

CHAPTER IV

RESULT FINDINGS AND DISCUSSION

This chapter presents the results and discussions of the study. It is related with the objectives of the study which are to describe the implementation of Inside-Outside Circle technique, the researcher got the result of implementation IOC technique to improve students' speaking ability of seventh grade at MTs al-Hidayah Betooyokauman Gresik. The researcher got the data based on the students and teacher interview, students' speaking assessment, etc. And test in each cycle. All of data were analyzed. The researcher also described research object.

A. The Glance Description of Research Object

a. Infrastructures of MTs al-Hidayah

MTs al-Hidayah is located in Jl. K.H. Zakariya Betooyokauman. There have two-storey terraced, consist of 6 classroom, 3 laboratories (computerized laboratory, language laboratory, and biology laboratory), 1 library and the schools land which is beside the mosque (Baiturrahim mosque).

b. Education and Learning facilities

The education and learning facilities of Mts al-Hidayah have been equipped for representative learning facilities as an effort to improve education and learning service.

B. Data Presentation and Data Analysis

1. Data Presentation

This research was a classroom action research. There were four steps in each cycle. They are planning, acting, observing, and reflecting.

The result of the first cycle

Planning

The first cycle was conducted on 2nd of December, 2012. The subject was students of VII-A. Consisted of 32 students. After identifying the students' difficulty to produce text in speaking class, the researcher designed the lesson plan to use Inside-Outside Circle technique to improve students' ability in produced text.

The teacher would plan the activity by preparing learning project, such as:

- a) Lesson Plan
- b) Worksheet, like : LDK (Group Discussion Worksheet)
- c) Form of evaluation test scoring, like LKS (Students' Worksheet)
- d) Information Gap

In the first cycle, the resercher acted as teacher and the teacher acted as observer. The researcher taught the students based on the lesson plan. The researcher explained the steps of learning process using IOC technique.

Acting

Before the teacher explained the activities that they were going to do, she started the class by greeting the students and tried some talks dealt with their condition. The teacher then introduced the researcher to the students. The purpose of it, is to build a good relationship among her and the students. The teacher then sat in the last row of the class in order to observe teaching learning process. The teacher filled up the observation checklist by herself in order to gather any information on what is going on in the class

when the researcher implemented Inside-Outside Circle. The teacher was the observer while the observer was teaching in front of class. Then she checked the students attendance. After that, she gave the students brainstorming by asking some questions about who is the person in the picture. To start the lesson, the teacher began to explain that they would discuss about the picture. The teacher asked several questions related to the topic. The examples of those questions are as follow:

- 1) *Do you know who is it?*
- 2) *Have you ever met him?*
- 3) *Who is his full name?*
- 4) *Are you interested with him?*
- 5) *Do you know where is he come from?*

Those questions were used to motivate the students to imagine what they were going to do in the next activities. By asking free questions, the teacher actually wanted to stimulate students to imagine the steps. While, the teacher wrote some vocabulary and the meaning too (graduated, direct presidential election, platform, elected, the incumbent) Then the teacher ask students to repeat the pronunciation of that vocabulary.

The teacher gave explanation seriously. Since in the first cycle, she used both Indonesian and English during teaching learning process. The teacher used two languages to give a clear explanation since the students had lack of vocabularies. The teacher minimized the use of Indonesian only to emphasize the explanation.

Teacher : Okay my students, today i have a picture..famous person picture..*gambar orang terkenal* .

Students (A) : Who is miss? (some students ask to the teacher but they were still in doubt)

Teacher : Yes, I have (the teacher take out the picture)

Students : SBY miss, SBY.. (with loud voice)

Teacher : Good. Okey..now i will give some questions. *Saya mau kasih beberapa pertanyaan ya..*

Students : Yes miss.

Teacher : Okey, who knows SBY?

Students : He is president ...

Teacher : Good.

Who is his full name?

Students(B) : Susilo Bambang Yudoyonomiss...

Teacher : Good answer.

Who knows where does he came from?

Students(C) : He came from Pacitan. East java miss..

Teacher : Very good.

So, from the picture we can produce a text from the person who is in the picture..*jadi, dari gambar kita bisa membuat sebuah text dari orang yang ada dalam gambar.*

Students : (got confused)

Teacher : *Jadi, dari gambar yang akan miss berikan bisa kita olah yang kemudian jadi sebuah teks. Nah, yang tidak tahu bagaimana miss?*

Yang belum tahu nanti bisa tahu, karna satu kelompok harus saling membantu agar mendapat informasi sebanyak-banyaknya. And who can explain in front of class with good information from the discussing. Her or his group will be the winner.

