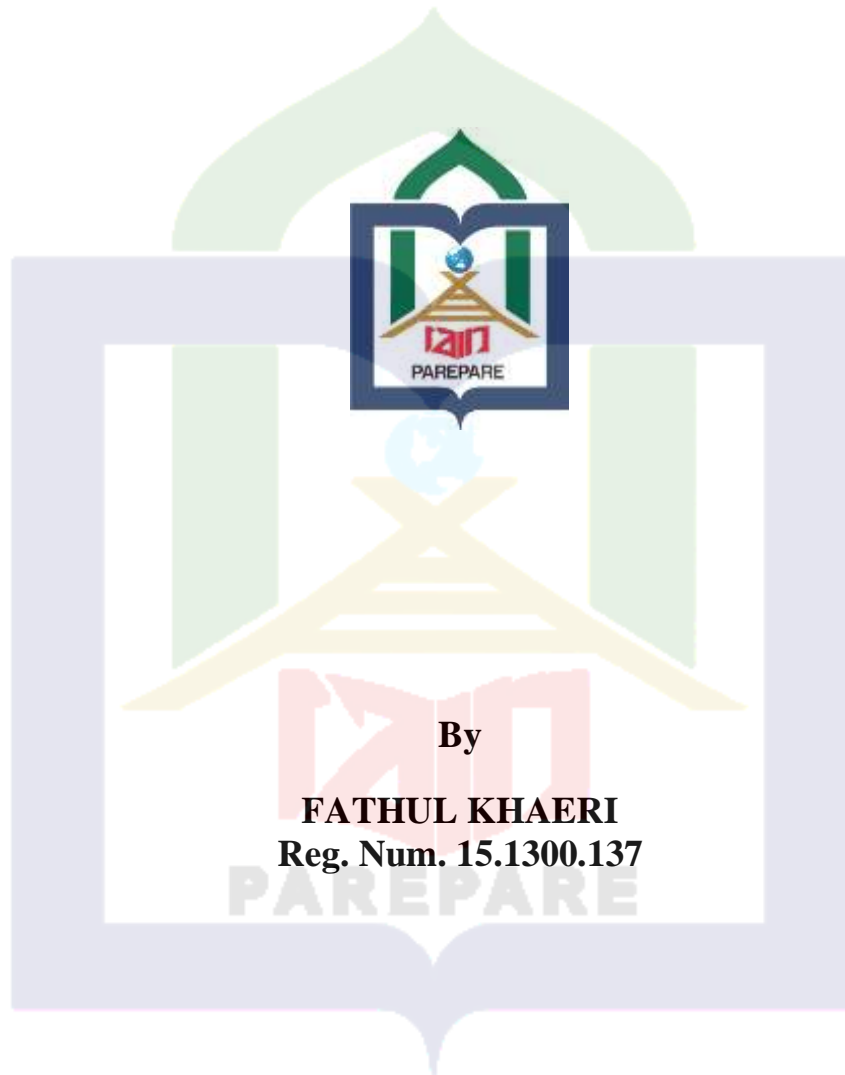


**A THESIS**  
**INCREASING THE STUDENTS' SPEAKING ABILITY BY**  
**USING INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE**  
**AT THE FIRST GRADE OF SMPN 1**  
**MATTIRO SOMPE KAB.PINRANG**

