

THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE TECHNIQUE IN TEACHING SPEAKING AT VOCATIONAL HIGH SCHOOL

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ABSTRACT

This research aimed to reveal the effectiveness of using the Inside-Outside Circle Technique in teaching speaking. Based on the observation in January 2021, the researcher found several problems. First, students lacked vocabulary. Second, students were not speaking fluently. And the last, some students speaking skills were still varied. Thus, the researcher has done the research in SMKN 1 Baso to know whether the use inside-outside circle technique is effective or not toward students speaking ability. This research was descriptive-quantitative. The researcher used purposive sampling to determine the sample because the researcher has some consideration to determine the samples. The researcher chose two of six classes as the sample. The sample in this research was 42 students of class X AKL and X PKM. The technique of data collection in this research was documentation. The research results show that using the inside-outside circle technique is effective in teaching speaking. The percentage of the students was between 61-80 %, with the mean score calculated as 78,59, with the rating quality being effective. It means the data proved that the inside-outside circle technique is effective in teaching speaking in 10th grade of SMKN 1 Baso

Keywords: English Language Teaching, Inside-Outside Circle Technique, Teaching Speaking.

INTRODUCTION

In learning English, four basic skills need to be mastered; listening, speaking, reading, and writing. Students should be able to use the skills, whether oral or written. One of the four English language skills that students must study is speaking. Speaking is very important to help the students to learn English. With the ability to speak well, students can achieve the goal of speaking. It means that students are expected to speak English to be able to communicate with teachers, friends, and other people. Penny Ur states that of four skills, speaking seems intuitively the most important (Ur, 2009). Thus, speaking is very important based on the explanation above, especially for students. Speaking well and correctly, students can share their opinions or ideas in English.

Students need to communicate verbally with the teacher and their friends to convey ideas and feelings when doing activities in the classroom. Nunan said that speaking is a productive oral skill that produces systematic verbal utterances to convey meaning (Nunan, 2003). Thus, it can be concluded that speaking is a productive oral skill not only about skills but also about how to produce verbal utterances to convey ideas or meanings to be shared.

Learning to speak several techniques can be applied, one of which is the inside-outside circle technique. In the Inside outside circle, Kagan states that students rotate in concentric circles facing new partners for sharing, quizzes, or problem-solving (Kagan, 2009). One of the English teachers at SMKN 1 Baso also used the Inside outside circle technique. At the step stage, the students formed pairs. Then, students stand in two concentric circles. Students in the inside circle face out, and students in the outside circle face the contrary, so each student faces a partner in the other circle. Students who were in the inside circle asked questions in the outside circle. After they finished questioning, the teacher asked them to change roles. Next, the students in the inside circle will answer the students in the outside circle who ask questions. After that, the teacher asked for one circle to rotate to the next partner. This activity was carried out until the students met their first partner outside the circle. Even though the technique has been implemented according to the procedure, problems are still found in applying the technique.

Based on the preliminary observation of 10th-grade students in SMKN 1 Baso on January the 13th, 2021, the students still faced difficulties in speaking even though the teacher had already applied the inside-outside circle technique. Students have limited vocabulary to speak English. Some students have organized their ideas. However, they have difficulty expressing ideas clearly in speaking English.

Second, students do not speak fluently. The used inside-outside circle technique, students were not fluent in English. They still had a lot of pauses in speaking English and didn't have fluency in speaking English. Even though the students spoke slowly, they still didn't pay attention to the correct grammar of the sentences they were talking about.

Finally, talking about the scores after using the Inside outside circle technique, some students daily speaking scores were still below standard minimum completeness (KKM), and some students' scores were already above standard minimum completeness (KKM). Therefore, based on the explanation above, the researchers have researched the effectiveness of the inside-outside circle technique in teaching speaking.

1. Concept of Teaching Speaking

Teaching has a basic meaning as a process of providing knowledge or information to students. When carrying out teaching activities, the teacher teaches knowledge, messages, or skills to students, and at that time, an interactive process occurs between the teacher and the students. Likewise, teaching speaking also teaches knowledge about good speaking procedures.

