linguistics elements above exactly their will communicate with other people easily.

In conclusion, speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas,

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<sup>6</sup>R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

<sup>7</sup>Fahad Hamad Aljumah, *Developing Saudi EFL Students' oral Skills: An Introgrative Approach*, (Journal CCSENET vol.4, No.3; September 2011, Qossim Univesity, Buraidah, 2011), p.1

opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

**a. Classroom Speaking Activities**

Teaching speaking should be taught by using attractive and communicative activities. There are many types of classroom speaking activities. Harmer states that there are six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

### 3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

### 4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

#### 5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

#### 6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used



as the way to measure how far students can speak, say and express their feeling in English.<sup>8</sup>

Based on these explanations, it can be concluded that there are many speaking activities that can be used by the teacher in the classroom. One of them is discussion. It is a way for students to express their mind and the other must pay attention and giving some responds. It is relate with this research because it is the commonly activity that used in the oral skill class.

#### **b. Elements of Speaking**

Speaking elements are crucial which could not be separated each other. They are unity. The ability to speak fluently presupposes not only knowledge of language features but also depends on social processing. Harmer states that the ability to speak English Presupposes the elements necessary for spoken productions as follows:

##### 1. Language features

The elements necessary for spoken productions, are the following:

- a. Connected speech: in connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech

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<sup>8</sup>Jeremy harmer, *The Practice of English language Teaching 3<sup>rd</sup> Edition*, (England: Longman, 2001) pp. 271-275

- b. Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by order physical and non-verbal (paralinguistic) means how they are feeling (especially in face- to- face interaction). The use of these devices contributes to the ability to convey meanings.
  - c. Lexis and grammar: teachers should therefore supply a variety of phrase for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
  - d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial.
2. Mental or social processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates as follows:

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

- c. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>9</sup>

It can be concluded that, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive device, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/ social processing, will help him or her to achieve successful communication.

## **2. Teaching Speaking**

### **a. Concept of Teaching Speaking**

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

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<sup>9</sup>Jeremy Harmer, *Ibid.* p.269

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of language.<sup>10</sup>

Therefore, language activities in the speaking class should focus on language use individually, this requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each students to speak, therefore it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic. There are three steps of lesson methodology of speaking:

a. Introduction

In the first step, before a teacher starts the lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so being well prepared. Key strategies of introduction are the teachers is checking attendance and knowing more about the students. Beside she/he is doing daily or weekly activity and telling about agenda. And the last, the teacher is giving brainstorming to the students and moving the students.

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<sup>10</sup>Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), p.123

b. Main-activity

In the main-activity in speaking lesson consist of three steps, they are:

1. Modeling

In this step the teacher introduces about speaking, then the teacher models learning outcome, besides she/he engages students.

2. Guided Practice

In guide practice, the students practice learning outcome as a class and/or in pairs then the teacher provides help and feedback.

3. Independent Practice

In the last steps, the students demonstrate learning outcome individually or in pairs. Furthermore, the teacher assesses learning outcome.

c. Post-activity

Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning. In the post activity, the teacher can reflect on the learning outcome. Then recap main point and the last review any errors.<sup>11</sup>

In conclusion, it is clear that teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the classroom. Therefore, the teacher can support the students by

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<sup>11</sup>Goeirno De Chile, *The 3-Step Lesson Methodology*. (calvià: Ministerio de Educación, 2014), pp.23-26

challenging to expose their ability in speaking. In this case, the teacher may also give the opportunity to explore the students by giving a theme and the students practice using strategy from the teacher.

**b. Teacher's Problems in Teaching Speaking**

In teaching learning process especially in speaking as a teacher usually finds some problems. Harmer states that there are some problems faced by the teacher in teaching speaking activity in the classroom, they are as follows:

**1. Teacher skills**

a. Managing classes

The teacher's effectiveness in manage the classroom as aspect of their skill.

They know how to put students into groups, or when to start and finish an activity. But for each teacher has a problem in managing the classroom.

b. Movement

Some teachers tend to spend most of their class time in one place - at the front of the class, for example, or to the side, or in the middle. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students.

c. Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant. Teachers do not have to shout to be audible. Good voice projection is more important than volume (though the two are, of course, connected).

**2. Teacher's knowledge**

When students have doubts about the language, they frequently ask their teachers to explain things. They ask 'What's the difference between ... and ...?' or 'Why can't we say ...?' Sometimes the answer is clear and easy to explain. But at other times the issue is one of great complexity and even the most experienced teacher will have difficulty giving an instant answer. In other words, our knowledge of the language system may not be adequate for certain kinds of on-the-spot questions about subtleties. Moreover, sometimes the question is not especially relevant - it is a distraction from what is going on in the lesson. In such situations, teachers need to be able to say things like 'That's a very interesting question. I think the answer is X, but I will check to make sure and I will bring you a more complete answer tomorrow' or 'That's a very interesting question. I don't want to answer it now because we are doing something else. But you can find the answer yourself if you go to this book. We'll discuss it tomorrow'. Students will release that these answers are perfectly



appropriate when the teacher does indeed return for the next lesson with the information that they have promised. This will demonstrate the teacher's knowledge of the language and reference materials. But if, on the other hand, we forget to find the information and never mention the question again, students will gradually start to think we just don't know enough about the language to find what we are looking for - or that we just don't care.<sup>12</sup>

Referring to these explanations, it can be inferred that there are many problems that faced by the teacher when teaching speaking in the classroom, such as teacher skill in (manage the classroom, movement in control the classroom, and the teacher's voice when teaching) and then the teacher's lack of knowledge that hard to give answer to the students.

### **c. Teacher's Solutions in Teaching Speaking**

There are many problems that faced by the teacher when teaching speaking such as the students' shyness of making a mistakes, nothing to say, mother tongue use, less of participation, and the noisy classroom. On the other hand, there are some solutions that can help the teacher to solve these problem, they are as follows:

#### **a. Group Work**

Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

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<sup>12</sup>Jeremy Harmer, *Op.cit*, pp. 23-33

b. Easy Language Simple

Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.

c. Interesting Topic

Choosing a topic according to the interests of the class ensures students motivation.

d. Clear Guidelines

Feedback reveals the result of the discussion and motivates each student to follow the guidelines.

e. English Monitor

A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.<sup>13</sup>

Related to these explanations, the teacher is expected to be able to manage classroom. And then the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: First working in groups can help the shy students interacting more comfortable, Second simple language can help the students more understand about the material. Third choose the interesting topics can make the students more interesting to the material, Fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, Fifth monitoring the classroom is another way to discourage students speaking in their mother tongue.

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<sup>13</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p.121

Teacher can monitor the students' participation, giving support and help the students as they need it. They just need some extra reassurance or they do not like working with certain students or there is some other problem that you can help them resolve. The teacher can monitoring the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

### **3. Learning Speaking**

#### **a. Concept of Learning Speaking**

Learning is defined an process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.<sup>14</sup> Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>15</sup> Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Based on these explanations, it can be concluded that learning is students' process to get knowledge not only from the teacher but also from their own practice or

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<sup>14</sup>Denise E. Murray and MaryAnn Christison, *What English Language Teachers Need to Know Vol.I*, (New York: Routledge, 2011), p.140

<sup>15</sup>H Douglas Brown, *Op.cit*, p.7

experience. Learning can increase students' cognitive, affective, and psychomotor aspects. It also brings a change in students' behavior after they learn something.

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing information.<sup>16</sup> Furthermore, Turk states that speaking is the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.<sup>17</sup>

Based on these explanations, it can be concluded that speaking is someone process to interact with others. Its purpose is to get information, ask questions, and share everything. In speaking, students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing.

Based on both of these explanations, it can be concluded that learning speaking is students' process to get knowledge through interacting with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also needs a teacher's guide to control the students when they are in conversation.

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<sup>16</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.140

<sup>17</sup>Christopher Turk, *Effective Speaking Communicating in Speech*, (Francis: Spon Press, 2003), p.9

### **b. Students' Problems in Learning Speaking**

Beside teacher's problems in teaching speaking usually students also find some problems in learning speaking. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use the language appropriately in social interaction.<sup>18</sup> When people speak English they should pay attention to the elements of language, they are: Pronunciation, Grammar, and Vocabulary,<sup>19</sup> so that there is no misunderstanding in communication. In addition Thornbury states that the difficulties faced by learners in speaking class are broken down into two main areas as follows:

#### **1. Knowledge Factors**

The learners have not yet known about aspects of language that enable language production. They are lack of knowledge of the language and lack of practice of interactive speaking itself, for we know that English is a complex language. The knowledge about English that should be mastered by learners in order to understand about English itself wholly, such as the knowledge of grammar, pronunciation, or vocabulary, exactly will support the students' learning, so the students will not face great difficulties in learning. In addition, after having

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<sup>18</sup>Utami Widiati and Bambang Yudi Cahyono, *The Teaching of EFL Speaking in the Indonesian Context*, (Malang: English Article, 2006), p. 273

<sup>19</sup>Jeremy Harmer, *Op.cit*, p. 269

knowledge about language, it is better for the students to practice more, for it is important factor to improve speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning.

## 2. Skill Factors

The students' knowledge is not automated sufficiently to ensure fluency. Meanwhile, it may also be affective factors such as lack of confidence which might inhibit fluency.<sup>20</sup> Although we have enough knowledge and often practice by ourselves, but we do not have confidence to perform in front of many people, we will still have difficulty exactly in learning speaking. Hence, to be a good speaker, we should have enough confidence. Finally, we will have good skill of speaking and become a good speaker.

In other hand, according to Ur the other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to learning process and learning speaking in particular. They can be defined as follows:

- a. Inhibition: Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibition about trying to say things in a foreign language. In the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

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<sup>20</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Longman, 2005), pp. 1-2

- b. Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, or that they have no motive to express themselves beyond the guilty feeling.
- c. Lows or uneven participation: Only one participant can talk at a time if he or she is to heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother- tongue use: In classes all, or a number of the learners share the same mother tongue for many reasons: firstly, they may tend to use it because it is easier. Secondly, they feel unnatural to speak to one another in a foreign language and lastly because they feel less “exposed” if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some class- particularly the less disciplined or motivated ones to keep to the target language.<sup>21</sup>

In conclusion, there are intellectual factors (knowledge and skill) and some individual learners’ personalities and attitudes that caused the students difficult to learning English. The teacher should teach them to have a high confidence, giving students motivation in learning English, and also give them great support, so the process of teaching and learning in the classroom can take place with convenient because students did not have more difficulties of learning speaking.