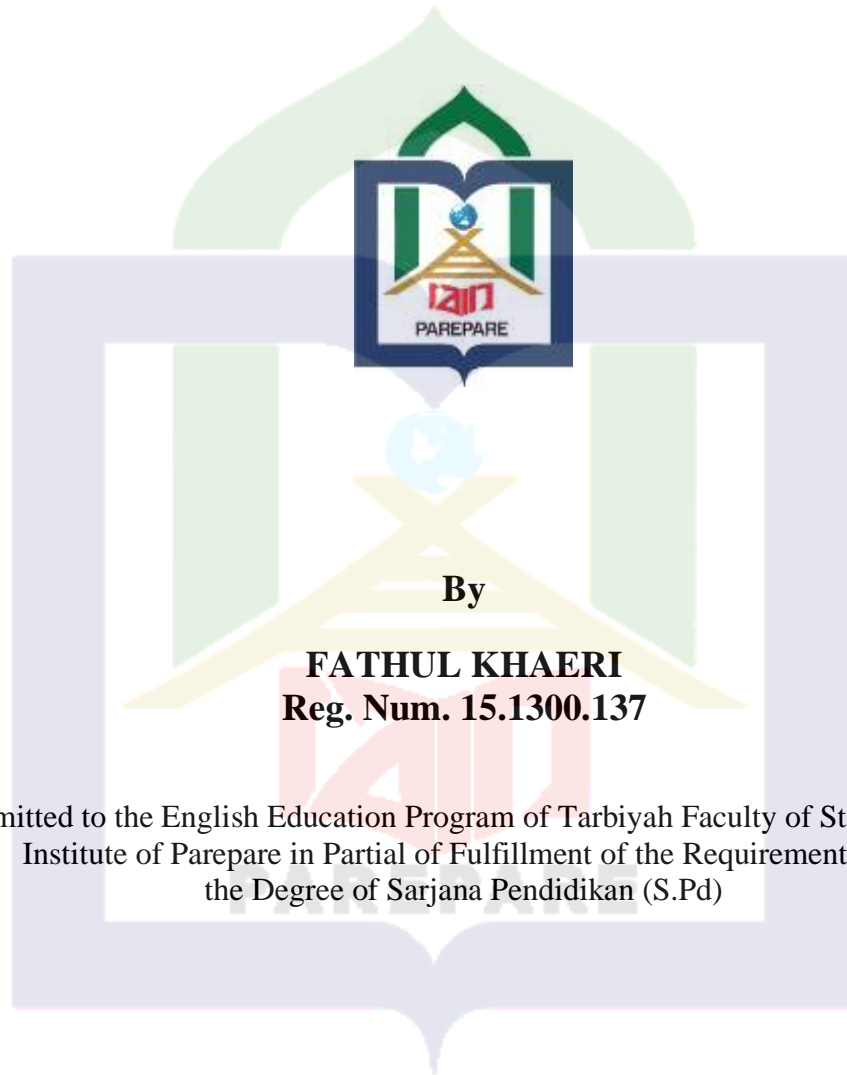


**By**  
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**Reg. Num. 15.1300.137**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

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**By**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfillment of the Requirements for  
the Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

**As Partial Fulfillment of the Requirement for the Degree  
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**English Education Program**

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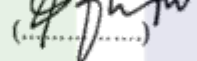

**2021**

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**INCREASING THE STUDENTS' SPEAKING ABILITY BY  
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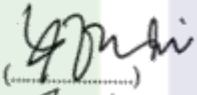





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May Almighty Allah swt is always showering us His Rahmat, Amin.



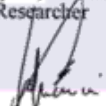
## DECLARATION ON THE AUTHENTICITY OF THE THESIS

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of SMPN 1 Mattiro Sompe Kabupaten Pinrang

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, June 22<sup>th</sup> 2021

The Researcher

  
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## ABSTRACT

**Fathul Khaeri. 2021.** *Increasing the Students' Speaking Ability by Using Inside-Outside Circle (IOC) Technique at the First Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang* (Supervised by H. Saepudin and Abd. Rauf Ibrahim).

English as primary and foreign language has become the key to the world. However, it must be found the way how to be mastered it. One of the skills which are very important is speaking ability because it will help people to communicate and interact each other. This research was carried out at SMPN 1 Mattiro Sompe. In this case, the researcher found that some students of the first grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang are still a law in speaking especially in front of their friends or other people. To solve the problem, the researcher used Inside-Outside Circle (IOC).

The population was the students of the first grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang and the sample of this research was 26 students. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The data were analyzed as a percentage, mean score analyzes and the value of the test.