According to Nunan in Kayi, teaching speaking means teaching listeners to:

1. Produce English sounds and sound patterns
2. Using words and sentences that emphasize intonation and rhythm
3. Choose the right words and sentences according to the situation and conditions
4. Organize thinking in terms of meaning and logic
5. Using language to express, value, and evaluate
6. Use language quickly and confidently or called fluency

Thus, speaking is teaching given, starting from producing sounds and choosing words and sentences to use the language fluently.

Teaching speaking also has a purpose for teaching. According to Hughes, the goal of teaching speaking is to develop the ability to interact successfully in language and involve understanding. Thus, the goal of teaching speaking is to develop the ability to speak fluently.

There are five principles of teaching speaking proposed by Nunan, namely:

1. Consider the context of learning a second and foreign language.

2. Provide students with exercises with fluency and accuracy.

Accuracy matches the pronunciation with the target language. Fluency is where the speaker speaks quickly and confidently without any hesitation.

3. Allow students to speak using group or pair work, and limit teacher talk.

4. Planning a task that involves negotiating means.

This activity is to clarify and confirm whether students have understood each other. This activity can be done by asking for clarification, repetition, or explanation during the conversation to gain understanding.

5. Designing class activities involves guidance and practice in transactional and interactional speaking.

Interactional speaking is communication with someone for a specific purpose. For example, this step includes establishing and interpreting social relationships. In addition, transactional speaking involves communication to get things done, including exchanging goods and services.

Thus, from the five principles of teaching speaking, it can be concluded that learning to speak must be carefully designed or prepared so that students speak fluently and accurately and practice in pairs or groups.

An assessment must be conducted to measure the students' achievement in language learning. Assessment can be done at the beginning, through the teaching-learning process, and also at the end of the meeting. According to Arthur, the speaking assessment contains five components that describe students' speaking abilities, including their accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2003).

2. Inside Outside Circle Technique

Some approaches and methods can be used in teaching speaking, one of which is cooperative learning methods. According to Jolliffe, Cooperative learning requires students to work together in small groups to support each other and enhance their learning and the learning of others (Jolliffe, 2007). Based on the explanation above, cooperative learning is students are grouped in small groups to support each other.

A cooperative learning method has several types: think pair share, three-step interview, and inside-outside circle. According to Kathleen and Nunan, an Inside-outside circle is a technique that allows students to repeat conversations or interviews with new people to build fluency and confidence. (Bailey & Nunan, 2004). Kagan states that students rotate in the Inside outside circle, in concentric circles facing new partners for sharing, quizzes, or problem-solving (Kagan, 2009). Moreover, Wahyuni et al. said this technique places students facing each other in two concentric circles for verbal interaction between students, allowing them to practice more with their partner in turns. (Wahyuni et al., 2013). Based on the definition above, the researcher states that an inside-outside circle is a

technique where students form two concentric circles and exchange information with a partner until the teacher signals the outside circle to move in one direction, giving each student a new peer to talk to. Students can discuss and share information and ideas with their classmates through the inside-outside circle technique. It encourages students to move and have a conversation. It also helps students share ideas and hear different opinions from different partners.

Inside outside circle technique has several procedures in the application. The procedures of the inside-outside circle technique according to Fitriainingsih & Sholihah, the procedure for the Inside Outside Circle technique in learning to speak begins with forming a group. Students will be divided into two groups. One group forms an inner circle, and the other forms the contrary while facing each other. One circle rotates to the next partner. Indirectly, they will face their new partner. It will stop when students have found their first partner. (Fitriainingsih & Sholihah, 2017).

Furthermore, Sulung et al. added the steps of the inner-outer circle as follows. First, the teacher divided the class into two groups. Second, the students formed two circles facing each other. Third, students from inside the circle answer the questions given by their friends by sharing them with their partners. Students who form the outer circle give ideas related to questions and ask the inner circle pairs again. Fourth, after a few minutes, the teacher instructs the students to turn to the next partner and discuss again with the same topic (Sulung et al., 2017). Finally, according to Kagan, the steps for the Inside Outside-Circle technique are as follows: Students form pairs. One student from each pair moves in a large circle in the classroom facing outward. The remaining students find and face their partners so that each student faces the other. Students in the inner circle ask questions from their question cards and are answered by the outer circle. Partners switch roles: Students outside the circle ask questions and the inner circle answers. When finished, the teacher tells them how many to play, and they face the new partner until they meet their first partner. (Kagan, 2009) Based on the explanations above, the teacher used the Inside outside technique based on expert Kagan.

