THE EFFECT OF INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE ON STUDENTS' SPEAKING ABILITY AT SMA NEGERI 1 KABANGKA

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ABSTRACT

The purpose of conducting this research was to examine the effect of Inside-Outside Circle technique on students' speaking ability at SMA Negeri 1 Kabangka. The population of this research was all the second grade students of SMA Negeri 1 Kabangka which consisted of five classes while the sample of this research was the second grade science program two (XI IPA²) which consisted of 24 students. This research was conducted in pre-experimental research design. The data of this research were collected by giving pre-test and post-test to students. The data was analyzed by using SPSS 16.0 version (descriptive analysis and inferential statistics). Descriptive analysis was used to describe the maximum scores, minimum scores, mean score and standard deviation while the inferential statistic was used to examine the hypothesis. The result showed that there was an improvement of the students' speaking ability. It can be seen from the mean score of post-test was 52.89, while the mean score of pre-test was 29.45. In order to prove the hypothesis, the researcher took the conclusion by comparing between the values of Sig (2 tailed) with the significance α value. It showed that the value of Sig (2 tailed) was 0.000 while the significance α value was 0.05. Therefore, it can be concluded that the value of Sig (2 tailed) was lower than the significance α value ($0.000 < 0.05$). In other words, the alternative hypothesis (H_1) was accepted. It was meant that Inside-Outside Circle had a significant effect on students' speaking ability at SMA Negeri 1 Kabangka.

1. Introduction

As we concern that there are four major skills in learning English, those are listening, speaking, reading, and writing. However, among those four skills, speaking is the most important skill to be mastered by the students, especially by those who are involved as non-native English students. Nunan (1991) states that speaking becomes the most significant skill to be learned by the students because this skill is grouped as productive skill. Speaking is one

of language skills which is the 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. Most of students believe that if they want to be a master of English, they have to be able or master the speaking skill instead. In speaking, there are three major foundations, they are: (1) Accuracy, (2) Fluency, (3) Complexity. Therefore, in learning speaking, we are not only studying about how to pronounce some words or produce a sentence fluently but also how to speak in English using correct grammar. Besides, we have to consider how we use the language in certain places or when we use it.

Speaking is an oral productive skill consists of producing systematic verbal utterance to convey meaning (Villalobos, 2015). Therefore, students have to do more practice than theory, because speaking is a productive skill which means that the students should be able to produce something from their learning and the way how the teacher knows about their ability in speaking, practice is the best way to know it. Then teachers should be able to make the students have participation in learning speaking and enjoy to practices it. Teachers should be able to attract the students' attention and involve them into meaningful learning experiences. According to Villalobos (2015), there are several principles toward teaching speaking, include: (1) Provide something for learners to talk about. (2) Create opportunities for students to interact by using group work or pair work. (3) Manipulate physical arrangements to promote speaking practice.

However, Speaking is something that includes opinions or words that will be expressed by someone. In general, speaking has a very important benefit for students in learning English. By mastering speaking, students will have a good level of confidence in the learning process so that they become more active in learning English. Besides, speaking is also useful as a skill that can support other skills in English. One of the examples is in listening. When the students hear the English question or sentence said by the speaker, of course the student as the listener must respond to the question through the speaking skill. To sum up, speaking is a skill which is very fundamental for students to be mastered because with speaking students will have a good confidence in learning English and it also can support other skills in English.

The main problem faced by students in learning English is the students won't speak. In other words, students feel embarrassed to speak English because they still feel afraid of making mistakes when they speak English and they also had no many chance to speak English. As a result, their confidence in speaking English is still low (Gebhard in Ahmad G.S, 2018). Those problems also happened at students of SMA Negeri 1 Kabangka. Some of the problems faced by students in speaking were lack of motivation in learning English and most of students feel embarrassed to speak English because they still feel afraid to make a mistake in speaking English.

In accordance with the above explanation, the effort that can be done by the teacher in improving students' speaking ability is by using teaching technique which is appropriate and interesting for students, because an appropriate teaching technique can support in improving students' speaking ability. Besides, the teaching technique should give the students plenty of opportunities to speak and it also can stimulate students to be active in learning English. As suggested by Harmer (2003) the activity of teaching speaking in the classroom should greatly motivate students, give them many chance to speak, and make them contribute fully in the learning process.