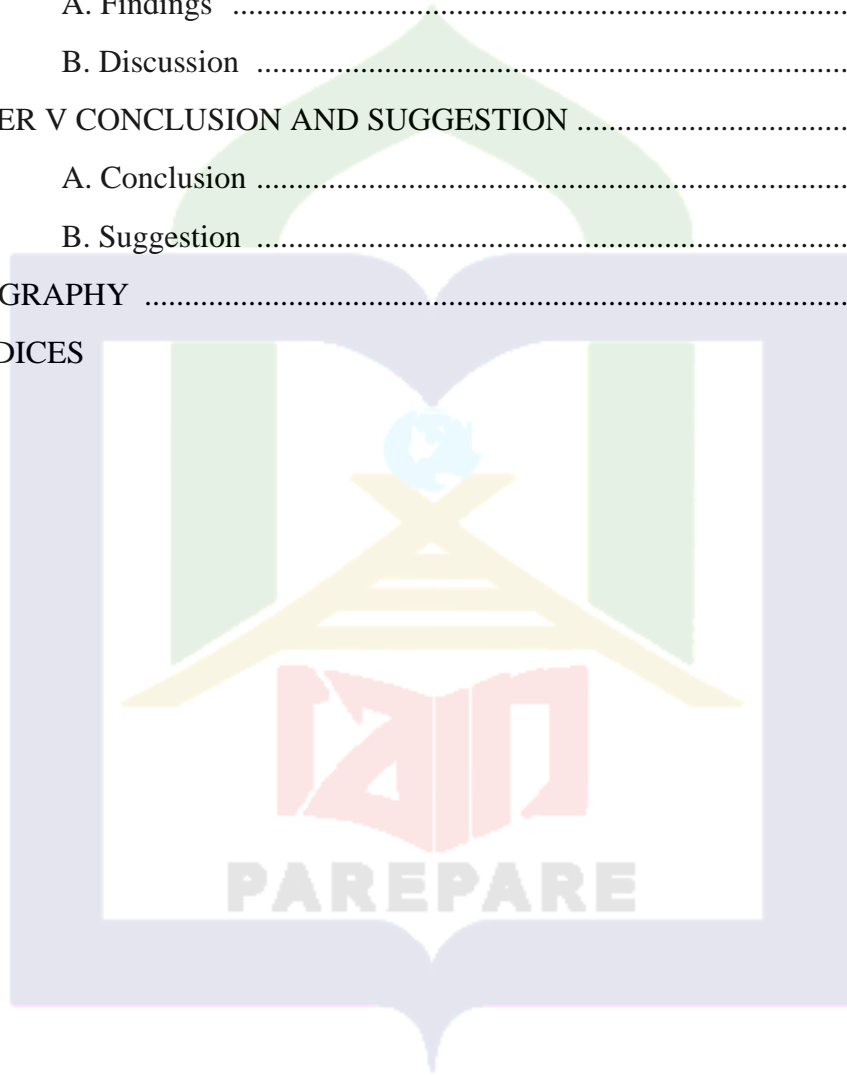
The first result of the data analyzed that the students' achievement on the pre- test was (6,35) and post-test was (7,27) This showed that by using Inside-Outside Circle (IOC) was a good technique in English learning process at SMPN 1 Mattiro Sompe Kabupaaten Pinrang. After analyzing the data by using the t- test formula, the result of the t-test value (10,28) is bigger than the t-table value (1,708). It means that there is a different improvement before and after using Inside-Outside Circle (IOC) as technique of teaching.

**Keywords:** *Speaking Ability, Inside-Outside Circle (IOC).*

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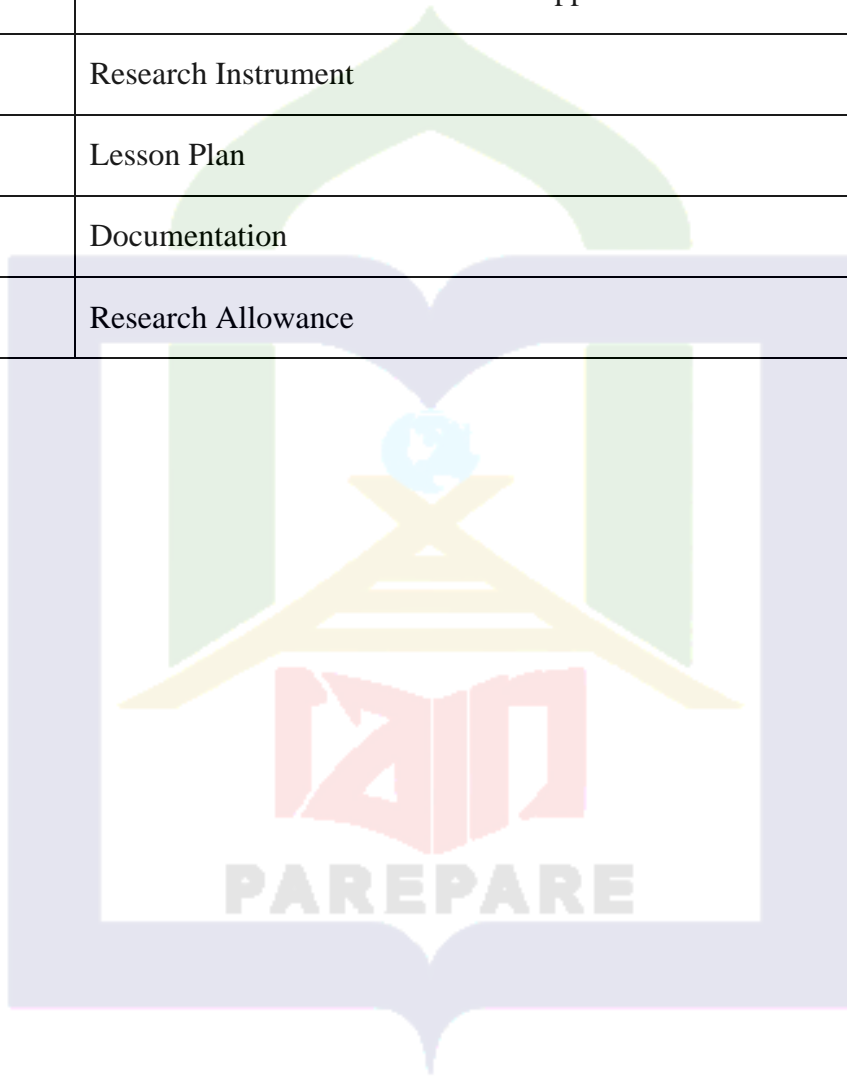