There are several advantages of the Inside-Outside circle technique, according to Ulfah & Pujihartono, i.e., it can help the students obtain different information from the material at the same time. It can also make the learning process easier and more fun, especially in speaking and can make students improve vocabulary and review the vocabulary terms obtained. (Ulfah & Pujihartono, 2017). Furthermore, Saputri et al. state that the advantage of the Inside-Outside circle is that it first allows all students in the class to participate in speaking. They dare to express their ideas, thoughts, and feelings to their classmates. And second, students become more active in the classroom so that the learning process becomes more lively and fun. (Saputri et al., 2020). Thus, from the explanation above, the inside-outside circle technique makes students able to learn in more fun situations, can participate actively, can obtain different information, can increase their vocabulary, and students will be more confident and courageous.

METHODS

Design of the research

The researcher used descriptive quantitative research. Quantitative research is a kind of research that collects data in numerical the research problems. According to Mills and Gay, descriptive research collects numerical data to answer questions about the research subject (Mills & Gay, 2012). Furthermore, according to Muijs, quantitative research explains phenomena by collecting numerical data analyzed using statistical methods (Muijs, 2004). Thus, descriptive research is described or explains phenomena by collecting data that was analyzed using statistical methods to answer questions about the current research subject. Therefore, this research gathered information to analyze and describe the effectiveness of inside-outside circle in teaching speaking at 10th grade SMK N 1 Baso.

The population and sample of the research

The population is part of the research. According to Creswell, a population is a group of individuals who have something in common (Creswell, 2011). The population in this research were students of class 10th of SMKN 1 Baso. There were seven classes in the tenth grade. The sample is part of the population. The sample of this research was determined by using purposive sampling. According to Sugiyono, purposive sampling is a technique with certain considerations (Sugiyono, 2009). There were X AKL and X PKM, which consisted of 42 students. The researcher chose X AKL class and X PKM as the sample for this research since the teacher who teaches these classes has used the Inside outside circle technique which is the variable of this research

Instrument of the Research

Documentation is a technical data collection by using documents. According to Arikunto, The documentation method looks for data about something or variables in notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, etc. (Arikunto, 2010). Thus, the researcher used the results transcript score of students' daily activities. The teacher takes the assessment through a speaking test carried out after learning or what is called the daily activity score. The researcher took this documentation of daily activity scores from the English teacher.

The technique of collecting data

Documentation

The data was collected through daily scores in X PKM and X AKL that the teacher gave after using the Inside-Outside Circle Technique in teaching speaking. Researchers asked for the daily activity scores from the teacher, and the scores were collected through daily scores in speaking after the teacher used the Inside-Outside Circle Technique.

The technique of analyzing data

Documentation Analysis

- a. The researcher collected the students speaking test scores after scoring by the teacher.
- b. The researcher analyzed the students' speaking activity scores by arranging scores from the lowest to the highest.
- c. The researcher found the interval of the data by using formulas (Gunawan, 2015):

$$I = \frac{R}{B}$$

Where :

I : Interval of data

R : The highest score - The lowest score + 1

B : $1 + 3,3 \log n$ (n= total sample)

- d. The researcher put the score into the distributional table.
- e. The researcher determined the mean score median, modus. To find the scores, the writer used the formula as follows:

Mean $x = \frac{\sum Fx}{n}$

Median $me = l + \left(\frac{\frac{1}{2}n - f_{kb}}{f_1} \right) i$

Modus $mo = l + \left(\frac{fa}{fa+fb} \right) i$

(Gunawan, 2015)

- f. The students' percentage was arranged into the diagram of rating quality percentage
- g. Then, the meaning of the percentage is arranged in the table of the rating scale. As a result, the researchers used a rating scale to arrange the level of effectiveness. The researcher gave an interpretation of the result by using tables, which are described below:

Table 1: The Interpretation of the Effectiveness Percentage

Percentage of the rating scale	Rating quality
81-100 %	Very effective
61-80 %	Effective
41-60 %	Sufficiently effective
21-40 %	Not effective
0-20 %	Not very effective

Source: Sari & Amrozi, 2020

- h. The researcher made conclusions based on the percentage of students' scores in using the Inside outside circle technique

RESULTS

Documentation

To collect the data, the researcher used documentation, namely students' daily scores in speaking at class X AKL and X PKM, which were obtained from the English teacher. Class X AKL was 22 students. Class X PKM was 20 students.