Therefore, based on the above problem, the researcher wants to overcome those problems by using an innovative teaching technique namely Inside-Outside Circle technique

from Spencer Kagan (1994) in order to make the students to be able to speak in English. According to Kagan (1994), he said that Inside-Outside Circle technique became the alternative way to make the students speak, share, ask and give their opinion about some topics.

Inside-Outside Circle technique is one of the teaching techniques that can be applied in teaching speaking especially for students at SMA Negeri 1 Kabangka. As I concern that the students of SMA Negeri 1 Kabangka, they have never learned by using the other techniques including to IOC technique, they just learn English by using conventional method and it makes them bored in learning. Although IOC technique is an old technique from Kagan, this technique becomes the new one for the students at SMA Negeri 1 Kabangka. Besides, in implementing IOC technique, the teacher also can use some media such as LCD, cards, pictures, and etc. Therefore, IOC still can be used in teaching learning especially in learning English up to now.

Moreover, IOC aims at making the students interact with their partner, speak in English on their level, and communicate easily without feeling afraid of making mistake. This technique facilitates the students to do verbal interaction among them, which gave them opportunity to practice more with their rolling pairs (Wahyuni, Mukhaiyar, and Yusni, 2013). Besides, this technique allows all students in the classroom to participate in speaking. They can be brave to share their ideas, thoughts, and their feelings toward their classmates in a small. Inside-Outside Circle is one of the cooperative learning. Cooperative learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured activity which involves a series of steps, requiring students create, analyze and apply concept (Gupta and Ahuja, 2014). It can be stated that the classroom which applies cooperative learning method enforces the students to learn about negotiating, initiating, planning and evaluating together within small group with different level of ability. Based on the statement, it can be concluded that Inside-Outside Circle technique is one of the alternative teaching technique which aims to make students become more active in the classroom so that the learning process becomes more lively and enjoyable for students.

Based on the above explanation, the researcher wants to know whether IOC technique has a significant effect on students' speaking ability at SMAN 1 Kabangka.

2. Methodology

The design of this study was pre-experimental design. The population of this study were all students of grade XI IPA in SMAN 1 Kabangka who registered in academic year 2018 / 2019 which consisted of 125 students, but the sample of this study was XI IPA² which consisted of 24 students.

The instrument of this study was speaking test in report text. The speaking test was used in pre and post-test. The first meeting and the last meeting used to measure the students' speaking ability in fluency and accuracy (including to vocabulary, grammar, pronunciation and comprehension) after being taught by IOC technique at the second year students of SMA Negeri 1 Kabangka. In analyzing the data of this study, the researcher used SPSS version 16.0.

3. Result and Data Analysis

Graph of Comparison between Students' Scores on Pre-Test and Post-Test in Sample Class

Based on the above comparison graph, it showed that the students who got excellent criteria in post-test and pre-test was 0 students (0%), students who got good criteria in post-test were 2 students (8,33%) while in pre-test was 0 students (0%), students who got moderate criteria in post-test were 22 students (91,67%) while in pre-test were 3 students (12,5%), students who got poor criteria in post-test was 0 students (0%) while in pre-test were 15 students (62,5%), and students who got very poor criteria in post-test was 0 students (0%) while in pre-test were 6 students (25%).

Graph of Comparison of Mean Scores, Maximum Scores, Minimum Scores, and Standard Deviation in Pre-Test and Post-Test

Based on the above comparison graph, it showed that the standard deviation in pre-test was 9,54 while in post-test was 5,56. The minimum score in pre-test was 15 while in post-test was 45. The maximum score in pre-test was 46 while in post-test was 64, and the students' mean score in sample class was improved from 29,45 at pre-test became 52,89 at post-test. Therefore, the result showed that students' speaking ability which taught by Inside-Outside Circle (IOC) technique had significant difference between pre-test and post-test.

Hypothesis Testing

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In this research, the hypothesis testing used to investigate whether or not there was significant effect of using Inside-Outside Circle (IOC) technique on students' speaking ability at the second year students of SMA Negeri 1 Kabangka by using t-test with the significant level (0.05). Before testing the hypothesis, the researcher used SPSS 16.0 (Kolmogorov-Smirnov test) in order to test the normality the data. The result of normality test and hypothesis testing can be seen as follows:

Table of Normality Test

	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Pre-test	.112	24	.200
Post-test	.159	24	.118

Based on the above output test of normality Kolmogorov Smirnov, it can be seen the value of pre-test was 0.200 and post-test was 0.118. Both values from pre-test and post-test were bigger than α value (0.05). The significant value on pre-test was 0.200 and it was bigger than 0.05 ($0.200 > 0.05$). Then the significant value on post-test was 0.118 and it was bigger than 0.05 ($0.118 > 0.05$). It meant that the data was normal distribution. Therefore, it can be concluded that both of data (pre-test and post-test) are normal distribution.