After dividing the students into two groups, the teacher then distributed a sheet of picture in each group. Here, the teacher asked them to try implementing Inside-Outside Circle technique. She asked the students to look at the paper and ask whether they have questions or not. First, they were asked to look at the picture. There were only some vocabularies that different with the previous one. She said that they might ask question if they do not know what they had to say. Then, she told the students that they would form two concentric circles. One circle was consisted of the students who has the even numbers. They were the inner circle and face inward. Then, each student has a partner in the other circle. The students in the outer circle must share the information. While the students in the outer circle were giving information, the students in the inner circle listen and ask other question. The partner would be changed when the teacher said "NEXT". It means that the students in the outer circle had to move to the right and the students in the inner circle would have their new partner.

Observing

The observation was done by the researcher. The English teacher as the researcher observed the cycle conducted by the researcher. Her name was Sa'idah kusmarini, S.Pd. she signed the observation checklist, which was provided by the resercher and helped the researcher to keep notes from the students' mistake while IOC technique was applied.

The researcher acted as teacher in the learning process and the teacher acted as observer when the teaching and learning process in the classroom. The observation included the preparation and the presentation of the class, the technique and the students-teacher interaction. According to the English teacher as the researcher that situation in the meeting could not be controlled. The students could not control their self not to make the class quiet. The teacher must give punishment to the students who made noisy in the classroom. For about the material was quite good but they still did not have any courage to express their ideas.

Reflecting

In this cycle, there were several important notes that could be taken as considerations. Since the researcher and the teacher were a team teaching. The teacher filled up the observation checklist and wrote some notes about the researcher's action. From the observation result, she noted that the circles were too big and it made the class become crowded. She notes that the students still felt difficult to produce text orally because of the lack of vocabularies.

From the action and observation, there were some important points which could be taken as the considerations. Some students preferred speak in Indonesian instead of English during the discussion. They got difficulties related to the speaking aspects: fluency, structure, pronunciation and vocabulary. Based on the information gap showed only three students gained score 70 while the others got score under 70. Based on the reflection stage, the technique did not work well.

Table 4.1

The result of students' score in first cycle

average	59
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Score max	70
Score min	40
percentages	59%

Referring to the table above, the average of the assignment was 59,06. This result is higher than the preliminary study. But, the criteria of success is 61% - 80%. Therefore, according to the result, researcher concluded that the first cycle was uncessful.

The Result of the Second Cycle

Planning

The second cycle was conducted on 4th of December 2012. The objectives of the second cycle were the same as the previous cycle. According to the reflection step in the first cycle, the teacher and the researcher noted some important points from the first step.

1. The students did not pronounce the words well.
2. Most students spoke hesitantly during the discussion
3. Most students still got the score under 70.

From the notes above the teacher and the researcher planned to practice pronunciation. Here, the teacher (the researcher) would ask the students to repeat the words she said.

For the material, they prepared two different picture “Cherrybelle” and “Bambang Pamungkas”. They divided into four group and two group will be the first. Then the last two group in the second sessions. Its purpose was to avoid the class become noisy same as the first cycle.

Acting

As the previous cycle before, the class begun by greeting and checking the registration. At the beginning, they were reminded the materials given in the last meeting. They caught the points easily since they had learned similar materials before. The teacher could stimulate the students by asking several questions related to the material. The examples are stated as follows:

- 1) *Do you know who is cherrybelle / Bambang Pamungkas?*
- 2) *Do you like cherrybelle / Bambang Pamungkas?*
- 3) *What do you think about cherrybelle / Bambang Pamungkas?*

Indirectly, that questions had reported to the students what they would learn that day. The teacher clearly stated the objectives of the lesson that were expected to be reached at the end of the lesson. The teacher also give students some vocabulary that they ask related to the material (in addition, energetic, varied, capped, considered). She asked the students to look at the paper and ask whether they have questions or not. First, they were asked to look at the picture. She said that they might ask question if they do not know what they had to say. Then, she told the students that they would form four concentric circles. One circle was consisted of the students who have the even and odd numbers. They were the inner circle and face inward. Then, each student has a partner in the other circle. The students in the outer circle must share the information. While the students in the outer circle were giving information, the students in the inner circle listen and ask other question. The partner would be changed when the teacher said "NEXT". It mean that the students in the outer circle had to move to the right and the students in the inner circle would have their new partner.

