 USING “INSIDE-OUTSIDE CIRCLE” FOR SPEAKING TRANSACTIONAL TEXT

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Abstract: The purpose of this research is to use the Inside-Outside Circle to improve the students’ speaking skill in transactional text for the second grade of Mts. Ma’arif Kraton Pasuruan. This research was categorized as Classroom Action Research. It is aimed to give general description about the implementation of Inside-Outside Circle in the classroom and about the things happened in the class when it was implemented. This research was conducted on two cycles, began from July, 25th – June, 1st. The instruments used were structure observation, interview guide, documentation, and test. The result of this research showed that Inside-Outside Circle can improve the students’ speaking skill; for the first cycle, the mean score was 65% and it improved to 79.8% in the second cycle. It means that the target score has successfully achieved. In conclusion, Using inside – outside circle technique can motivate the students to learn English especially in teaching speaking.

Keywords: inside-outside circle, speaking, transactional text

Based on the school curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading, and writing. In this research, the researcher focuses on speaking skill because speaking is one of language skills which is very important to be mastered by students. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Listianing, 2007). Through speaking, people can communicate easily. They can express what they are thinking automatically by using language in order to be understood by other people. They can also convey messages by using sounds or uttering words, or responding what their partners say or feel. In order to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not be afraid of making mistakes when speaking English. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

Based on the researcher’s preliminary study on March 11th, 2016 at the VIII grade of MTS. Ma’arif Kraton, during the teaching and learning process, the researcher got information from the English teacher about the students’ problems. The researcher found many factors that influence the students’ speaking skill. They were reluctant to practice speaking because they had no motivation and bored. This is due to the way of teaching speaking itself is not interesting and attractive. Besides, when they were asked to speak they will always try to dodge because they were shy to speak alone. This is due to the lack of vocabularies which causes their performance in speaking class is not satisfying. Next, when they spoke English they took so much time for thinking. Moreover, some of them do not say anything. This is due to their inability to explore their ideas in English. It causes some of them were not able to say anything because they had no preparation to convey to the listeners in classroom. Finally, as the main problem from all factors the students were difficult to produce speech they are going to tell. For example, when teacher asked the students to perform that dialogue in front of class without asking them to develop more communicatively dialogue using their own way, they only memorize the dialogue. Most of the students do not know how to use some expressions taught by their teacher in real communication. This technique cannot help the students to use language as a means of communication.
because they could not explore what they are thinking and they are being limited by the teacher to speak.

The researcher considers that it is necessary to find out an alternative way to create suitable and interesting technique to students’ condition. The use of appropriate technique in teaching learning process can influence the students’ achievement in learning language, especially speaking skill in English. There are many techniques that can be applied in language teaching.

A Cooperative Learning method has several types, namely Jigsaw, Think-Pair-Share, Three-Step Interview, Round Robin Brainstorming, and Inside-Outside Circle (Kagan & Kagan, 2009). One of interesting types is Inside-Outside Circle (IOC). So, the researcher would like to conduct a research by using Inside-Outside Circle. Rich and Kellie (2005:47) state that inside/outside strategy is a strategy that can be used as preparation applying information in group class activities, reviewing for an examination, or as a means of memorizing and remembering important facts. In these situations, it is almost like a game in that students learn while moving about and having fun. It is hoped that the students will get the important point of the lesson when they feel relaxed. Also, Inside-Outside Circle can hold all students accountable for having something to say. So, the students have a chance to speak and share the information that they have got to their friends.

The implementation of Inside-Outside Circle had been conducted by Alfiana (2014) entitled “Improving Students’ Speaking Mastery Through Inside-Outside Circle (IOC) Technique In The Second Year Students Of SMA Negeri 1 Welahan, Jepara Academic Year Of 2013/2014”. The result of this research showed that there is influence of the use Inside-Outside Circle in teaching speaking to improve the students’ speaking skill of the second year students of SMA N 1 Welahan in the academic year of 2013/2014. After implementing Inside Outside Circle technique, the students’ speaking skill becomes better. In this research, the researcher is interested in using Inside-Outside Circle (IOC) technique in teaching speaking transactional text at the second year of MTs. Ma’arif Kraton. The second thesis written by Hidayah (2013) entitled “Improving Students’ Speaking Ability through Inside-Outside Circle Technique of the Seventh Grade at MTs al-Hidayah Betoyokauman Gresik”. In this study, she uses Inside-Outside Circle as the strategy in the teaching English at the first grade students of MTs al-Hidayah Betoyokauman Gresik. As the result of the study indicated that the students’ progress during the speaking learning process by using Inside-Outside Circle technique is well confirmed. The students’ speaking skill in English can be improved. Then, the result of daily assignment showed significant improvement from the first cycle up to third cycle.