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<sup>21</sup>Penny Ur, *Op.cit*, p. 121



## **B. Inside Outside Circle Strategy**

### **1. Concept of Cooperative Learning Strategy**

Cooperative Learning is a strategy used in the learning model. According to Wenden and Rubin in Hismanoglu, strategy as sets, plans, routines used in teaching learning process to facilitate the obtaining, storage, retrieval, and use of information.<sup>22</sup> In addition, Richard and Platt in Hismanoglu state that strategy is intentional behavior and thoughts used during learning so as to better help students understand, learn, or remember new information. It means that a strategy defines the basic procedure of how the plan is elaborated during the teaching process.<sup>23</sup>

Davidson and Worsham in Kagan Cooperative Learning states that cooperative learning is also very powerful in developing Higher-level thinking skills.<sup>24</sup> In other words, cooperative learning is a learning model where the students can work in group. It requires students to be actively engaged in discussion, debate, tutoring, and team work. They are encouraged to work together on a common task, and they must coordinate their effort to complete the task. The goals of cooperative learning are both cognitive and social. Students work in teams to acquire and master new information and to learn social and team work skills.

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<sup>22</sup> Murat Hismanoglu, *Linguage Learning Strategies*, available on:  
<http://www.iteslj.org/articles/Hismanoglu-Strategies.html>, [October 16<sup>th</sup>, 2015]

<sup>23</sup> *Ibid.*

<sup>24</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), p.1.12

Kagan says that many students are more open to feedback from peer than feedback from the teacher.<sup>25</sup> In addition he says that working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life.<sup>26</sup>

According to these explanations, the researcher concludes that Cooperative learning is an important strategy in teaching learning process that should be used by the teacher to interest the students. Furthermore, the goals from cooperative learning are not only cognitive aspect but also social aspect. By using cooperative learning, the students naturally know what the teamwork is. There are many kinds of strategy in cooperative learning. One of the strategies is Inside Outside Circle (IOC).

## 2. Concept of Inside Outside Circle

Inside Outside Circle was developed by Kagan in 1994. Kagan states that IOC is a strategy which the students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.<sup>27</sup> It gives students an opportunity to talk with different partners and exchange academic language.<sup>28</sup> Based on the work of Kagan, IOC can serve as a summarization activity. The students are asked to talk with multiple partners, repeating their ideas with each new partner. This repetition of

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<sup>25</sup>*Ibid*, p. 4.5

<sup>26</sup>*Ibid*, p. 7.1

<sup>27</sup>*Ibid*, p. 6.27

<sup>28</sup>Dolores Beltran *et.al*, Science for English Language Learners, (Shell Education, 2013), p.281

academic language helps build fluency. In addition, students hear what their peer are learning and can confirm or extended their knowledge base.<sup>29</sup>

Lie states that the flow of the learning process does not have to come from the teacher to the students. Many studies show that teaching learning by peers is more effective than teaching by teachers. In this system the teacher acts as facilitator.<sup>30</sup> Inside outside circle gets students up and moving. Though it is similar in nature to a pair-share, students get to stand up and talk to peers. This strategy can help the students who have been struggling to make meaning of the content by giving them a chance to talk with a peer and clarify misunderstandings. As students are talking, teachers have an opportunity to listen in and gather information about the students' content knowledge and use of academic language.

The use of IOC during extend provides an opportunity for the students to share what they have understood from the *Engage*, *Explore*, and *Extend* stages. The teacher can focus the discussion on the learning objective to assess students' comprehension of the previous explorations. This information can help the teacher select appropriate text or plan instruction to clarify information or extend learning.<sup>31</sup>

Based on these explanations, it can be concluded that IOC is a simple strategy to apply in classroom. Through IOC, the students can discuss and share information and

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<sup>29</sup> *Ibid*, p.281

<sup>30</sup> Anita Lie, *Mempraktikan Cooperative Learning di Ruang-ruang Kelas*, (Jakarta: Grasindo, 2002), p. 12

<sup>31</sup> Dolores Beltran *et.al*, *Op.cit*, p. 281

ideas to their classmates directly. It encourages students to move and have a conversation. It also helps the students to share their ideas and hear the different opinion from different partners.

**a. Teaching and Learning Speaking by Using Inside Outside Circle**

English teacher must have strategy to teach speaking effectively in the classroom. It is used to make the students know their knowledge and capability in speaking. The students can apply their speaking ability in daily communication. Besides, teaching and learning through IOC can motivate the students to be active speaker in present or explain something and expressing their ideas and knowledge. It is also can improve the students' vocabularies and knowledge about grammatical structure.

As learning and applying the skills of oral English are so closely related, the classroom should be placed where the use of spoken language and active listening are sensitively supported, developed, and valued. Language is larges human ability in expressing their feeling and ideas to other person. Learning oral skill is not easy for the passive students. There are some factors that make the students are discouraging, in learning English they are students' nervousness, afraid of making mistakes, uninteresting topics, classroom atmosphere, and feedback of the listeners is not supported.<sup>32</sup>

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<sup>32</sup> Xu Jianing, *Storytelling in the EFL Speaking Classroom*, Available on: <http://ites.org/Techniques/Jianing-Storytelling.html> [October 16<sup>th</sup>, 2015]

The use of IOC strategy in teaching speaking process will make the students focus on the topic that have been given by the teacher and they try to tell the topic to their partner in inside circle. Furthermore, the students as inside circle listen carefully what the partner in outside circle was said. Do it until the rotate done. It can make the students active to speak in English in the classroom.

Based on these statements, IOC is suitable as a strategy in teaching learning English especially speaking skill. It will motivate and stimulate the students to become active learners. Besides, by using this strategy can change the boring classroom atmosphere become fun one and it make the students feel comfortable and happy to learn.

**b. Procedure of Inside Outside Circle Strategy**

The procedure of inside outside circle strategy proposed by Kagan is as follows:

- a. The teacher prepares questions, or provides a question card for each student.
- b. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- c. Remaining students find and face their partners (class now stands in two concentric circles).
- d. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner).
- e. Partners switch roles: outside circle students ask, listen, and then praise coach.
- f. Partners trade question cards.

- g. The teacher giving the limit time for speaking.
- h. Inside circle students rotate clockwise to a new partner. Do it until finish.<sup>33</sup>

### **c. The Advantages of Inside Outside Circle**

There are some advantages of Inside outside Circle, such as:

1. When students have appropriate “think time”, the quality of their responses improves.
2. Students are actively engaged in thinking, with different questions and different partners.
3. The activity encourages community building among students while incorporating movement and interaction.
4. Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.
5. No specific materials are needed for the strategy, so it can be easily incorporated into lessons.<sup>34</sup>

### **d. The Disadvantages of Inside Outside Circle**

Furthermore the disadvantages of inside outside technique are:

1. The students who has a lack of social skills would not know how to work in groups and this could result in task or social conflicts.

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<sup>33</sup>Spencer Kagan and Miguel Kagan, *Op.cit*, p. 6.27

<sup>34</sup>Barrie Bennett and Carol Rolheiser, *Online Teaching Resource*, (Queen's Printer for Ontario, 2005), Available on: [http://eworkshop.on.ca/edu/pdf/Mod21\\_coop\\_inside-outside.pdf](http://eworkshop.on.ca/edu/pdf/Mod21_coop_inside-outside.pdf)

2. The dependency on the group members which make some student not able to work alone. Moreover, when controlling many groups you never know when a single group goes off-track from the task and till you find out a lot of time has been wasted.
3. The group grades, what if only one student is working in a group and all the others are just enjoying the grades due to his hard work.
4. The class will be noisy because everyone is speaking.
5. The fear of failure; a student who might want to avoid failure might not participate in the group task to by expressing his or her worries by blaming the task being stupid or his or her group members being dumb.<sup>35</sup>

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<sup>35</sup>Spencer Kagan, *Thoughts on Cooperative Learning*, Available on: [http://www.technology.com/currenttrends/cooperative\\_learning/kagan/](http://www.technology.com/currenttrends/cooperative_learning/kagan/)



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Teaching and Learning English as a Foreign Language**

Language is systematic.<sup>1</sup> It is very important in our life. It becomes a connector tool with each others. Language is used to communicate our thoughts and ideas.<sup>2</sup> Setiyadi says that language is a system for the expression meaning.<sup>3</sup> It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them is English.

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.<sup>4</sup> It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

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<sup>1</sup>H. Brown Douglas, *Principles of language learning and Teaching*, (San Francisco: Pearson Education, 1941), p.8

<sup>2</sup> M.F.Patel and Praveen M.jain, *English Language Teaching (Methods, Tools & Techniques)*, (vaishali Nagar: Sunrise, 2008), p.31

<sup>3</sup>Ag. Bambang Setiyadi, *Teaching English as A foreign English Language*, (Yogyakarta: Graha Imu, 2006), p.10

<sup>4</sup>H. Brown Douglas, *Op.cit*, p. 8

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be mastered English very well than the students and try to never judge when they have a mistake, because it can makes the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in loosing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

Based on these explanations, it can be concluded that communication is needed by the people over the entry world. Instead of as a communication tool for expressing our ideas and feelings, by learning English we also can easily access everything because it is as international language. It also has a large influence in our life, because it is the window which opens up vast prospect of human achievement.

### **1. Concept of Speaking**

Speaking is the one of basic skills in learning a language besides listening, reading, and writing. It is also very important in our daily life activity to interact each other. As Turk states that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.<sup>5</sup> Besides, Lado states that speaking is the ability to express oneself in life situation, or the

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<sup>5</sup>Christopher Turk, *Effective Speaking Communicating in Speech*, (Francis: Spoon Press, 2003), p.9

ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.<sup>6</sup>

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

Furthermore, Bygate states that speaking is a linguistic activity which, like language itself, consist of several elements, for the examples pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topically (themes and ideas).<sup>7</sup> All elements above will affect someone's ability in speaking. If they understand a lot about the linguistics elements above exactly their will communicate with other people easily.