Observing

The observation was done by the researcher. The English teacher as the researcher observed the cycle conducted by the researcher. Her name was Sa'idah kusmarini, S.Pd. she signed the observation checklist, which was provided by the resercher and helped the researcher to keep notes from the students' mistake while IOC technique was applied.

According to the English teacher as the researcher that situation in the meeting could not be controlled. The students could not control their self not to make the class quiet. The teacher must give punishment to the students who made noisy in the classroom. For about the material was quite good .the material could make the students interesting and the material could be found in daily live. And the words which were used could be found in daily words. But there were some difficulties words.

Reflecting

Since the researcher and the teacher were a team teaching, The researcher acted as teacher in the learning process and the teacher acted as observer during teaching and learning process. The teacher filled up the observation checklist and wrote some notes about the researcher's action. From the observation result, she noted that this cycle more quiet than the previous one. But, she notes that the students still felt difficult to produce text orally because of the lack of vocabularies.

From the action and observation, there were some important points which could be taken as the considerations. Some students preferred speak in Indonesian instead of English during the discussion. They got difficulties related to the speaking because they still had limited vocabulary.

Table 4.2

The result of students' score in second cycle

Average	62,6
Score max	70
Score min	55
percentage	63%

The average of students' score in this cycle was 62,6 or 63%. This result was higher than the previous cycle. according to the result, the researcher concluded that the second cycle was successful because the target was reached 63%. But, the researcher want to get higher score. So, she planned the next cycle.

The Result of The Third Cycle

Planning

This cycle was held on 9th of Decesmber 2012. This cycle was conducted because the researcher and the English teacher still had not reached the objective of the study. Based on the observation checklist and reflection on the second cycle, it could be noted that some students who were passsive in the first cycle, in the second cycle were more active. They had tried to produce text orally by discussing through Inside –Outside Circle technique.

In this third cycle, the researcher's lesson plan was quite different as the previous cycle. She planned to give students' instruction to interview the other members of group. The teacher would help them more in understanding the instruction. The researcher and the teacher gave more attention to the students who got less than 70 in the speaking activity.

Acting

The class was begun by greeting and checking the students' attendance. The teacher started to encourage the students to enjoy the class and to be confident to speak. In this cycle the teacher and the researcher want to give the students new material in speaking class. They want to make students enjoy the class and with new material they had not feel bored.

Entering the lesson that day, the teacher stimulated the students by giving several questions related to the topic of "Hobby". The examples are stated as follows.

- 1) *What is your hobby?*
- 2) *Do you like your hobby?*
- 3) *Why do you like that activity?*

Indirectly. That questions had reported to the students what they would learn that day. The teacher clearly stated the objectives of the lesson that were expected to be reached at the end of the lesson.

Next, the teacher did the first activity. She divided the class into four groups. Before they started the activity teacher asked about the difficulties faced by the students about the topic of vocabulary.

The next activity was the researcher asked the eight students from inner circle and eight students from outer circle to come forward. The students of inner ask the question to the outer. And when the teacher said "NEXT" the students in the outer circle had to move to the right side. They did all these activities until they had interviewed their friend. During the discussions, the teacher moved around the circle and helped the

students who could not express their ideas in from of spoken way. She controlled and helped them in expressing their ideas.

In the last, the teacher choose the students randomly to explain what their understanding about the assignment before. They must explain about the result of interviews before. The form of the assignment was simply as the transferring information during the discussion.

Observing

In this third cycle, the researcher want this cycle was better than the previous cycle. The students could comprehend and master the materials quickly. The students can express their ideas without afraid and say to expressing their mind. They were understand the instruction and also pronounce the words correctly. Their ability in produce text orally showed their progress in mastering the materials. Although some students still got difficulties in expressing their ideas, the other students showed that they had better than before.

When the technique had implemented, the teacher often motivated the students to do their best when the IOC activities. It can help and encourage the students who had difficulties in expressing their ideas personally.

Reflecting

In this cycle the students attending the class with great responsibility. They could also work cooperatively during discussion section. The teacher also noted that the students could do the IOC well. Although there were still some students used Indonesian in the activity.

The teacher and the researcher assumed that with various activities could motivate the students in learning English. Meanwhile, the result of the speaking activities showed that more than 75% students could reach the standard score for speaking , 70. From the results, the researcher and the English teacher could stop this cycle.