In this research, the researcher is interested in using Inside-Outside Circle (IOC) technique in teaching speaking transactional text at the second year of MTs. Ma’arif Kraton. The researcher chooses that technique because the researcher assumes that Inside-Outside Circle technique is a technique that can encourage and motivate students to use their English without feeling of fear in making mistake. Based on the introduction above, this research is intended to know how the Inside-Outside Circle can improve the students’ speaking skill in transactional text.

**REVIEW OF RELATED LITERATURE**

Based on KTSP curriculum for Junior High School, the standard of competence and basic competence for Junior High School students’ grade VIII semester II is that they have to perform several speaking competences. The standard shows that the second semester students of Grade VIII will learn transactional. In this research study, the researcher only focuses on one particular type of transactional conversation that is Asking/Giving Agreement and Disagreement.

According to Richard (2008), speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies — using minimal responses, recognizing scripts, and using language to talk about language — which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors’ help students learn to speak so that the students can use speaking to learn. In this research, the researcher use a method to teach speaking that is cooperative learning.

Felder and Brent (2012) define cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. One of types of cooperative learning is Inside-Outside Circle.

Inside-Outside Circle (Kagan, 2009) is a technique that gets students up and moving. It is an activity
that involves all students in the class. Inside-Outside Circle is particularly useful for: differentiation, kinesthetic learners, conversation practice, and community-building in the classroom. This activity can be a great warm up as well as a useful way to change things up and get students moving during a long class.

Lie (2002: 65) stated that Inside-Outside Circle technique is a simple strategy to apply in the classroom. Through Inside-Outside Circle technique, students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners. The objective of this technique is improving students’ speaking ability.

Actually, teaching speaking is not that easy. It needs a strategy that can make the students more active and able to share what they want to say. In Inside-Outside Circle, they have to speak in front of their partner for a minute in each cycle of Inside-Outside Circle.

The steps of Inside-Outside Circle according to Bennet (2006) are:
1. Make a group of 6 or more (½ in/½ out).
2. Place students in two circles – one circle within the other.
3. Students face each other between circles.
4. Put a question on the board
5. Ask students to think about it; allow reasonable wait time
6. Then say, “Person on the inside, tell the person on the outside how you would attempt to solve it. When you are finished sharing, say, ‘pass’, and then the outside personal will share or extend the thinking of the inside person for 1 minute.
7. When finished, outside people rotate one step to the left or right.
8. Now they are ready for the next question.

According to Bennet (2006), the strength of Inside–Outside Circle technique is: when students have appropriate “think time”, and the quality of their responses improves. Then, students are actively engaged in thinking with different questions and different partners. The activity in inside-outside circle encourages community building among students while incorporating movement and interaction. So, many students find it safer or easier to enter into a discussion with another classmate rather than with a large group. Odheyeni (2014) stated the weakness of this technique is too long to do. So, students’ concentration will be dispersed and teacher has difficulty in manage classroom activities.

Related to the transactional, Wardiman (2008) stated that transactional text included asking, giving, and declining opinions, asking and giving agreement, asking, giving, and rejecting help, and asking, offering, giving, and rejecting an item. In this research, the researcher focuses on spoken transactional about asking/giving agreement and disagreement expression.

METHOD

In this research, the researcher used classroom action research as a research design. Classroom Action Research began with teachers identifying a concrete problem they have. Then, they gathered the data to help them solving the problem and after carefully analyzing this data, undertake changes in their classroom to hopefully solve their initial problem.

The aim of classroom action research is to achieve quality improvement of process and result of the teaching. Burns (2010:1) states that action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students.