Table of Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	29.4583	24	9.54044	1.94743
	Post-test	52.8958	24	5.56772	1.13651

Based on the above output of paired samples statistics, it showed that the mean score of pre-test was 29,45 while in post-test was 52,89. Besides, it also showed that the value of standard deviation in pre-test (9,54) was higher than the value of standard deviation in post-test (5,56). It meant that if the value of standard deviation was high, it can be said that the sample data was more various. On the other hand, if the value of standard deviation was low, it can be said that the sample data was more homogenous (almost same). Therefore, it can be concluded from the above table that, the sample data in post-test was more homogenous (almost same) than in pre-test.

Table of Paired Samples Test

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		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-2.34375E1	6.56955	1.34100	-26.21158	-20.66342	-17.478	23	.000

Based on the above result of paired sample t test, it showed that significant differences exist in the students' pre- and post-test scores, $t(23) = -17.478$, $p(0.000) < 0.05$, in that, post-test scores ($M = 52.89$, $SD = 5.56$) are significantly higher than pre-test scores ($M = 29.45$, $SD = 9.54$). In conclusion, it can be said that there was a significant effect of using Inside-Outside Circle (IOC) technique on students' speaking ability at the second year students of SMA Negeri 1 Kabangka. In other words, H_1 was accepted.

In addition, to conclude the hypothesis based on the comparison between the value of Sig (2 tailed) with α value. The researcher also took the conclusion of hypothesis by comparing between values of t_{test} with t_{table} . Based on the above table, we can see that the value of t_{test} was 17.478 while the value of t_{table} on the T- Distribution table was 2.069 (see Appendix T-Distribution table).

Table of Summary of Hypothesis Testing

Statistics				Result
Df= (n-1)	α Value	t_{test}	t_{table}	
24-1 = 23	0.05	17.478	2.069	H_1 : Accepted

We can see in above table that the value of t_{test} (17.478) is bigger than the value of t_{table} (2.069). It means that H_1 was accepted. In other words, there was a significant effect of using Inside-Outside Circle technique on students' speaking ability at SMA Negeri 1 Kabangka.

4. Discussion and Conclusion

Based on the aboveresult, it can be inferred that Inside-Outside Circle (IOC) technique could improve the students' speaking ability in this research. This is because IOC technique has a game play in learning. According to Kagan (1994), Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle forms the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle. Students in the inside and outside circle have to answer as many as questions that is given by the teacher or by their friends in front of them and finally they find the correct partner to form the group of presentation. So this technique allows the student to explore and share their ideas to the

others. Besides, by applying this technique, students can be able to work together and also they do not feel bored in learning English because they are all actively involved in speaking English. The game play of IOC when the inside students move like a clockwise and meet the new pairs. They can find various answers from their friends, so they can get more information about the topic and also they can compare the information of them with the others. Besides, IOC allows the students to change the role, where insiders ask the questions but after they move, they become students who answer the questions. The changes of the role also make the students, whether insider or outsider is trained and habitual to speak. The more often they answer the questions, the more they can speak and repeat it. Moreover, the teacher can manage the movement of insiders. In this case the teacher can stop the rotation anytime she wants. Thus, the students cannot expect who will be their next pairs and it is also a game play of IOC.

In IOC, all of them have the same chance to speak. As suggested by Harmer (2003) the activity of teaching speaking in the classroom should greatly motivate students, give them many chance to speak, and make them contribute fully in the learning process. Furthermore, IOC technique is one of the cooperative learning. IOC allows the students to work together in group. Therefore, there is no student who passive in learning process. In this case, all students speak and no one who dominate to speak.