In conclusion, speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas,

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<sup>6</sup>R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

<sup>7</sup>Fahad Hamad Aljumah, *Developing Saudi EFL Students' oral Skills: An Introgative Approach*, (Journal CCSENET vol.4, No.3; September 2011, Qossim Univesity, Buraidah, 2011), p.1

opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

#### **a. Classroom Speaking Activities**

Teaching speaking should be taught by using attractive and communicative activities. There are many types of classroom speaking activities. Harmer states that there are six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

##### 1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

##### 2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

### 3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

### 4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

#### 5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

#### 6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used



as the way to measure how far students can speak, say and express their feeling in English.<sup>8</sup>

Based on these explanations, it can be concluded that there are many speaking activities that can be used by the teacher in the classroom. One of them is discussion. It is a way for students to express their mind and the other must pay attention and giving some responds. It is relate with this research because it is the commonly activity that used in the oral skill class.

### **b. Elements of Speaking**

Speaking elements are crucial which could not be separated each other. They are unity. The ability to speak fluently presupposes not only knowledge of language features but also depends on social processing. Harmer states that the ability to speak English Presupposes the elements necessary for spoken productions as follows:

#### 1. Language features

The elements necessary for spoken productions, are the following:

- a. Connected speech: in connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech

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<sup>8</sup>Jeremy harmer, *The Practice of English language Teaching 3<sup>rd</sup> Edition*, (England: Longman, 2001) pp. 271-275

- b. Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by order physical and non-verbal (paralinguistic) means how they are feeling (especially in face- to- face interaction). The use of these devices contributes to the ability to convey meanings.
- c. Lexis and grammar: teachers should therefore supply a variety of phrase for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial.

## 2. Mental or social processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates as follows:

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

- c. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>9</sup>

It can be concluded that, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive device, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/ social processing, will help him or her to achieve successful communication.

## **2. Teaching Speaking**

### **a. Concept of Teaching Speaking**

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

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<sup>9</sup>Jeremy Harmer, *Ibid.* p.269

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of language.<sup>10</sup>

Therefore, language activities in the speaking class should focus on language use individually, this requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each students to speak, therefore it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic. There are three steps of lesson methodology of speaking:

a. Introduction

In the first step, before a teacher starts the lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so being well prepared. Key strategies of introduction are the teachers is checking attendance and knowing more about the students. Beside she/he is doing daily or weekly activity and telling about agenda. And the last, the teacher is giving brainstorming to the students and moving the students.

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<sup>10</sup>Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), p.123

b. Main-activity

In the main-activity in speaking lesson consist of three steps, they are:

1. Modeling

In this step the teacher introduces about speaking, then the teacher models learning outcome, besides she/he engages students.

2. Guided Practice

In guide practice, the students practice learning outcome as a class and/or in pairs then the teacher provides help and feedback.

3. Independent Practice

In the last steps, the students demonstrate learning outcome individually or in pairs. Furthermore, the teacher assesses learning outcome.

c. Post-activity

Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning. In the post activity, the teacher can reflect on the learning outcome. Then recap main point and the last review any errors.<sup>11</sup>

In conclusion, it is clear that teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the classroom. Therefore, the teacher can support the students by

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<sup>11</sup>Goeirno De Chile, *The 3-Step Lesson Methodology*, (calvià: Ministerio de Educación, 2014), pp.23-26

challenging to expose their ability in speaking. In this case, the teacher may also give the opportunity to explore the students by giving a theme and the students practice using strategy from the teacher.

### **b. Teacher's Problems in Teaching Speaking**

In teaching learning process especially in speaking as a teacher usually finds some problems. Harmer states that there are some problems faced by the teacher in teaching speaking activity in the classroom, they are as follows:

#### **1. Teacher skills**

##### **a. Managing classes**

The teacher's effectiveness in manage the classroom as aspect of their skill.

They know how to put students into groups, or when to start and finish an activity. But for each teacher has a problem in managing the classroom.

##### **b. Movement**

Some teachers tend to spend most of their class time in one place - at the front of the class, for example, or to the side, or in the middle. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students.

c. Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant. Teachers do not have to shout to be audible. Good voice projection is more important than volume (though the two are, of course, connected).

**2. Teacher's knowledge**

When students have doubts about the language, they frequently ask their teachers to explain things. They ask 'What's the difference between ... and ...?' or 'Why can't we say ...?' Sometimes the answer is clear and easy to explain. But at other times the issue is one of great complexity and even the most experienced teacher will have difficulty giving an instant answer. In other words, our knowledge of the language system may not be adequate for certain kinds of on-the-spot questions about subtleties. Moreover, sometimes the question is not especially relevant - it is a distraction from what is going on in the lesson. In such situations, teachers need to be able to say things like 'That's a very interesting question. I think the answer is X, but I will check to make sure and I will bring you a more complete answer tomorrow' or 'That's a very interesting question. I don't want to answer it now because we are doing something else. But you can find the answer yourself if you go to this book. We'll discuss it tomorrow'. Students will release that these answers are perfectly

appropriate when the teacher does indeed return for the next lesson with the information that they have promised. This will demonstrate the teacher's knowledge of the language and reference materials. But if, on the other hand, we forget to find the information and never mention the question again, students will gradually start to think we just don't know enough about the language to find what we are looking for - or that we just don't care.<sup>12</sup>

Referring to these explanations, it can be inferred that there are many problems that faced by the teacher when teaching speaking in the classroom, such as teacher skill in (manage the classroom, movement in control the classroom, and the teacher's voice when teaching) and then the teacher's lack of knowledge that hard to give answer to the students.

### **c. Teacher's Solutions in Teaching Speaking**

There are many problems that faced by the teacher when teaching speaking such as the students' shyness of making a mistakes, nothing to say, mother tongue use, less of participation, and the noisy classroom. On the other hand, there are some solutions that can help the teacher to solve these problem, they are as follows:

#### **a. Group Work**

Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

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<sup>12</sup>Jeremy Harmer, *Op.cit*, pp. 23-33



b. Easy Language Simple

Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.

c. Interesting Topic

Choosing a topic according to the interests of the class ensures students motivation.

d. Clear Guidelines

Feedback reveals the result of the discussion and motivates each student to follow the guidelines.

e. English Monitor

A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.<sup>13</sup>

Related to these explanations, the teacher is expected to be able to manage classroom. And then the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: First working in groups can help the shy students interacting more comfortable, Second simple language can help the students more understand about the material. Third choose the interesting topics can make the students more interesting to the material, Fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, Fifth monitoring the classroom is another way to discourage students speaking in their mother tongue.

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<sup>13</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p.121

Teacher can monitor the students' participation, giving support and help the students as they need it. They just need some extra reassurance or they do not like working with certain students or there is some other problem that you can help them resolve. The teacher can monitoring the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

### **3. Learning Speaking**

#### **a. Concept of Learning Speaking**

Learning is defined an process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.<sup>14</sup> Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>15</sup> Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Based on these explanations, it can be concluded that learning is students' process to get knowledge not only from the teacher but also from their own practice or

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<sup>14</sup>Denise E. Murray and MaryAnn Christison, *What English Language Teachers Need to Know Vol.I*, (New York: Routledge, 2011), p.140

<sup>15</sup>H Douglas Brown, *Op.cit*, p.7

experience. Learning can increase students' cognitive, affective, and psychomotor aspects. It also brings a change in students' behavior after they learn something.

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing information.<sup>16</sup> Furthermore, Turk states that speaking is the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.<sup>17</sup>

Based on these explanations, it can be concluded that speaking is someone process to interact with others. Its purpose is to get information, ask questions, and share everything. In speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing.

Based on both of these explanations, it can be concluded that learning speaking is students' process to get knowledge through interacting with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also needs a teacher's guide to control the students when they are in conversation.

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<sup>16</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.140

<sup>17</sup>Christopher Turk, *Effective Speaking Communicating in Speech*, (Francis: Spon Press, 2003), p.9

## **b. Students' Problems in Learning Speaking**

Beside teacher's problems in teaching speaking usually students also find some problems in learning speaking. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use the language appropriately in social interaction.<sup>18</sup> When people speak English they should pay attention to the elements of language, they are: Pronunciation, Grammar, and Vocabulary,<sup>19</sup> so that there is no misunderstanding in communication. In addition Thornbury states that the difficulties faced by learners in speaking class are broken down into two main areas as follows:

### 1. Knowledge Factors

The learners have not yet known about aspects of language that enable language production. They are lack of knowledge of the language and lack of practice of interactive speaking itself, for we know that English is a complex language. The knowledge about English that should be mastered by learners in order to understand about English itself wholly, such as the knowledge of grammar, pronunciation, or vocabulary, exactly will support the students' learning, so the students will not face great difficulties in learning. In addition, after having knowledge about language, it is better for the students to practice more, for it is

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<sup>18</sup>Utami Widiati and Bambang Yudi Cahyono, *The Teaching of EFL Speaking in the Indonesian Context*, (Malang: English Article, 2006), p. 273

<sup>19</sup>Jeremy Harmer, *Op.cit*, p. 269

important factor to improve speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning.

## 2. Skill Factors

The students' knowledge is not automated sufficiently to ensure fluency. Meanwhile, it may also be affective factors such as lack of confidence which might inhibit fluency.<sup>20</sup> Although we have enough knowledge and often practice by ourselves, but we do not have confidence to perform in front of many people, we will still have difficulty exactly in learning speaking. Hence, to be a good speaker, we should have enough confidence. Finally, we will have good skill of speaking and become a good speaker.

In other hand, according to Ur the other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to learning process and learning speaking in particular. They can be defined as follows:

- a. Inhibition: Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibition about trying to say things in a foreign language. In the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

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<sup>20</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Longman, 2005), pp. 1-2

- b. Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, or that they have no motive to express themselves beyond the guilty feeling.
- c. Lows or uneven participation: Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother- tongue use: In classes all, or a number of the learners share the same mother tongue for many reasons: firstly, they may tend to use it because it is easier. Secondly, they feel unnatural to speak to one another in a foreign language and lastly because they feel less “exposed” if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some class- particularly the less disciplined or motivated ones to keep to the target language.<sup>21</sup>

In conclusion, there are intellectual factors (knowledge and skill) and some individual learners’ personalities and attitudes that caused the students difficult to learning English. The teacher should teach them to have a high confidence, giving students motivation in learning English, and also give them great support, so the process of teaching and learning in the classroom can take place with convenient because students did not have more difficulties of learning speaking.