The researcher used two cycles which consisted in two meetings. The first meeting was done on Monday, April 25th, 2016, while the second meeting was done on Saturday, April 30th, 2016. Each meeting was done in four steps including planning, acting, observing, and reflecting. The subject of the study were the eighth grade students of MTs. Ma’arif Kraton in academic year 2015/2016 which consisted of 20 students; 11 male students and 9 female students.

The research instruments that be used by the researcher were observation, interview, documentation, and test.

In this research, the researcher formulated three kinds of data and source of data. They are: observation checklist; for the students in the implementation on teaching speaking by using Inside-Outside Circle, interview; was given to the English teacher at the preliminary study in preliminary study that was done on March 11th, 2016, the students after implementing Inside-Outside Circle which was done on June 1st, 2016. Speaking test; to know the result of the students speaking after this study was conducted and it was taken on April 30th and June, 1st, 2016.

There are two kinds of data analysis which was used in this research, namely qualitative and quantitative data. Qualitative data was used to describe
the students’ involvement and attitude responses; it was applied in observation checklist to the students, interview for English teacher in preliminary study and interview for students after teaching speaking skill by Inside-Outside Circle while quantitative was used to know the score of the speaking test to get accurate data implementing the research.

The criteria of success are set up in order to judge whether the implementation of the action are being effective or not. Thus, the criteria are used to see whether the implementation of Inside-Outside Circle technique in teaching speaking skill succeed or failed in order to decide whether or not another cycle of the action is needed. There are two criteria of success in this research. First is at least 75% of the students get score 75 based on the Minimum Mastery Criteria (KKM). Second is at least 75% the students having positive response to the use of Inside-Outside Circle technique in teaching speaking. In this research, the researcher gave the students oral test to get the students speaking score.

FINDING AND DISCUSSION

Cycle 1 was done in two meetings. The first meeting was done on Monday, April 25th, 2016, while the second meeting was done on Saturday, April 30th, 2016. Each meeting was done in four steps including planning, acting, observing, and reflecting. In the first cycle, the researcher implemented Inside-Outside Circle in teaching transactional text.

The first meeting was conducted on April 25th, 2016. The second meeting was conducted on April 30th, 2016. It was conducted to continue the actions of the research that had been done in meeting I. The teaching and learning process in this meeting divided into three activities: opening, main (pre, whilst, post), and closing.

The observation was done during the teaching and learning process. During the teaching and learning process, the collaborator examined the students’ behavior which was state in observation checklist. Based on the observation checklist in meeting I, all of the students gave attention to the researcher’s explanation, and most of the students gave response to the researcher’s instruction and had spirit and interest to join the lesson. They also could categorize which expression include in asking/giving agreement and disagreement. Also, they were active in finding the expression of asking/giving agreement and disagreement. But, only half of the students who asked question and answered the researcher’s questions.

During meeting 2 in cycle I, all of the students paid attention to the researcher’s explanation. They also gave response to the researcher’s instruction. Besides, they had more spirit and interest to join the lesson than before, but still half of the students asked the questions related to the research’s instruction and answered right the researcher’s questions. After that, when the students practiced Inside-Outside Circle, only half of the students were active in giving an expression about asking/giving agreement and disagreement.

Based on data from observation checklist, collaborator got score 20 from maximum score, the percentage was 71, 4%. Generally, they did not act as speaker optimally. They also confused when they had to make expressions about asking/giving agreement and disagreement, so that the result of the test was not successful. The assessment did not fulfill standard of competency and still found the problem by using Inside-Outside Circle in transactional text.

The score based on the speaking ability that oriented to 5 aspects, such as pronunciation, grammar, vocabulary, fluency, and content. The result of students’ test was analyzed by scoring and rating the students’ scores by the researcher and collaborator. Then, researcher identified their problems to get good speaking in transactional text.

The students’ final score in the cycle I was 65%. The students’ score in cycle I was not satisfying because the students’ average score was still around the minimum level of speaking and the researcher carried out to the next cycle.

