

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the objectives in foreign language teaching in Indonesia is to improve speaking skill accurately and fluently. To reach the target of teaching speaking, the educational institution from secondary to higher education should implement appropriate strategies to produce good outcomes of foreign language learners. Therefore, the teaching of English on speaking skill in the classroom should be interesting and vary that can cause students to be active and enjoy learning English. Unfortunately, there are some problems of English education in Indonesia. One of the problems is students get difficulties to produce text.¹ *Text* is defined as a “vehicle through which individuals communicate with one another using the codes and conventions of society”.² Then, the majority problem is speaking. It is because the students are lack of motivation in studying. Therefore, using some various methods in learning English is needed in order to make students study maximally and increase their motivation to study English well.

The students at the first grade of MTs al-Hidayah also have several problems in learning speaking. These problems are caused by several factors, based on the students and the teacher interview. They still have lack vocabulary, lack of ideas to speak and also afraid to speak. Therefore, they still find difficulties to speak up in speaking class and their motivation in learning English was also still low. The teacher show that the result of

¹Mery Low. (2004) *Learner Characteristics of 'Asian' EFL Students: Exceptions to the 'Norm'*. Journal.p3

²Robinson, E., & Robinson, S. *What does it mean? Discourse, Text, Culture: An Introduction*. (Sydney: McGraw-Hill Book Company.2003), p. 3

students' achievement in speaking class is not good enough only 50% students have good speaking competence in the classroom.

Based on some problems above, the teacher must find a way to solve it. The researcher is interested to apply a technique that is similar with discussion. One of the alternative ways that can be used to solve the problem is by using cooperative learning technique. It means that students can get their goal if other students also reach the goal. So they have to cooperate each other in their groups. Cooperative learning can be used with almost any subject matter, at a wide range of grade levels, and at various places in a lesson.³ Otherwise, the researcher will try to apply cooperative learning method to improve students' speaking skill.

One of the alternative models that is chosen to improve quality of learning is Inside-Outside Circle (IOC) technique. The researcher chooses this technique because it can motivate students in learning activity. This technique provides students with a variety of learning activities in varying group situations promotes appreciation and respects for diversity. And encourage students to form relationship with many different classmates. The implementation of IOC technique can give choice for students to interact and cooperate with their friends. Students are actively engaged in thinking with different questions and different partners. The activity encourages community building among students while incorporating movement and interaction.

Inside-Outside Circle technique was implemented in MTs al-Hidayah Betoyokauman Gresik before, but in different lesson. Therefore, based on the previous explanation, the writer wants to have a research in learning speaking to improve the seventh grade ability in speaking English.

³Caroline Kesler, *Cooperative Language Learning: A Teacher's Resource Book* (New Jersey: Practice Hall Regents, 1989), p.17

MTs al- Hidayah is one of the Islamic educational foundations, which is located in Gresik. Many programs are used to improve students' ability, such as implementing full day school method.

Why the researcher chooses this school because the result of students' speaking score is bad. They had bad score in speaking but their grammatical or listening score is not bad as their speaking score.

B. Research Question

1. How is the implementation of Inside-Outside Circle technique to improve students' speaking ability of the seventh grade at MTs al-Hidayah Betojokauman Gresik?
2. How is the students' speaking ability after following the implementation of Inside-Outside Circle technique at MTs al-Hidayah Betojokauman Gresik?

C. Objective of the Study

1. To describe the implementation of Inside-Outside Circle technique of the seventh grade at MTs al-Hidayah Betojokauman Gresik.
2. To describe the students' speaking improvement after following the implementation of Inside-Outside Circle technique of the seventh graders at MTs al-Hidayah Betojokauman Gresik.

D. Significance of the Study

1. The result of this study will be able to give little contribution about the importance of speaking skill as actually fundamental skill rather than the other skills.

2. The result of this study will be beneficial for the English teacher. Inside-Outside Circle technique can be an alternative technique in teaching speaking. Because, students of the first grade at junior high school is in the transition from primary to secondary school. So that, they still love to play. With IOC technique, students could study and play at the same time.
3. The result of this study will be also beneficial for all students of MTs al-Hidayah, especially seventh grade students to increase their ability in speaking and this technique will make them feel free in expressing their ideas and fun while doing speaking activity.

E. Scope and Limitation

The researcher limits this study on the teaching speaking through IOC technique. The researcher limits the study only to the seventh graders of junior high school, MTs al-Hidayah Gresik.