From the above result, it also showed that using Inside-Outside Circle (IOC) technique gave improvement on students' speaking ability at the second year students of SMA Negeri 1 Kabangka. It can be seen from the result of pre-test and post-test, students who got excellent criteria was 0 students (0%), students who got good criteria was 0 students (0%), students who got moderate criteria were 3 students (12,5%), students who got poor criteria were 15 students (62,5%), and students who got very poor criteria were 6 students (25%). While in post-test, the students who got excellent criteria was 0 students (0%), students who got good criteria were 2 students (8,33%), students who got moderate criteria were 22 students (91,67%), students who got poor criteria were 0 students (0%), and students who got very poor criteria was 0 students (0%). From the result of this technique, we can conclude that almost all students got "Moderate" criteria. It means that the students' classification in speaking ability was on "Moderate". Besides, the students' scores also have increased from pre-test to post-test. It is shown from the students' mean scores. The students' mean scores in post-test were higher than pre-test. In this case, the students' mean scores in pre-test were 29,45 while in post-test were 52,89.

In starting the main activities, Firstly the teacher explained the material of report text in general, including the definition, the purpose of the text, the generic structure of the text, the language feature of the text and also the example of report text for about 25 minutes. After that, the teacher gave the students a sheet of paper contained 2 examples of animal discussed, one sheet for two students. Then, the teacher asked them to read and analyze the text, it took 5 minutes. Next, the teacher took back the paper and instructed them to make two circles, inside and outside circles. The numbers of students in class XI IPA2 were 24 students, therefore 12 students as insiders and the others as outsiders.

After the students standing in their circles, the teacher gave them two pictures of animal which contained some questions about the picture for two circles randomly then between insider and outsider held the different pictures even though they were facing each other. Then, the teacher said "move" to instruct insiders moving like a clock wise, while outsiders kept standing at their place. If the teacher said "stop" insiders stopped their moving and started to ask and answer with the outsiders. For the first, outsiders asked the questions and insiders answered them. For the next moving of insiders, the insiders asked the questions

and outsiders answered them and so did the next moving, both insider and outsider changed the role. For the number of moving, usually the teacher took 6 times. It took 25 minutes.

After making discussion in the circle, the teacher instructed them to make a group of presentation from the last pair of moving. Before the group presented their report text related to the topic, the teacher gave them time about 5 minutes to prepare their text. Finally, the teacher called them one by one to present their text in front of the class orally. One explained the text and another held the picture. After that, the student who holding the picture could give correction to the pair if there were some mistakes on reporting the text. It took 3 minutes.

In the teaching learning process, the teacher has given an example of report text which was easy and familiar with them. Therefore, the students could be able to understand the text well. It aimed to help the students able to make a good report text later. It was supported by Harmer (2003) who argued that a good classroom learning atmosphere is when students can participate actively and enthusiastically in the learning, it can be happened if we give them a topic or task that is suitable or familiar for them.

In this research, the effect on students' speaking ability also occurred because of several factors, such as students' motivation in learning process, their intelligence, and the topic material provided to them was not too difficult, because the material of report text was the simplest text genre among the other text genres. It is similar to descriptive text where descriptive text has already learned by them in the previous semester or grade. Therefore, these factors also gave positive effect on students' speaking ability.

Besides, another factor which affected the students' speaking ability on SMA Negeri 1 Kabangka were students' motivation, confidence, and anxiety. Ur (1999) said that by using group work, it can give many chances to students to speak when the learning time is limited and also it can reduce students' anxiety to speak in front of the class. In every meeting, the teacher divided students into group then gave them chance to speak with their partner. Therefore, the students' confidence in speaking can be formed well before presenting their text in front of the class and then it also reduces their anxiety to speak.

Ur (1999) stated that one of the characteristics of successful speaking activity is high motivation. Learners are eager to speak. Because they are interested in the topic discussed and have something new to say about it, or because they want to contribute to achieving a task objective. In applying Inside-Outside Circle (IOC) technique, it showed that the students' motivation in learning English was also improved from the first treatment until the last meeting because this technique had game play activities and interesting interview to students. The game play activities were when the insiders should move like a clock wise then stop based on the teacher's instruction and then they met a new partner in each moving. This made the students can reduce their anxiety in learning. Besides, in this technique the teacher can make an interesting task for students, where they have to help their partners on correcting the mistakes made by the partners. Therefore, all of them have contribution in learning and also it can increase students' motivation in learning English.

Based on the above explanation, it can be concluded that Inside-Outside Circle (IOC) technique is an effective teaching technique that can be applied in teaching speaking. Moreover, by applying this technique all students are actively participated in learning process because all of them have a chance to speak and express their opinions by asking and giving their answer related to the topic given. Besides, they can increase their teamwork through the group discussion in Inside-Outside Circle technique.

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