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<sup>21</sup>Penny Ur, *Op.cit*, p. 121

## **B. Inside Outside Circle Strategy**

### **1. Concept of Cooperative Learning Strategy**

Cooperative Learning is a strategy used in the learning model. According to Wenden and Rubin in Hismanoglu, strategy as sets, plans, routines used in teaching learning process to facilitate the obtaining, storage, retrieval, and use of information.<sup>22</sup> In addition, Richard and Platt in Hismanoglu state that strategy is intentional behavior and thoughts used during learning so as to better help students understand, learn, or remember new information. It means that a strategy defines the basic procedure of how the plan is elaborated during the teaching process.<sup>23</sup>

Davidson and Worsham in Kagan Cooperative Learning states that cooperative learning is also very powerful in developing Higher-level thinking skills.<sup>24</sup> In other words, cooperative learning is a learning model where the students can work in group. It requires students to be actively engaged in discussion, debate, tutoring, and team work. They are encouraged to work together on a common task, and they must coordinate their effort to complete the task. The goals of cooperative learning are both cognitive and social. Students work in teams to acquire and master new information and to learn social and team work skills.

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<sup>22</sup> Murat Hismanoglu, *Language Learning Strategies*, available on: <http://www.iteslj.org/articles/Hismanoglu-Strategies.html>, [October 16<sup>th</sup>, 2015]

<sup>23</sup> *Ibid.*

<sup>24</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), p.1.12

Kagan says that many students are more open to feedback from peer than feedback from the teacher.<sup>25</sup> In addition he says that working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life.<sup>26</sup>

According to these explanations, the researcher concludes that Cooperative learning is an important strategy in teaching learning process that should be used by the teacher to interest the students. Furthermore, the goals from cooperative learning are not only cognitive aspect but also social aspect. By using cooperative learning, the students naturally know what the teamwork is. There are many kinds of strategy in cooperative learning. One of the strategies is Inside Outside Circle (IOC).

## **2. Concept of Inside Outside Circle**

Inside Outside Circle was developed by Kagan in 1994. Kagan states that IOC is a strategy which the students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.<sup>27</sup> It gives students an opportunity to talk with different partners and exchange academic language.<sup>28</sup> Based on the work of Kagan, IOC can serve as a summarization activity. The students are asked to talk with multiple partners, repeating their ideas with each new partner. This repetition of

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<sup>25</sup>*Ibid*, p. 4.5

<sup>26</sup>*Ibid*, p. 7.1

<sup>27</sup>*Ibid*, p. 6.27

<sup>28</sup>Dolores Beltran *et.al*, Science for English Language Learners, (Shell Education, 2013), p.281



academic language helps build fluency. In addition, students hear what their peer are learning and can confirm or extended their knowledge base.<sup>29</sup>

Lie states that the flow of the learning process does not have to come from the teacher to the students. Many studies show that teaching learning by peers is more effective than teaching by teachers. In this system the teacher acts as facilitator.<sup>30</sup> Inside outside circle gets students up and moving. Though it is similar in nature to a pair-share, students get to stand up and talk to peers. This strategy can help the students who have been struggling to make meaning of the content by giving them a chance to talk with a peer and clarify misunderstandings. As students are talking, teachers have an opportunity to listen in and gather information about the students' content knowledge and use of academic language.

The use of IOC during extend provides an opportunity for the students to share what they have understood from the *Engage*, *Explore*, and *Extend* stages. The teacher can focus the discussion on the learning objective to assess students' comprehension of the previous explorations. This information can help the teacher select appropriate text or plan instruction to clarify information or extend learning.<sup>31</sup>

Based on these explanations, it can be concluded that IOC is a simple strategy to apply in classroom. Through IOC, the students can discuss and share information and

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<sup>29</sup> *Ibid*, p.281

<sup>30</sup> Anita Lie, *Mempraktikan Cooperative Learning di Ruang-ruang Kelas*, (Jakarta: Grasindo, 2002), p. 12

<sup>31</sup> Dolores Beltran *et.al*, *Op.cit*, p. 281

ideas to their classmates directly. It encourages students to move and have a conversation. It also helps the students to share their ideas and hear the different opinion from different partners.

**a. Teaching and Learning Speaking by Using Inside Outside Circle**

English teacher must have strategy to teach speaking effectively in the classroom. It is used to make the students know their knowledge and capability in speaking. The students can apply their speaking ability in daily communication. Besides, teaching and learning through IOC can motivate the students to be active speaker in present or explain something and expressing their ideas and knowledge. It is also can improve the students' vocabularies and knowledge about grammatical structure.

As learning and applying the skills of oral English are so closely related, the classroom should be placed where the use of spoken language and active listening are sensitively supported, developed, and valued. Language is larges human ability in expressing their feeling and ideas to other person. Learning oral skill is not easy for the passive students. There are some factors that make the students are discouraging, in learning English they are students' nervousness, afraid of making mistakes, uninteresting topics, classroom atmosphere, and feedback of the listeners is not supported.<sup>32</sup>

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<sup>32</sup> Xu Jianing, *Storrytelling in the EFL Speaking Classroom*, Available on: <http://ites.org/Techniques/Jianing-Storytelling.html> [October 16<sup>th</sup>, 2015]

The use of IOC strategy in teaching speaking process will make the students focus on the topic that have been given by the teacher and they try to tell the topic to their partner in inside circle. Furthermore, the students as inside circle listen carefully what the partner in outside circle was said. Do it until the rotate done. It can make the students active to speak in English in the classroom.

Based on these statements, IOC is suitable as a strategy in teaching learning English especially speaking skill. It will motivate and stimulate the students to become active learners. Besides, by using this strategy can change the boring classroom atmosphere become fun one and it make the students feel comfortable and happy to learn.

#### **b. Procedure of Inside Outside Circle Strategy**

The procedure of inside outside circle strategy proposed by Kagan is as follows:

- a. The teacher prepares questions, or provides a question card for each student.
- b. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- c. Remaining students find and face their partners (class now stands in two concentric circles).
- d. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner).
- e. Partners switch roles: outside circle students ask, listen, and then praise coach.
- f. Partners trade question cards.

- g. The teacher giving the limit time for speaking.
- h. Inside circle students rotate clockwise to a new partner. Do it until finish.<sup>33</sup>

### **c. The Advantages of Inside Outside Circle**

There are some advantages of Inside outside Circle, such as:

1. When students have appropriate “think time”, the quality of their responses improves.
2. Students are actively engaged in thinking, with different questions and different partners.
3. The activity encourages community building among students while incorporating movement and interaction.
4. Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.
5. No specific materials are needed for the strategy, so it can be easily incorporated into lessons.<sup>34</sup>

### **d. The Disadvantages of Inside Outside Circle**

Furthermore the disadvantages of inside outside technique are:

1. The students who has a lack of social skills would not know how to work in groups and this could result in task or social conflicts.

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<sup>33</sup>Spencer Kagan and Miguel Kagan, *Op.cit*, p. 6.27

<sup>34</sup>Barrie Bennett and Carol Rolheiser, *Online Teaching Resource*, (Queen's Printer for Ontario, 2005), Available on: [http://eworkshop.on.ca/edu/pdf/Mod21\\_coop\\_inside-outside.pdf](http://eworkshop.on.ca/edu/pdf/Mod21_coop_inside-outside.pdf)

2. The dependency on the group members which make some student not able to work alone. Moreover, when controlling many groups you never know when a single group goes off-track from the task and till you find out a lot of time has been wasted.
3. The group grades, what if only one student is working in a group and all the others are just enjoying the grades due to his hard work.
4. The class will be noisy because everyone is speaking.
5. The fear of failure; a student who might want to avoid failure might not participate in the group task to by expressing his or her worries by blaming the task being stupid or his or her group members being dumb.<sup>35</sup>

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<sup>35</sup>Spencer Kagan, *Thoughts on Cooperative Learning*, Available on: [http://www.technology.com/currenttrends/cooperative\\_learning/kagan/](http://www.technology.com/currenttrends/cooperative_learning/kagan/)

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, researcher used a qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> In other words, qualitative research serves the data in descriptive form not in numerical form. Qualitative research is naturalistic research method because the research did on natural setting.<sup>2</sup> It means in qualitative research, researcher in doing research can not make own schedule. By this qualitative research, researcher focused on teaching and learning speaking through Inside Outside Circle at Second Semester of the Eighth Grade Students of MTs N 2 Bandar Lampung in the Academic Year of 2015/2016.

### **B. Research Subject**

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.<sup>3</sup> According to Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The

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<sup>1</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.219

<sup>2</sup>Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2011), p.7

<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p.127

type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>4</sup> It means in this research, researcher chose the subject according to the need and purpose of the research.

In this research, the subject was taken from the eighth grade students of MTs N 2 Bandar Lampung in the second semester in the academic year of 2015/2016. There were eight classes which consisted of 304 students. In this research, the researcher taken one class as the subject of this research. The subject was based on the first semester data of students' achievement that has the lowest score from all classes, because automatically there were problems in the lowest class. These were the students' average of speaking scores from all classes at the first semester of the eighth grade of MTs N 2 Bandar Lampung.

**Table 3.1**  
**The Students' Average of Speaking Scores at the First Semester of the Eighth Grade of MTs N 2 Bandar Lampung Academic Year of 2014/2015**

No.	Class	Students	Average Scores
1	A	33	78.7
2	B	33	78.6
3	C	37	77.3
<b>4</b>	<b>D</b>	<b>40</b>	<b>79.3</b>
<b>5</b>	<b>E</b>	<b>38</b>	<b>75</b>
6	F	41	79.2
7	G	42	78.1
8	H	40	75.6
	<b>Total</b>	<b>304</b>	

*Source: The document of the school*

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<sup>4</sup>Marguerite, et.al, *Methods in Educational Research: from Theory to Practice*, (San Francisco: Jassay-Bass, 2006), p.152

From Table 3.1, it can be seen that students at eighth grade have a various average scores. The class that has the lowest average score is VIII E and the highest one was VIII D <sup>5</sup> so, the researcher used the VIII E class as the subject in this research that consisted of 38 students. It was appropriate with purposive sampling technique that the researcher chose the subject by the purpose of the research.