F. Definition of Key Term

To avoid misunderstanding and misinterpretation of readers, the writer will explain the definition of them. The key word used in this study as follows:

1) Improving Students' Speaking Ability

Improve is an attempt or achieve to make something better as a result. Speaking is verbal of language to communicate with others. The purpose of it is hoped to communicate with others are so large.⁴

However, speaking ability is not easy to be mastered. It has something to do with the mental factor of the students such as their mood, motivation, and readiness. Without

⁴Glenn Fulcher, *Testing Second Language Speaking* (USA: Pearson Education, 2003 New Jersey), p.23

motivation, success will be hard to come by, and the case of learning foreign language is little bit different.

Speaking ability is someone ability in practicing language. The four languages ability are: speaking, listening, reading, and writing. In other meaning, improving students' speaking ability is a completed skill that include several factors, they are readiness to study, readiness to think, readiness to practice, motivation to study, and teacher guidance. According to Brown, there are five types of speaking. They are: imitative, intensive, responsive, interactive, and extensive.⁵In junior high school, students are expected to master the responsive and interactive types. The responsive and interactive means that the students responses the assessment task includes interaction and complexity of the interaction. There are 7 level of students' speaking proficiency to give students' score. They are: level 1-Beginning/Preproduction, Level 2-Beginning/Production, Level 3-Intermediate, Level 4-Advanced Intermediate, Level 5-Advanced, Level 6-Formerly Limited-English Proficient, Level 7-Fully-English Proficient.⁶ And the students level of VII-A MTs al-Hidayah is production level. Studens from primary to the frist grade of junior high school, the students speaks conversational and academic English with hesitancy and difficulty.

Based on some definition above, improving students' speaking ability in this study is about accent, grammar, vocabulary, fluency, and comprehension. The criterion of success is 61% - 80%.

⁵Douglas Brown, *Language Assessment (Principles and Classroom Practice)*. (America: San Fransisco State University, 2004), p.141-142

⁶Maredith Roddy, *English Language Proficiency Standards for English Language Learners*<http://ell.dpi.wi.gov/files/ell/pdf/elp-levels.pdf>. (Accessed on 23 of January, 2013)

Students could achieve the target score of the minimum passing grade of English lesson was 70.

Table 1.1
Academic Grades:

These elements help them to speak with more practice they do. They will speak the target language as much as possible. The target language was the pronounce the word according to the context of language and could be understood by the speaker and the listener. They understand how to madelanguage (vocabulary, forms, uses) comprehensible.

2) Inside-Outside Circle Technique

Inside Outside Circle is a kinesthetic activity that involves all students in the class and that

facilitates short	Scale	Mark	Grade
exchanges	90-100	A	Excellent
between	80 – 89	B	Good
students.	75 – 79	C	Average
	70 – 74	D	Passing
	70 – 74	E	Failing

Inside-Outside Circle is an activity in the classroom belongs to cooperative learning. IOC technique was developed by Spencer Kagan.⁷ During inside-outside circle, students either sit or stand facing each other in two concentric circles. Students respond to the teacher questions or note-card prompted questions and then rotate to the next partner. In the end of this type of structure, students will have both teachers and learners of new information. This structure also facilitates peer tutoring and checking for different levels of knowledge acquisition.⁸

The activities of Inside-Outside Circle Technique are:

- a. The class form two facing circles, one inside the other.
- b. Each circle has the same numbers of members. Students in the inner circle face outward, and the other students face inward.
- c. Each partner discusses a topic, asked each other question and share the experience.
- d. All of members rotate one place. So, everyone has new partner in other circle.
- e. The process repeats if the target has not reach.

G. Research Report Writing Organization

The discussions of the thesis are detailed into section summary below. It is purposed to make the readers easier to understand the discussions in this thesis.

CHAPTER I: INTRODUCTION

This chapter contains seven sub-chapters include background of the study, research question, objectives of the study, significance of the study, scope and limitation, definition of key terms, and the research report writing organization.

CHAPTER II: REVIEW OF RELATED LITERATURE

⁷ Anita Lie, *Cooperative Learning for ESL Students*(USA: Cross Currents,2002), p.64

⁸Spancer Kagan,The StructuralApproach to CooperativeLearning, ” *Educational Leadership*(1989),p.12-15

In the chapter two, the researcher elaborates the theories underlie this study include the definition and types of speaking, the definition and rules about Inside-Outside Circle technique , then some previous studies.

CHAPTER III: RESEARCH METHOD

It consists of the type of research design, subject of the study, setting of the study, data, research instruments, data collection techniques, and data analysis.

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

It consists of glance description of research object, data presentation, and data analysis, some data analysis from pre-test to post test and another data from observation checklist and field notes.

CHAPTER V: CONCLUSSION AND SUGGESTION

This is the most important part in which it concludes the research done and gives the suggestion to the reader.