Table 4.3

The result of students' score in third cycle

Average	75,31
Score max	85
Score min	60
percentage	75,3%

The average of students' score in this cycle was 75,31 or 75,3%. This result was higher than the two previous cycle. according to the result, the researcher concluded that the third cycle was successful. The researcher target was better, the students reached 75,3%.

C. Data Analysis

1. The Result of the Speaking Assessment towards the Implementation of Inside-Outside Circle Technique.

Since the three cycles was conducted, there were also three assessments organized. The assessments, which weere held in each cycle, covered the lesson that the students had learned. The form of the assessment was information gap. The assessment asked students to transfer information to their friend.to help the students accomplishing

the assessment, the researcher introduced some vocabularies during the discussion section. Sometimes, she used Indonesian when the students did not understand the direction or the instruction.

In measuring the effectiveness of Inside-Outside Circle technique, the resesarcher held daily assessment in from of speaking assessment. This purposed to know the students' progress in mastering speaking. The sudents' improvement could be seen from their score in each cycle.

For clearer clarification, the researcher listed below the average of the score, the highest and the lowest score.

Table 4.4

	First Cycle	Seecond Cycle	Third Cycle
Average	59	62,5	75,1
Score min	40	55	60
Score max	70	70	85
Class mastery	59%	63%	75,1%

Referring the table above, the students' score also improved from the first cycle to the last cycle. Here, the students showed a good progress. Some students who got bad score in the previous cycle could improve their score. In each cycle, the teacher asks the students to transfer the information to their friends. They also shared and opened mind with their friends. If there were some students who didn't understand, the other students helped them. Moreover, she noted that some students were unable to express their idea orally.

From the result of the first cycle up to the third cycle, the researcher could conclude that his technique was effective to help students' understand.

2. Data Analysis

Based on the observation, the researcher was good in the presentation of the material. The researcher delivered the aim of teaching-learning and gave motivation to the students in the each cycle.

The reseacher delivered the aim of learning and support the students to be more active, divide group, present with briefing the purpose, organizations and features of the text. The students paid attention to the teacher explanation. Then, group working. The students did their exercise with their groups and the teacher walked around to each group. If they got difficulties, they would ask the teacher to give information about the material. The condition of class was very crowded. The teacher gave the explanation about the material to the students in the last learning process.

3. Discussions

1) The Teaching and Learning Process

The researcher found several things that could be noted down from the result of observation during the teaching and learning process. The result showed the development of students' score in each cycle. The researcher stopped the research because the expected result which is the score of 70 has been reached. In every cycle, the researcher gave different material to increase their speaking ability.

a) The first cycle

Based on the preliminary of study, the researcher found there were problems. some of students got difficulties to speak up when the speaking class begun. Therefore, the researcher implemented Inside-Outside Circle technique as a problem solving. The students were enthusiastic when the learning process was continuing. Although there were some obstructions, such as: the situation of class was very noisy when the teacher managed the students to make some group, and also most of students felt uncomfortable when the teacher organized the members of group. The circle was too large, so that the class became so noisy and the technique did not run well. The students also were unable to express their ideas freely. Eventhough the learning process passed well.

But, based on the reflection, the result of the implementation Inside-Outside Circle technique didn't reach the target score, 70. The students still confuse with their vocabulary.

b) The second cycle

In the second cycle, the researcher divided the students into four groups, two groups of inner circle and two groups of outer circle. Then the activity was all same as the first cycle. The topic that was given was different from the first cycle that there was only one topic that they had. Because the ineffectiveness of the formation of Inside-Outside Circle in the first cycle, the teacher then divided the circle into two smaller group again. and the students started expressing their ideas better than in the first cycle. The researcher noted better improvement but this not the end of the cycle. It is because there were some students got the score under 70.

c) The third cycle

The teacher gave the different topic with the previous cycle. The students still divided into four small groups, two groups of inner circle and two groups of outer circle. They describe about their friends hobbies. In this cycle, the students could apply the Inside-Outside Circle technique better. It could be seen from their enthusiasms to the new material. And the result showed the most students got the score 70. It meant that the researcher could stop the research.

According to Anita, this technique is appropriate to improve their ability in speaking skill and listening skill.¹From those explanation, researcher concludes that students' response in implementation of IOC to develop students' English speaking ability is very good. Inside-Outside Circle as an alternative technique gives so many strengths for students. The students were very enthusiastic and fun to study using that technique.

¹Anita Lie, *Cooperative Learning for ESL Students* (USA: Cross Currents,2002), p. 66