### **C. Data Collecting Technique and Instrument**

In this research, there were some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the research conducted the observation, questionnaire and interview to get of the data for this research. The steps are follows:

#### **1. Observation**

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.<sup>6</sup> Observation is proper used in the research which related with teaching learning process, students' activity and problems which may arise. In this research the researcher's function was as observer to get the data. The researcher did not involve directly in the classroom activity. The researcher will make a note during teaching learning process. By using this instrument the researcher used specification as follows:

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<sup>5</sup> Preliminary Research Data in MTs N 2 Bandar Lampung, [January 4<sup>th</sup> 2016]

<sup>6</sup>Ag. Bambang Setiyadi, *Op.Cit*, p.239



**Table 3.2**  
**Specification of Observation**

<b>Subject</b>	<b>Pointer(s)</b>
Procedure of Inside Outside Circle Strategy	1. The teacher prepares questions, or provides a question card for each student. 2. Students form pairs. One student from each pair moves to form one large circle in the class facing outward. 3. Remaining students find and face their partners (class now stands in two concentric circles). 4. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner). 5. Partners switch roles: outside circle students ask, listen, and then praise coach. 6. Partners trade question cards. 7. The teacher giving the limit time for speaking. 8. Inside circle students rotate clockwise to a new partner. Do it until finish.
Teacher's problems	<p align="center"><b>Teacher's skill</b></p> 9. The teacher's effectiveness in managing the classroom (They know how to put students into groups, or when to start and finish an activity). 10. The teacher did not walked from side to side class when teaching. 11. The teacher's voice cannot hear at the back of the class. 12. The teacher lack of knowledge when the students ask about the materials being discussed. 13. Other problem: teacher used different steps with Kagan's theory.
Students' problems	<p align="center"><b>Intellectual factors</b></p> <p><b>a. Knowledge Factors</b></p> 14. The students lack of grammar. 15. The students lack of vocabulary. 16. The students hard to pronoun the word correctly. <p><b>b. Skill Factors</b></p> 17. Fluency. 18. Practice. <p align="center"><b>Individual learners' personalities and attitudes</b></p> 19. Inhibition ; Learners are often inhibition about trying to say things in a foreign language worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. 20. Nothing to say; the students cannot think of anything to say. 21. Lows or uneven participation. 22. Mother- tongue use.

## 2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic.<sup>7</sup> Interviewing provides the researcher a mean to gain a deeper understanding of how participant interprets a situation or phenomenon that could be gained through observation. The interview was used in collecting the data from the teacher. The teacher was asked about their opinions of the activity process including problems faced in the use of inside outside circle in teaching and learning Speaking. In addition, this interview was aimed to make sure about the result of the observation and to get more data related to this research. The topics of interview described as follows:

**Table 3.3**  
**Specification of Interview**

<b>Aspect (s)</b>	<b>Indicator</b>	<b>Number of item</b>
Teacher's problems	<b>Teacher's skill</b>	
	The teacher's effectiveness in managing the classroom (They know how to put students into groups, or when to start and finish an activity).	1
	The teacher did not walk from side to side class when teaching.	2
	The teacher's voice cannot hear at the back of the class.	3
	The teacher lack of knowledge when the students ask about the materials being discussed.	4
	Other problem: teacher used different steps with Kagan's theory.	5
Students' problems	<b>Intellectual factors</b> <b>Knowledge Factors</b>	
	The students lack of grammar.	8

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<sup>7</sup>*Ibid*, p. 226

	The students lack of vocabulary.	9
	The students hard to pronoun the word correctly.	10
<b>Skill Factors</b>		
	Fluency.	6
	Practice.	7
<b>Individual learners' personalities and attitudes</b>		
	Inhibition ; Learners are often inhibition about trying to say things in a foreign language worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.	11, 12, 13
	Nothing to say; the students cannot think of anything to say.	14
	Lows or uneven participation.	15
	Mother- tongue use.	16

### 3. Questionnaire

The researcher gave questionnaire to the students. Questionnaire printed from the data including questions or statements to which the subjects are expected to respond.<sup>8</sup>

Direct relationship between the subject and researcher needed to get some information which supported the data. The researcher gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students' learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the researcher found out the students' response toward the teaching and learning process. Meanwhile, the questionnaire was developed based on the following specification:

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<sup>8</sup>Suharsimi Arikunto, *Op.Cit.* p. 226

**Table 3.4**  
**Specification of Questionnaire**

Factor (s)		Indicator	Number of item	
<b>Intellectual</b>	<i>Knowledge</i>	Grammar	The students lack of Grammar.	3
		Vocabulary	The students lack of vocabulary.	4
		Pronunciation	The students hard to pronoun the word correctly.	5
	<i>skill</i>	Fluency	The students fluency in speak in English.	1
		Practice	The students practice in speak in English.	2
<b>Individual learners' personalities and attitudes</b>		Inhibition	Learners are often inhibition about trying to say things in a foreign language worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.	6,7,8
		Nothing to say	The students cannot think of anything to say.	9
		Lows or uneven participation	The students speak very little or not at all when work in group.	10
		Mother-tongue use	The students talking in a small group it can be quite difficult to get some class particularly the less disciplined or motivated ones to keep to the target language.	11

#### **D. Research Procedure**

The procedure of research is as follows:

1. The researcher chose the school and the subject of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process were conducted.
3. After teaching learning process finished by the teacher, the researcher gave the questionnaire to the students.

4. The researcher interviewed the teacher to know his opinion referring to the material and the activity.
5. Analyzing the data and making the report.

### **E. Trustworthiness of the Data**

According to Setiyadi, “Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent”. As validity is researcher always try to keep the data must be authentic, life overview of research subjects in an honest and balance.<sup>9</sup> The method commonly used to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

#### 1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

#### 2. Place triangulation

Use the different place but in similar data to get more accurate data.

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<sup>9</sup>Ag. Bambang Setiyadi, *Op.Cit*, pp.30 – 31

### 3. Theory triangulation

Researcher will collect data based on different theories.

### 4. Method triangulation

Researcher use different methods for collecting similar data

### 5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.<sup>10</sup>

In this research, the researcher used method triangulation and time triangulation. In method triangulation, the researcher used three data collecting techniques, and they were: observation, questionnaire, and interview. The observation focused on process of teaching and learning speaking by using inside outside circle. Interview and questionnaire were conducted to get the data used to make sure about the result of the observation. In time triangulation, data collection was carried out from the same group with different time. Researcher expected by applying this triangulation, the result of the research to be consistent for the data because the data were collected more than one data source.

## **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or

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<sup>10</sup>*Ibid*, pp.31-32

verification.<sup>11</sup> These were clear explanation about data analysis process of this research:

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured. Data reduction is a form of analysis that sharpens, shorts, focuses, discards, and organize data in such a way that “final” conclusion can be drawn and verified. By data reduction, we do not necessarily mean quantification. Qualitative data can be reduced and/transformed in many ways; through selection, through summary or paraphrase, through being subsumed in a larger patterns, and so on.<sup>12</sup>

Referring to the explanation, the researcher selected only the important data derived from observation on teaching and learning process, interviewed to the teacher and gave questionnaire to the students.

### **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, paragraph, chart, table or matrix that provides a new way of arranging thinking about

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<sup>11</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12

<sup>12</sup>*Ibid*, p.10

the more textually embedded data. Designing a display —deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells —are analytic activities. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>13</sup> Referring to the explanation, the researcher displayed the data in the form of table.

### **3. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>14</sup> In this step, the researcher drew the conclusion and verified the answer of research question that was done in displaying the data by comparing and explain the observation data, interview data, questionnaire data and documentation data. Thus, the researcher got the conclusion about teaching and learning speaking through Inside Outside Circle at the Second Semester of the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2015/2016.

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<sup>13</sup>*Ibid*, p.11

<sup>14</sup>*Ibid*, p.11



## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

### **A. Research Procedure**

The researcher did the research through observation, interview, and questionnaire. The researcher found out some results of the research in the process of using inside outside circle strategy in teaching speaking in MTs N 2 Bandar Lampung.

In investigating the process of inside outside circle strategy in teaching speaking, the researcher used three instruments in collecting the data. They are observation, interview, and questionnaire. The research was conducted in two sessions. The instruments of the research which were consisted of observation, questionnaire and interview had been done to know the process of teaching speaking by using inside outside circle strategy, the problems faced by the teacher in teaching speaking by using inside outside circle strategy, and the problems faced by the students in the process of learning speaking using inside outside circle strategy.

In the observation, the researcher observed the process of using inside outside circle strategy in teaching learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their respond of the implementation of the research and also the problems they faced in the process of teaching learning activity.

Next was interview. The researcher interviewed the teacher to confirm the data gained from the observation and questionnaire. Moreover, the researcher also collected additional data such as school profile and history, the condition of the students and the teachers and so on.

The research was conducted at MTs N 2 Bandar Lampung in the second semester of the eighth grade started from May, 16<sup>th</sup> 2016 up to 24<sup>th</sup> 2016. In this research the researcher enclosed the date and planed schedule of work as follows:

1. On Monday, May 16<sup>th</sup>, 2016 at 09. 30 Am. The researcher met the headmaster to got permission to do research at MTs N 2 Bandar Lampung. Then the researcher met English teacher (Mr. Doni Sastrawan, M.Pd) to discuss the schedule to do research.
2. On Friday, May 20<sup>th</sup>, 2016 at 13.00 Pm. The researcher conducted the first observation/ first meeting.
3. On Monday, May 23<sup>rd</sup>, 2016 at 10.45 Am. The researcher conducted the second observation/ second meeting. Then the researcher gave the questionnaire for the students.
4. On Tuesday, May 24<sup>th</sup>, 2016 at 09.00 Am. The researcher conducted interview and asked the data of the school such as history of the school, profile, and so on.

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data that contained of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

### **1. Data Reduction**

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>1</sup> In this case, the researcher selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. The researcher became the key instrument in this research, whereas aforementioned instruments became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

#### **a. Whole Data**

In the whole data, the researcher provided all of the result of the research based on the data collected by using three instruments. There were observation, interview,

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<sup>1</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

and questionnaire.