The problem of students’ speaking is in the content and low of vocabularies. So, they were difficult to make an expression. Besides, the problem was also in the spacious room to arrange the students’ formation. At the end of cycle I shown that, there were 13 students who got score under 75 as the minimal criteria of success. The average score gained by all students was 65%. It was not successful because it was under the criteria of success. The researcher and the collaborator were discussing about the weakness and revised the plan, so that they would not repeat in the next cycle.

Cycle 2 was continuation of cycle I. The focus in the cycle 2 was how to make a good opinion (asking and giving) with the theme “holiday”. In this cycle, there were two meetings that had been conducted on May 21st, 2016 and June 1st, 2016. In this cycle, there were three steps like as activity in the previous meeting. The first meeting of the second cycle was conducted on May 21st, 2016 at 07.20-08.40. The teaching and learning activity covered opening, main activity which include pre activity, whilst activity, and post activity. And the last is closing. The fourth meeting
was conducted on June 11th, 2016. This action began on 07.20-08.40 am.

The observation was intended to know the result of the planning. The researcher focused to the teaching and learning process which was divided into three sections, they are: opening, main activity, and closing. Based on data obtained from observation checklist of students’ activities, most of students were active and really interested in learning activity. Active here means that the students had a high participation in the classroom. Most of students paid attention when the researcher taught. It was caused by the teacher who never used interesting technique to teach especially in speaking Transactional Text. The students usually just listened to the teacher without giving them a part in the process learning. Apart from that, the researcher made a new strategy to make the students more active and made English become an interesting learning.

Based on the result of observation checklist, all students; about 18 students gave attention to the teacher explanation. They gave response and asked question to the teacher’s instruction. In the second meeting, the students were more ready than previous meeting. It was maybe caused the teacher had explained the rule before and the situation. The class was so crowded when the treatment was implementing. Some of them were still confused and did not understand with the rule. But it just happened in the first round. For the second, third, fourth, and fifth round, they started to enjoy the discussion, because they were free in giving their opinion. The problems happened with the students who were still shy and unconfident to speak English. They were just silent and sometimes cheated their friend answer when the teacher walked to him. But overall, they looked happy and interest when they practiced to ask each other. Thus, the teacher could see their creativity in making opinions.

From the data, the collaborator got score 27 from maximum score was 28. The percentage was 96,4%, so from the data, the researcher concluded that students were active in the class and the method implementing successfully. Also, based on the students’ score, the result of the last test was very good. Majority of the students could improve their speaking transactional text by using Inside-Outside Circle.

Based on the observation, researcher and collaborator took some conclusions concerning with the implementation of Inside-Outside Circle. First, from the data analysis showed the criteria of success had been achieved well, in which 75% of students got 76-98. Second, the students’ participation was good. They were brave to share their idea by actively participating in the classroom.

The percentage of students’ final score in the cycle II was 79, 8%. The students’ score was satisfaction because most of the students’ score was above the minimum level of speaking. At the end of cycle II showed that there were 15 students who got score above 75 as the minimal criteria of success, but only 4 students who still got score under the minimum score. The average score gained by all students was 79, 8%. It proved that the implementation of Inside-Outside Circle in the cycle II was successful.

During the first cycle, not all students were active in teaching speaking learning process. Many students still had low mastering English, especially in speaking skill. The students were difficult to speak because the teacher had never used the method to improve the students’ speaking. Method and technique have important roles in teaching learning process. As Brown (2007:14) stated that technique were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

Based on the result of speaking score, the criteria of success still could not be achieved. It was because the students felt that Inside-Outside Circle is a new technique for them in teaching and learning process. The students were lack in vocabularies, so that make them difficult to continue the complete sentence afterwards. Actually, vocabularies are needed to communicate ideas and the speakers’ meaning. By knowing many vocabularies, they would express their idea easily. Turk, C (2003:87) states that the second way in which spoken language differs from written language is that the choice of vocabulary is very different. Written vocabulary is formal, and explicit. Spoken vocabulary tends to be familiar, and every day. From the statement above, could be concluded that the appropriate way to develop the students speaking skill is made sure that the vocabulary used in the speaking topic is familiar for them. The students’ score in this cycle was under the minimum score 75, their mean score was 65%. The result of observation was still under the target level from the criteria of success that have been decided and the implementation of speaking transactional text by using Inside-Outside Circle was unsuccessful yet.