The finding of data about the students' daily scores are described in the table:

Table 2: The Result of the X AKL Students' daily scores in speaking X AKL X PKM

No	Name	Score
1	AR	77
2	AA	77
3	DY	80
4	FD	83
5	H H.S	80
6	IS	77
7	IA H	77
8	JY	73
9	MC	73
10	M R	83
11	M F	77
12	N	80
13	PO	87
14	RA	77
15	RS	70
16	RO	73
17	RS	80
18	RM	67
19	SIJ	90
20	SJS	83
21	SPM	77
22	TA	80

Table 3: The Result of the X AKL Students' daily scores in speaking X AKL X PKM

No	Name	Score
1	AP	77
2	DR	73
3	EF	80
4	IP	83
5	KI	77
6	LF	80
7	MA	73
8	NA	87
9	NL	83
10	N	70
11	NAO	77
12	NA	90
13	O	67
14	RA	80
15	SI	83
16	SZ	80
17	TPA	87
18	ZA	77
19	ZFS	73
20	ZF	77

Source: the score from the teacher

The researcher collected the data from the English teacher. Then, the researcher identified the students' speaking scores by arranging scores from the low to the high as below:

Table 4: Tally of the Students' daily score in speaking

Score	Tally	Frequency
67	II	2
70	II	2
73	III I	6
77	IIIIII II	12
80	III III	9
83	III I	6
87	III	3
90	II	2

The table shows the score of 42 students in various which the high score was found 90 and the low was 67

$$\begin{aligned}
 R &= (H - L) + 1 & B &= 1 + (3,3) \cdot \text{Log } n \\
 R &= (90 - 67) + 1 & B &= 1 + (3,3) \cdot \text{Log } 44 \\
 R &= 24 & B &= 1 + (3,3) \cdot 1,62 \\
 & & &= 6
 \end{aligned}$$

$$I = \frac{R}{B} = \frac{24}{6} = 4$$

It was calculated into the data interval that has been mentioned previously. It is calculated in the distribution frequency table:

Table 5: Statistical Data of the students' Speaking Ability

Score	F	X	Fx	Fkb	Fka
87-90	5	88,5	442,5	42	4
83-86	6	84,5	507	36	9
79-82	9	80,5	724,5	27	15
75-78	12	76,5	918	15	24
71-74	6	72,5	435	9	36
67-70	4	68,5	274	5	42
	42		$\sum fx = 3301$		

$$\begin{aligned}
 \text{Mean} &= \frac{\sum fx}{n} \\
 &= \frac{3301}{42} \\
 &= 78,59
 \end{aligned}$$

The mean calculated above was 73.95. The mean is average from all of the scores. After that, the researcher determined the medium and mode by using the formula:

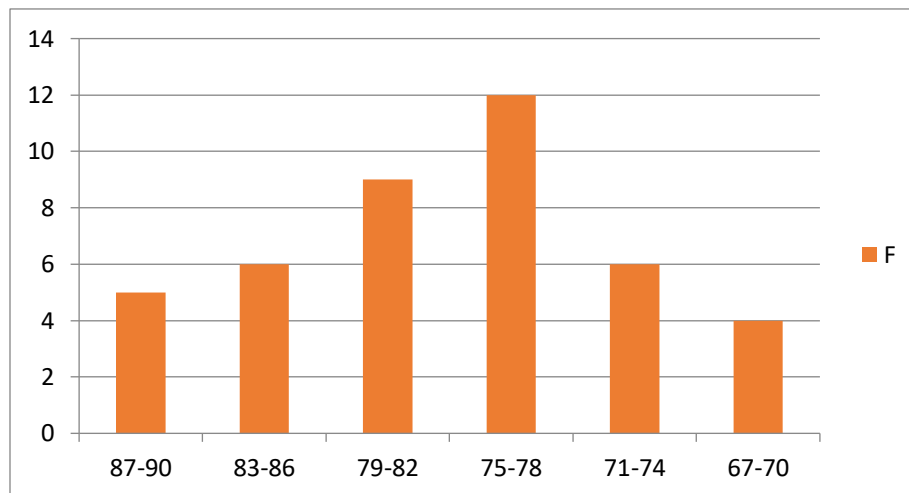
$$\begin{aligned}
 \text{Median} \quad me &= l + \left(\frac{\frac{1}{2}n - f_{kb}}{f_1} \right) i \\
 &= 74,5 + \left(\frac{21 - 15}{12} \right) 4 \\
 &= 74,5 + \left(\frac{6}{12} \right) 4 \\
 &= 74,5 + 2 \\
 &= 76,5
 \end{aligned}$$