### **1) Observation**

The researcher employed an observation (see appendix 5). The observation was conducted to know the process of teaching and learning speaking through inside outside circle strategy which was conducted in two meetings. Every meeting had the same activities and the same material. The material was about descriptive. In the first meeting, the teacher conducted pre-activity, main- activity and close-activity. The second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning speaking through inside outside circle strategy, the students' and teacher's problem during teaching and learning speaking through inside outside circle strategy. In the observation process, the researcher prepared the field note, observation checklist and hand phone to record and took some pictures of the teaching and learning process. The data of observation has been identified as the following discussion.

#### **a) First Meeting**

In this meeting, the teacher introduced about inside outside circle strategy. The teacher related it to the topic about descriptive materials. Before teaching, the teacher had prepared the teaching materials such as cards for each student that contained question about descriptive materials (exp: describe about elephant).

In starting the class, firstly, the teacher greeted the students warmly and asked some questions related to their condition that time. The teacher checked the attendance list. After that the teacher gave the explanation that today they would study in the mosque. After that the teacher asked each of the students to bring pen and go to mosque because the classroom was not large enough to apply this strategy. The mosque at MTs N 2 was one of facilities for teaching and learning activities.

Second, the teacher explained the materials about descriptive materials and inside outside circle strategy. Here, every student had to follow the teacher's instruction to be able to do inside outside circle strategy. The teacher asked the students to work in pair and then the teacher asked one student from each pair to move to form one large circle facing outward. The teacher tried to manage the students but the students were still confused to make circle, then the teacher helped them to make circle. It made the teacher was hard to manage the time. Next, the teacher asked the half students to find their partners in large circle to form two concentric circles. Then the teacher shared the question cards to each student randomly.

After that the teacher gave the model learning speaking through inside outside circle strategy by choosing a student. Student became the inside circle and teacher became outside circle. The teacher asked the student as inside circle to start to read the question from question card "describe about pizza", then the student tried to describe it for five minute. After that they switched role, the teacher as outside circle read his question "describe about head master" then the teacher described the head master to

the students for five minute. After that the teacher and student switched the question card and the student rotated clockwise. Then the teacher said “got it?” to make sure the students whether they understood or not and the students answered that they understood and ready to apply this strategy. Then the teacher started the teaching and learning process by asking all inside circle students described something to outside circle students based on question from question cards. Next the teacher asked the all outside circle students described something to inside circle students based on question from question cards. The teacher gave five minutes for students to tell their partner. After that partners of inside and outside circle changed their question card. The teacher asked the inside circle students to rotate clockwise to face new partner. When the time was over, this activity had not finished.

During teaching and learning process the teacher always walked around the students to control them. The researcher also found that the students still felt difficult to make a sentence and felt shy to speak up. It made some students enjoyed to speak in Indonesian. In describing, some students did not use good grammar when spoke in English and they were still lack of fluency. Sometimes the teacher helped them to correct the grammar (example: when the student said, “my father is men”, and the teacher corrected became “my father is a man”). They also asked the teacher about the vocabulary that they did not know or had been forgotten by them. In this section the class was very busy because everyone spoke and some of students lost of control and also used their mother tongue when the teacher did not pay attention to them.

Then the teacher evaluated the students' respond in teaching learning speaking. Then the teacher reviewed any error that the students did when they were making a sentence, most of the mistakes that were made by students is when they mentioned a vocabulary in a sentence. Most of them forgot the vocabulary. The teacher said, "Use English, please! It's okay if you are making a mistake when speaking." Finally the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again. Then, the teacher closed the activity by saying thank you to the students for their time, attention and participation.

#### b) Second Meeting

Before teaching and learning was begun, the teacher prepared the material in advanced. The teacher opened the class by greeting to the students and checked the students' attendance list. After that the teachers asked the students to go to mosque and bring a pen to continue the previous lesson.

Second, the teacher reminded the students again about describing something before continuing the lesson. After that the teacher applied inside outside strategy again in teaching and learning speaking, the teacher asked the students to work in pair and make concentric circles same like last meeting. Then the teacher gave the question cards randomly to each student that has been used on the last meeting. After that the teacher asked the inside circle students to describe and the outside circle students listened. The teacher still gave five minutes for students to tell their partner. After

that the student switched role, outside circle students described and inside circle students listened. Then the teacher asked the students to change the question card with their partners. After that the teacher asked the inside circle students to move clockwise.

In this meeting, the teacher still could not handle the students and time. He also did not control the students maximally liked on the last meeting. It caused there were some students that enjoyed spoke in Indonesian. Researcher also found that some students just watched their friend when spoke in English, so it made her felt shy. Then the other students felt shy and only laughed at the researcher because worried if making mistake and their friends would be critic of the mistake made by him/her. The boys also hard to control and low of participation, they spoke if the teacher walked to control them but if the teacher was far from them, they played again. Besides, there was student just combed his hair in teaching learning process.

In this meeting the teacher evaluated about Indonesian used by students. The teacher said almost same like last meeting that the students might reduce Indonesian use and confidence with their English even it was wrong or not. After that the teacher closed the activity by said thank you to the students for their time, attention, participation and said to the students that the researcher needed their help to fill the questionnaire sheet.

Based on the observation checklist, there was problem faced by the teacher. It was about the effectiveness teacher in managing the classroom which the teacher



could not handle the students and time.

Moreover, based on the observation checklist, there were seven problems faced by the students. They were as follows:

- a. Lack of grammar.
- b. Lack of vocabulary.
- c. Lack of fluency.
- d. Lack in performance.
- e. Inhibition.
- f. Nothing to say.
- g. Lows or uneven participation.
- h. Mother tongue use.

## **2) Interview**

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by him and his students during teaching and learning speaking process through inside outside strategy. There were sixteen questions that the researcher asked to the teacher.

The questions number one was to know about the teacher in managing the time in teaching. The second question was to know the teacher movement when teaching. The third question was to know the teacher's voice when teaching. The fourth question was to know the teacher's response when the students asked him about the material being discussed. The fifth question was to know about the teacher use of Kagan's steps in teaching speaking. The sixth question was to know the

teacher's opinion about students' fluency in speaking English. The seventh question was to know teacher's opinion about students' practice in speaking English. The eighth question was to know teacher's opinion about students' grammar ability in speaking English. The ninth question was to know teacher's opinion about students' vocabulary bank. The tenth question was to know teacher's opinion about students' pronunciation in speaking English. The eleventh question was to know teacher's opinion about the students' worried in making mistakes when speaking English. The twelfth question was to know teacher's opinion about students' fearful of criticism. The thirteenth question was to know teacher's opinion about students' shyness of the attention that their speech attracts. The fourteenth question was to know teacher's opinion about students' hard to think of anything to say. The fifteenth question was to know teacher's opinion about students' participation when speak in English. And the last question was to know teacher's opinion about mother tongue used when the students speak in English. For the specific questions can be seen in appendix 6.

### **3) Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of eleven questions (see appendix 7). The first question of questionnaire was used to know whether the students were fluent in speaking English. The second question of questionnaire was used to know the students practiced in speaking English. The third question of questionnaire was

used to know the students' grammar ability when speaking English by using inside outside circle strategy. The fourth question of questionnaire was used to know the students' vocabulary that helped them when speaking English by using inside outside circle strategy. The fifth question of questionnaire was used to know the students pronunciation when spoke in English by using inside outside circle strategy. The sixth question of questionnaire was used to know about the students' concerns in making mistakes when learning speaking by using inside outside circle. The seventh question of questionnaire was used to know the students' fearful of criticism when speak in English. The eighth question of questionnaire was used to know the students' shyness of the attention when their have difficulty in speaking English. The ninth question of questionnaire was used to know whether the students could not think of anything to say when speak in English. The tenth question of questionnaire was used to know the students' participation when learning speaking through inside outside circle strategy whether there was limited time to speak. The last question of questionnaire was used to know the use of mother tongue when learning speaking through inside outside circle strategy.

## **b. Data Reduced**

### **1) Observation**

The researcher employed an observation (See appendix 5). The observation was conducted to know the process of teaching and learning speaking process through inside outside circle strategy were conducted in two meetings. Every meeting used

same material. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continuation from the first meeting. The researcher only observed the process of teaching and learning speaking through inside outside circle strategy, the students' and teacher's problems during teaching and learning speaking through inside outside circle strategy. It could be concluded that the researcher reduced some parts of the result in observation to get the specific data which were not necessary in the research. There were some parts of activity was reduced in the process of observation that were pre-activity and close-activity.

Furthermore, the data about the students' problems that were reduced were the data that did not happen when the researcher observed in both two meetings. The data of the students' problems reduced was students practice in speaking English.

## **2) Interview**

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by her and her students during teaching and learning speaking process through inside outside circle strategy. There were sixteenth questions that the researcher asked to the teacher and the researcher only catch the important point from the teacher's answers.

### **3) Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of ten questions whereas the questions were distributed to know the students' problem in learning speaking through inside outside circle strategy, but there were not the data of the questionnaire which reduced by the researcher.

## **2. Data Display**

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>4</sup> In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### **a. Observation**

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings to know the process and the teacher and students' problems faced in teaching and learning speaking through inside outside circle strategy.

- 1) Process of teaching and learning speaking through inside outside circle strategy.

- a) First meeting

It was held to investigate whether the application of the eight steps of using inside outside circle strategy applied by the teacher or not. (See appendix 5). The explanation of the applicant of those eight steps according to Kagan could be seen in the table below:

**Table 4.1**  
**The Application of the Eight Steps**

<b>Steps</b>	<b>Notes</b>
The application of the eight steps of teaching speaking through inside outside circle strategy	
1. The teacher prepares questions, or provides a question card for each student.	The teacher prepared question cards for each student about descriptive materials.
2. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.	The teacher asked the student to form pairs. Then the teacher guided one student from each pair to move to form one large circle facing outward.
3. Remaining students find and face their partners (class now stands in two concentric circles).	Then the teacher remaining student to find their partners. Then the class was formed in two concentric circles.
4. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner).	Inside circle students described something to outside circle students based on question from question cards.
5. Partners switch roles: outside circle students ask, listen, and then praise coach.	Teacher asked the students to switch roles became outside circle students described something from their question cards and inside circle students listened.
6. Partners trade question cards.	Every partner of inside outside circles

	changed their question cards.
7. The teacher giving the limit time for speaking.	The teacher gave limited time for students to speak, it was five minutes. The teacher shouted “move” if the time was over.
8. Inside circle students rotate clockwise to a new partner. Do it until finish.	Inside circle students rotate clockwise to a new partner face new outside circle partners.