After the implementation of speaking transactional by using Inside-Outside Circle, the students made on their speaking ability. It could be inferred by the result of the students’ score through the cycle.
that consisted of four meetings. In cycle 1, there were only six students who got score above the criteria of success and the mean score was 65%. But, in cycle 2 there were 15 students who got score above 75 and the mean score was 79.8%.

The finding of the research showed that one of the strength of Inside-Out Circle was that it can improve the students’ skill in speaking transactional expression. It can be seen from the result of speaking test. There were some improvement of the students’ ability after the method implemented; they were able to give their opinion briefly suitable with the situation given. Most of them looked enthusiastic in speaking transactional text because Inside-Out Circle as the technique could courage them to speak and they also got many information from their friends.

Having been treatment with Inside-Out Circle, the students really made progress on their speaking ability. This could be inferred from the result of the implementation of Inside-Out Circle throughout the cycles; such as the improvement was gained after the strategy implemented and improved in two cycles counting four meetings.

The completeness of students’ speaking achievement from cycle one that the students have little improvement, only 6 students passed and in cycle two are 15 students. Therefore, it can be included that by using Inside-Out Circle could improve the students speaking skill of MTs. Maarif Kraton. Because the teaching and learning speaking by using Inside-Out Circle could make all students active, fun, and interesting. It also get students who normally would not talk to interact with others. It is in line with Kagan and Kagan (2009) that Inside-Out Circle is particularly useful for: differentiation, kinesthetic learners, conversation practice, and community-building in the classroom. This activity could be a great warm up as well as a useful way to change things up and get students moving during a long class. As Bennet (2006) stated that the strength of Inside–Outside technique which is: when students have appropriate “think time”, and the quality of their responses improves. Then, students are actively engaged in thinking with different questions and different partners. The activity in Inside-Out Circle encourages community building among students while incorporating movement and interaction. So, many students find it safer or easier to enter into a discussion with another classmate rather than with a large group.

Based on the result of this research, it is shown a significant improvement from the first cycle to the second cycle. The target score had successfully achieved in the second cycle. It was proved that Inside-Out Circle was effective because the students could enrich the vocabulary more, not afraid and shy to perform in front of the class and they were active in speaking activities.

It had similar result with the research did by Hidayah (2013) entitled “Improving Students’ Speaking Ability through Inside-Out Circle Technique of the Seventh Grade at MTs al-Hidayah Betoyokauman Gresik”. The result showed that Inside-Out Circle was effective to improve students’ speaking skill and classroom condition. Both research conducted by the researcher and Bariqotul Hidayah used Inside-Outside Circle as a method of teaching speaking.

By using Inside-Out Circle, students could explore their knowledge and speak English easily. This could make the students active when teacher taught speaking. So, the students would not be bored during teaching learning process. It could be concluded that Inside-Out Circle as the technique in teaching speaking has an important role to make the students active and motivate them to speak too.

CONCLUSION

On the basis of finding and discussion previously, it could be drawn a conclusion that the implementation of Inside-Out Circle method could improve the achievement of the eighth grade students of MTs. Ma’arif Kraton in academic year 2015/2016 in speaking skill of Transactional Text. This improvement could easily be seen from the result of students’ speaking test. The students’ mean score of cycle 1 was 65%. It was considered as low achievement because the score was under the minimum criteria of success. But, having treatment in cycle 2, the mean score was 80%. It was categorized as good achievement. There was significant progress of the students compared with the final score in cycle 1 and cycle 2. These findings showed the fact that the implementation of Inside-Out Circle method had successfully solved the problem faced by students in speaking skill. The major finding of the present classroom action study was supported by the result of the observation. The result percentage of observation was 96.4%. It indicated that the students’ were active in the class.

Related to the result of the research above, students’ speaking skill performance changed step by step beginning from the activity of teaching and learning until the implementing in each meeting of each cycle. Therefore, by using Inside-Out Circle the
students can improve their skill in speaking English. In fact, students enjoyed and they became more confident to speak English and the situation in the class was more active and attractive when students learned Transactional Text through Inside-Outside Circle in teaching and learning process.

REFERENCES
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