The result of the Median was 76.5. The Median is the middle value from the data.

$$\begin{aligned}
 \text{Modus} \quad mo &= l + \left(\frac{fa}{fa + fb} \right) i \\
 &= 74,5 + \left(\frac{24}{24 + 15} \right) 4 \\
 &= 74,5 + 2,4 \\
 &= 76,9
 \end{aligned}$$

Modus from the calculated above was 76,9.

The students' percentage in speaking scores was arranged in the graphic, which is described below:



Graphic 1: Student's Percentage for Speaking Score

Based on the diagram above, five students scored between 87-90. Then, six students get a score between 83-86. Then nine students get a score between 79-82, twelve students get a score between 75-78, six students get a score between 71-74, and only four students get a score between 67-70.

Then, the students' mean score of percentage in speaking score was arranged into a rating scale. As a result, the researcher uses a rating scale to arrange the level of effectiveness. Finally, the researcher interpreted the result by using the table below.

Table 6: The Result of Percentage in Speaking Score

Percentage of the rating scale	Percentage (mean)	Rating quality
81-100 %		Very effective
61-80 %	78,59	Effective
41-60 %		Sufficiently effective
21-40 %		Not effective
0-20 %		Not very effective

The table shows percentage mean score of students was 78,59 (61-80 %). The score was obtained from the students speaking. It was found that students' ability with a score percentage of 78,59 was effective. To sum up, the ability of the students speaking ability was effective.

DISCUSSION

This research was about the effectiveness of the Inside outside circle technique in teaching speaking. This section discussed the research findings based on theories. One of the techniques in teaching speaking is the Inside outside circle technique, and this technique is also used by a teacher at SMKN 1 Baso According to Kagan, in the Inside outside circle, students rotate in concentric circles facing new partners for sharing, quizzes, or problem-solving (Kagan, 2009). Thus, the inside-outside circle technique is where students rotate in a circle facing each other to share information, ask questions, and solve problems.

Students face obstacles or problems when using the Inside outside circle technique: First, students have limited vocabulary, and because of the limited vocabulary, students find it difficult to respond to their partner with the Inside outside circle technique. Second, students are not fluent in speaking. In using the Inside outside circle technique, students are not fluent in speaking English. There are still many pauses, and also not fluent in English. Even though the students had spoken slowly, they also did not pay attention to how the grammar was correct in the sentences they were talking about. Finally, talking about scores after using the Inside outside circle technique, some students' daily speaking scores are still below the minimum completeness standard (KKM), and some students' scores are above the minimum completeness standard (KKM).

Based on the results of data analysis, the researchers found the percentage of the speaking score of the students was in score 78,59, where the score falls within the range between 61%-80%. At the same time, Sari and Amrozi said that the score range between 61%-80% is effective (Sari & Amrozi, 2020). Therefore, the Inside-Outside Circle technique effectively taught speaking ability in the tenth grade of SMKN 1 Baso.

The explanation above shows that using inside outside circle effectively teaches speaking at X AKL and X PKM in SMKN 1 Baso.

CONCLUSION

Based on findings and discussion, the mean score of the students' speaking score by using the Inside outside circle technique was 78,59. The rating scale showed that 78,59 in the 61-80 % range was effective. In conclusion, the use of inside outside circle techniques effectively taught speaking at the 10th grade of SMKN 1 Baso.

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