Source: *Steps of Inside Outside Circle Strategy from Kagan’s Theory.*

#### b) The Second Meeting

The observation in the second meeting was almost the same as the first meeting. Based on the eight steps in teaching speaking through inside outside circle strategy the researcher noted the activity according to Kagan, the explanation of the application of those eight steps, could be seen in the table below:

**Table 4.2**  
**The Application of the Eight Steps**

<b>Steps</b>	<b>Notes</b>
The application of the eight steps of teaching speaking through inside outside circle strategy	
1. The teacher prepares questions, or provides a question card for each student.	The teacher used the same question cards on the first meeting.
2. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.	The teacher asked the student to form pairs.
3. Remaining students find and face their partners (class now stands in two concentric circles).	Then the teacher asked the students to make concentric circles.
4. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner).	It was similar to the last meeting that teacher asked inside circle students to describe something from question cards. Then outside circle listened.
5. Partners switch roles: outside circle students ask, listen, and then praise coach.	Every each partners switched roles; It was similar to the last meeting that outside circle students described and

	then outside circle listened.
6. Partners trade question cards.	Inside and outside circle partners changed their question card.
7. The teacher giving the limit time for speaking.	The teacher gave five minutes for the students to speak.
8. Inside circle students rotate clockwise to a new partner. Do it until finish.	Teacher asked Inside circle students rotated clockwise to a new partner facing new outside circle partners.

*Source: Steps of Inside Outside Circle Strategy from Kagan's Theory.*

### **b. Interview**

Interview was conducted to support the observation data. The interview was given to the teacher to know problems faced by him and his students in teaching and learning process by using inside outside circle. Furthermore in the interview activity the teacher expressed that teacher had difficulty to manage the time and organize the students to make circles. Then some of students did not pay attention when he gave the example. He re-explained them and it wasted time. Then the teacher said that this strategy made room noisy because there were 38 students and 19 students must speak together in the same time.

### **c. Questionnaire**

The questionnaire was made to support the data from observation and the interview. The questionnaire consisted of eleven questions (see appendix 6). Through this instrument the researcher could identify the students' problems.

Questionnaire was given to the whole students in Class VIII E which was consisted of 38 students. The questionnaire was distributed to the students by taking



ten minutes after teaching and learning process. Here were the students' answers of questionnaire. (See appendix 7 for detail)

**Table 4.3**  
**Questionnaire Report**

No.	Question	Answer	Total Answer
1	Do you speak English fluently? <i>Apakah kamu lancar dalam berbicara bahasa Inggris?</i>	Yes	4
		No	34

The data above show that 11% students in class VIII E are fluent in speaking English but 89% are not fluent.

No.	Question	Answer	Total Answer
2	Do you usually practice your speaking skill in English? <i>Apakah kamu sering melatih kemampuanmu dalam berbicara bahasa Inggris?</i>	Yes	18
		No	20

The data above show that 47% students in class VIII E practice their speaking skill and 53% did not practice their speaking skill.

No.	Question	Answer	Total Answer
3	Do you use the good/ right grammar in speaking English while using Inside Outside Circle strategy? <i>Ketika berbicara bahasa Inggris menggunakan strategi Inside Outside Circle apakah kamu menggunakan tata bahasa (grammar) yang benar?</i>	Yes	4
		No	34

The data above show that only 11% students in class VIII E used good grammar when speak in English and 89% students did not use good grammar when speak in English.

No.	Question	Answer	Total Answer
4	Do you have enough vocabulary to help you in speaking English while using Inside Outside Circle strategy? <i>Apakah kosa kata (vocabulary) dalam bahasa Inggris kamu sudah cukup untuk membantumu dalam berbicara bahasa Inggris menggunakan strategi Inside Outside Circle?</i>	Yes	24
		No	14

The data above show that 63% students in class VIII E felt their vocabulary was enough to help them speak in English and 37% students felt still lack of vocabulary.

No.	Question	Answer	Total Answer
5	Do you feel difficult to pronounce a word/sentence correctly in English while learning English by using Inside Outside Circle strategy? <i>Apakah kamu sulit untuk mengucapkan kata atau kalimat dalam bahasa Inggris dengan benar ketika belajar bahasa Inggris menggunakan strategi Inside Outside Circle?</i>	Yes	12
		No	26

The data above show that only 32% students in class VIII E felt hard to pronounce word or sentence in English and 68% felt easy to pronounce in English.

No.	Question	Answer	Total Answer
6	Do you feel worry in making mistake while learning English by using Inside Outside Circle strategy? <i>Apakah kamu merasa takut salah ketika berbicara dalam bahasa Inggris menggunakan strategi Inside Outside Circle?</i>	Yes	22
		No	16

The data above show that 58% students in class VIII E that felt worried in making mistakes when speaking English and 42% did not feel worried in making mistakes when speaking English.

No.	Question	Answer	Total Answer
7	Do you feel fearful of criticism in speaking English? <i>Apakah kamu takut menerima kritikan ketika salah dalam berbicara menggunakan bahasa Inggris?</i>	Yes	28
		No	10

The data above show that 74% students in class VIII E felt fearful of criticism when speaking English and only 26% students that did not felt fearful of criticism when speaking English.

No.	Question	Answer	Total Answer
8	Do you feel shy of your friend's attention to you while speaking English? <i>Apakah kamu malu ketika teman memperhatikan kamu berbicara bahasa Inggris?</i>	Yes	28
		No	10

The data above show that 74% students in class VIII E felt shy of friend's attention when speaking English and 26% students did not felt shy of friend's attention when speak in English.

No.	Question	Answer	Total Answer
9	When you are going to speak English, do you feel difficult to express your ideas in your mind and finally you are confused so there is no word can be expressed? <i>Ketika ingin berbicara bahasa Inggris, apakah kamu merasa sulit untuk mengungkapkan kata-kata yang ada di pikiranmu dan akhirnya kamu bingung sehingga tidak ada sama sekali yang di ungkapkan?</i>	Yes	29
		No	9

The data above show that 76% students in class VIII E could not think of anything to say when speaking English and only 24% students could express their ideas.

No.	Question	Answer	Total Answer
10	Can you participate to speak English with your partner while learning English by using Inside Outside Circle strategy? <i>Apakah dengan waktu yang singkat ketika belajar bahasa Inggris menggunakan Inside Outside Circle kamu dapat berpartisipasi dalam berbicara dengan partner-mu menggunakan bahasa Inggris?</i>	Yes	34
		No	4

The data above show that 89% students in class VIII E could participate to speaking English with limited time and 11% students could not.

No.	Question	Answer	Total Answer
11	Do you still use your mother tongue in learning English by using Inside Outside Circle strategy? <i>Apakah ketika belajar bahasa Inggris menggunakan strategy Inside Outside Circle kamu masih menggunakan bahasa daerah/ bahasa Indonesia?</i>	Yes	36
		No	2

The data above show that 95% students in class VIII E still use their mother tongue when learning speaking through inside outside circle strategy and 5% did not.

Based on the questionnaire filled by the students, the researcher could describe that the result of the questionnaire was not good especially the process of teaching and learning speaking by using inside outside circle strategy beside the students had difficulties when learning speaking by using inside outside circle strategy.

Based on the data number one, there were 11% students were fluent spoke in English. And there were 89% students were not fluent in speaking English. It means that most of students lack of fluency.

Based on the data number two, there were 47% students practiced their speaking skill. There were 53% students did not practice their speaking skill. It means many students were lazy to practice their speaking skill.

Referring to the data number three, it could be seen that 11% students had not used good grammar when learning speaking by using inside outside circle and 89% students did not use good grammar. It means only a little bit students were good in grammar.

Referring to the data number four, it could be seen that 63% students had enough vocabulary bank that helped them to speak English. Then 37% students did not have enough vocabulary. It could be concluded that most of students had enough vocabulary.

Referring to the data number five, it could be seen that 32% students still felt hard to pronounce word or sentence in English and 68% students did not felt hard to pronounce the word or sentence in English. It could be concluded that most of students were good in pronunciation.

Referring to the data number six it shows that 58% students felt worried in making mistakes when speaking English and 42% students did not felt worried in making mistakes. It could be concluded that most of students still felt worried in making mistakes.

Referring to the data number seven, there were 74% students felt fearful of friend's criticism when they were wrong in speaking English and only 26% students did not felt fearful of friend's criticism. It means that most of students are still afraid of critic when they are wrong in speaking English.

Based on the data number eight, there were 74% students felt shy of friends' attention when speaking English and only 26% students did not felt shy. It means that most of students still felt shy to speak English when their friends are over-attention.

Based on the data number nine, there were 76% students felt could not think of anything to say when speaking English. Then only 24% students did not felt like that. It means that most of students are still confused to express their ideas in English.

Referring to the data number ten, there were 89% students could participate with limited time to speak in English when learning speaking by using inside outside circle strategy. Then only 11% students could not participate to speak with limited time. It means that most of students could participate to speak in English when learning speaking by using inside outside circle strategy.

Referring to the data number eleven, it could be seen that 95% students still used Bahasa Indonesia or their own languages when learning speaking by using inside outside circle strategy and only 5% students did not use Bahasa Indonesia or their own languages. It means that students still mix English with their own language.

Based on the explanation of the questionnaire above, there were some problems faced the students in learning speaking by using inside outside circle strategy as follows.

- a. Most of students were still lack of fluency.
- b. Most of students were lazy to practice their speaking skill.
- c. Most of students were still lack of grammar.
- d. Most of students were still fearful of criticism when wrong in speaking English.
- e. Most of students were still felt shy to speak English when their friends are over attention.
- f. Most of students were still confused to express their ideas in English.
- g. Most of students were still mix English with their own language.

### **3. Conclusion Drawing/Verification**

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. This part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching English by implementing inside outside circle strategy.

**a. Process of Teaching and Learning Speaking through Inside Outside Circle Strategy**

Teaching and learning process was done in two meetings in class VIII E. The material was about descriptive materials. The researcher employed observation, interview and questionnaire to know the process during teaching and learning speaking by implementing inside outside circle strategy.

The observation was conducted in two meetings. After observing the process of teaching speaking through inside outside circle strategy in two times it could be described as follows:

- 1) In the first meeting the teacher ran the steps based on Kagan's theory (See on page 34) and the teacher use his own version for steps number four and five.
- 2) In the second meeting was similar to the first meeting, the teacher still ran the steps based on Kagan's theory and still use his own version for step number four and five.

It could be concluded that teaching speaking through inside outside circle strategy was not same as the theory of Kagan. Besides, based on the result of interviewed the teacher at question number five (See on appendix 6), he said that, he used Kagan's steps. It could be seen that the procedure of using inside outside circle strategy based on Kagan were:



- a. The teacher prepares questions, or provides a question card for each student.
- b. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- c. Remaining students find and face their partners (class now stands in two concentric circles).
- d. Inside circle students ask a question from their question card; outside circle answer. Inside circle students praise or coach (Alternative: the teacher asks a question and indicates inside or outside to answer to their partner).
- e. Partners switch roles: outside circle students ask, listen, and then praise coach.
- f. Partners trade question cards.
- g. The teacher giving the limit time for speaking.
- h. Inside circle students rotate clockwise to a new partner. Do it until finish.

It could be seen that there were differences between Kagan's theory and teacher steps. According to Kagan, the step number four was inside circle students ask a question from their question cards; outside circle answer. Besides, the teacher version was the teacher asked inside circle students answer the question from their question cards by themselves and the outside circle listen. The last one was the step number five. According to Kagan was partner switched roles; outside circle students ask, listen, and then praise coach. The teacher version was he asked every partner to switch roles; outside circle students answer the question from their question cards by

themselves and the inside circle students listen.

The next point of the observation was teacher's problem that the teacher was hard to manage the class, time, and students. It caused the class was too crowded and the students were hard to be guided to make circles that it wasted time. Harmer stated that each teacher has a problem in managing the classroom. (See on page 21)

The last point of observation was about students' problem consisted of eight point observations that investigated the students' problem in learning speaking. The first, researcher noted that some of students still lack of grammar. The second was about students' vocabulary. The researcher noted that most of students lack of vocabulary to help them spoke in English. The third was about students' pronunciation. The researcher noted that most of students were good enough to pronounce the word or sentence in English. The fourth was about students' fluency. The researcher noted that most of students were not fluent enough in speaking English and sometimes they stopped speaking to think deeply. The fifth was about students felt worried about making mistakes, fearful of criticism and simply shy of the attention that their speech attracts. The researcher noted that most of students were still afraid in making mistakes, fear of critics when they were wrong in speaking English and shy if their friends over attention to them. The sixth was about students could not think anything to say. The researcher noted that there were some students that only kept silent and did not speak anything. The seventh was about students' participation. The researcher noted that many students that could participate to speak English. The

eighth was about mother tongue use. The researcher noted that most of students still used their mother tongue when speaking English.

Considering the data gained before, it can be concluded that the process of teaching and learning speaking through inside outside circle strategy at MTs N 2 Bandar Lampung from first meeting until second meeting were not effective. Some of students could not follow the lesson and understand the material. Furthermore, in the first and second meeting the teacher used the Kagan theory and his own version steps number four and five. The researcher assumed that the teacher's steps less suitable to use in learning speaking because when the inside circle students speaking English and the outside circle students just listen without giving feedback. It was not build effective communication between students.

#### **b. Teacher's Problems during Teaching Speaking Process through Inside Outside Circle Strategy**

The teacher could run the entire steps in teaching speaking even though there were differences between Kagan's Theory. He still had difficulties in teaching speaking through inside outside circle strategy.

By conducting the research, the researcher found problem faced by the teacher during the implementation of inside outside circle strategy in teaching speaking at MTs N 2 Bandar Lampung. It was teacher's skill in manage the classroom which the teacher could not handle the students and time.

However as stated before there were four problems explained by Harmer that teacher's skill in manage the classroom, teacher's movement in control the class, teacher's voice to make sure that the students at the back of the class can hear, and teacher's knowledge (see on page 21-23), it was shown that from the interview with the teacher, the other three problems were not occurred during implementing inside outside circle strategy.

### **c. Students' Problems in Learning Speaking through Inside Outside Circle Strategy**

The researcher employed a questionnaire to know the students' problem in learning speaking through inside outside circle strategy. Based on the result of students' answer of the questionnaire sheets, the researcher concluded that the problems faced by the students were:

- a. Students were still lack of fluency.
- b. Students were lazy to practice their speaking skill.
- c. Students low of grammar used.
- d. Students were still fearful of criticism when they were wrong in speaking English.
- e. Students still felt shy to speak in English when their friends were over attention.
- f. Students were confused to express their ideas in English then nothing to say.
- g. Mother tongue used.

### **C. Discussion of Findings**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through inside outside circle strategy as the first formulation of the problem this research. Instead of the process of teaching and learning, the researcher discussed the teacher's problem in teaching speaking through inside outside circle strategy as the second formulation of the problem, and the students' problem in learning speaking through inside outside circle strategy as the third formulation of the problem. This research was produced by the participants of the research. They were the English teacher and the students of VIII E class of MTs N 2 Bandar Lampung in the second semester in academic year 2015/2016 that had been observed.

#### **1. The Process of Teaching Learning Speaking through Inside Outside Circle Strategy**

The researcher employed an observation to know how the process of teaching and learning speaking through inside outside circle strategy. Most of the students looked active in the teaching and learning process. This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher concluded that the teaching and learning process especially speaking through inside outside circle strategy did not run effectively because there were many problems faced by teacher and his

students. This strategy also did not give the big influence for teaching and learning process.

## **2. Problems Faced by the Teachers in Teaching Speaking through Inside Outside Circle Strategy**

The teacher ran the entire steps in teaching speaking but he still had difficulties in teaching speaking through inside outside circle strategy because there was problem faced by the teacher. According to Harmer, there are four problems that may appear to the teacher in teaching speaking, they were:

- a. Managing classes.
- b. Movement.
- c. Audibility.
- d. Teacher's knowledge.<sup>2</sup>

Based on the result of observation and interview, only one problem of four problems from Harmer's theory happened in this research. That was managing class. The students were hard to be handled it caused the teacher could not manage the class and time.

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<sup>2</sup>Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), p.123

### **3. Problems Faced by the Students in Learning Speaking through Inside Outside Circle Strategy**

According to Ur, there are four problems faced by students in learning speaking. They are:

- a. Inhibition.
- b. Nothing to say.
- c. Lows or uneven participation.
- d. Mother-tongue use.<sup>3</sup>

The researcher employed observation and gave questionnaire to know the students' problem in learning speaking through inside outside circle strategy. Based on the result of observation and questionnaire answered by the students, the researcher concluded that the problems faced by the students were:

- a. Inhibition (fearful of criticism when wrong spoke in English and felt shy to spoke in English when their friends over attention).
- b. Nothing to say.
- c. Mother tongue used.
- d. Low of grammar.
- e. Lack of fluency.
- f. Lazy to practice.

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<sup>3</sup>Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p. 121

Based on the result of questionnaire answered by the students, the problems related to the theory stated by Ur (see on page 28-29) in this research were inhibition, nothing to say, and mother tongue use. The inhibition was gotten based on the answer of students thinking fear and shy to speak English. Furthermore, students faced the problem of nothing to say because they felt difficult to share their ideas in spoken form. Hence, they only kept silent. Moreover, to break the ice or silence in order to be able to speak as what teacher asked, the students often used their mother tongue, Bahasa Indonesian. Moreover, three problems more according to Thornbury happened too in this research (see on page 27-28), those were low of grammar, fluency, and lazy to practice.

Eventually, based on the data obtained from observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of using inside outside circle strategy by Kagan but there were differences in step number four and five. The teacher's steps were less effective because when the inside circle students speaking English, the outside circle students only listen without giving feedback and vice versa. It could not build effective communication between students. When the students speaking, the room was too noisy and there were some students hard to control and enjoy to speaking use their mother tongue or out of the topic discussed.



## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. Teaching learning process in class VIII E at the second semester at MTs N 2 Bandar Lampung in the academic year of 2015/ 2016 by using inside outside circle strategy did not run effectively because there were many problems faced by teacher and his students. This strategy also did not give the big influence for teaching and learning process.
2. The problem faced by the teacher in teaching speaking through inside outside circle strategy was hard to manage the students and time.
3. The problems faced by the students in learning speaking through inside outside circle strategy were Inhibition (fearful of criticism when wrong spoke in English and felt shy to spoke in English when their friends over attention), nothing to say, mother tongue used, low of grammar, lack of fluency, lazy to practice.

### **B. Suggestion**

In reference to conclusion above, it was suggested for the teacher of junior high school to use inside outside circle strategy in teaching learning process, because it was suitable technique for teaching speaking. Besides, the teacher must control the

students when apply this strategy in learning process.

### **1. Suggestion for the Teacher**

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching speaking by using inside outside circle strategy.

They are as follows;

- a. The teacher must read more books about strategies in teaching speaking.
- b. The teacher must read more book about managing the students.
- c. The teacher must assertive when students could not handle.

### **2. Suggestion for the Students**

After conducting the research and getting the result, the researcher would like to suggest the students, especially in learning English subject as follows:

- a. The students must have more time to practice speaking English at home.
- b. The students should practice to speak English with their friends and in front of mirror in order to grow their confidence, fluency and minimize the use of mother tongue.
- c. The students should learn their mistakes in practicing speaking by self correction or asking their friends for criticism or suggestion (pair correction), so at the last they may not repeat the same mistakes in speaking.
- d. The students should try to speak with a good grammar, even though there will be a mistake but just let it as a lessons.

### **3. Suggestion for the School**

The school should set class with average number of students in order to prevent over crowded classes so that the students would not study in mosque anymore. Furthermore, the school should provide another program of English for the students such as English club or English course in order to the students can practice their English competency.

### **4. Suggestion for other Researchers**

After conducting the research and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the use of inside outside circle strategy in quantitative research or other good strategies to increase students' speaking ability. Moreover, hopefully the result of this research can be a reference.

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