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## CHAPTER I

### INTRODUCTION

#### A. Background

Speaking is the one of the important parts in English skills. That should be mastered by students beside reading, writing and listening. Speaking is a way to express our idea, feeling and thought orally. According to Hornby “ Speaking is mean of oral activity that plays essential role in human interaction and communication when people express their idea, mind and feeling to others.<sup>1</sup> Communication is important to proses of sending and receiving message. The students can get more information from another students through speaking.

Speaking helps students to share what they know with their friends and can help them to know what they want to know. In addition, speaking is the way to express their ideas and opinion to send information or desire to do something. It's the reason why speaking is an important skill of language which one the students have to improve. From the definition above, it can be conducted is speaking is one skill must be mastered by students to communicate or want to share information to another people.

In reality, speaking is very difficult to master. Most of the students can not speak English well. When the researcher went to SMPN 1 Mattiro Sompe Pinrang to know the student's speaking ability, many students can not speaking well, they have many problem in learning speaking. The common problems face by students are difficultly to pronounce words, lack of vocabulary, shy to speak and they do not know what they want to speak. There are many ways to increase speaking ability or

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<sup>1</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1989), p.330



solve their problem in learning speaking, the one is Inside-Outside Circle (IOC). Inside-Outside Circle is summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others.<sup>2</sup> In this research, researcher choose Inside-Outside Circle (IOC) technique to increase students' speaking ability because the researcher assumes that Inside-Outside Circle (IOC) technique can increase and motivate students to use their english without fell of fear in making mistake. It can make them enjoy to learning speaking and enjoy to speak up.

Based on explanation above, the writer would conduct a researcher entitled *“Increasing the students' speaking ability by using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang”*

### **B. Research Question**

Based on the background of the study stated above. The researcher formulates a research question as follow:

1. What are the students' speaking ability before using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang?
2. What are the students' speaking ability after using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang?
3. Is there any improvement of the students' speaking ability by using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang?

### **C. Objectives of the Research**

Based on the problem statement that had been made out of by the researcher above, this research has purposes to find out:

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<sup>2</sup>Dr. Spencer Kagan and Miguel Kagan, *Cooperative Learning* (San Clemente : Kagan Publishing, 2009), p. 17

1. To know the students' speaking ability before using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang
2. To know the students' speaking ability after using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab.Pinrang
3. To find out using inside-outside circle (IOC) technique able to increase students' speaking ability at the first grade of SMPN 1 Matiro Sompe Kab.Pinrang

#### **D. Significance of the Research**

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the researcher, to add more knowledge about discourse study especially about this research.
2. For students, it helped students to increase speaking ability and their interest to be more active in teaching learning process.
3. For the teacher, the result of the study can be used as an alternative teaching technique to improve students' speaking ability.
4. For the next researcher, the result of this research can be used as previous research in his/her research.
5. Sometimes, it was difficult to understand students' difficulties if the students themselves did not know the errors they have made. The lecturer may use the result of this study to develop appropriate teaching techniques for the students. By knowing the students' weaknesses, the lecturer may focus more on developing the lacking aspect.

6. English department, the result of this research study would be an input of English materials.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This research deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

#### A. Some Pertinent Ideas

##### 1. The Concept of Speaking

###### a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.<sup>3</sup> speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.<sup>4</sup> Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan stated that, speaking in a second language involves the development of a particular type of communication skill.<sup>5</sup>

Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp

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<sup>3</sup>Brown, 1994; Burns & Joyce, 1997. *Focus on Speaking*. (Online) ([area.dgw.mec.pt/gramatica/whatspeakingis.htm](http://area.dgw.mec.pt/gramatica/whatspeakingis.htm), assessed on 5 december 2020)

<sup>4</sup>Webster's Comprehensive Dictionary, *The new International Webster's comprehensive of the English language*. (Trident press International, 2003), p. 330

<sup>5</sup>Ullin Nukhaq Kurniawati, "Improving Student's Speaking Ability by Using Three Step Interview" (Unpublished Thesis IAIN Tulungagung, 2016), p. 1

and understand. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking.<sup>6</sup>

From the definitions above, it is concluded that speaking is an activity which is used by the people to communicate with others to express their ideas, mind, and feeling by words.

#### b. Aspect of Speaking

Speaking is one four abilities that the students have to able learn second language. Speaking skill itself has component they are:

##### 1) Pronunciation

Pronunciation strongly influences the meaning in language. Pronunciation is one of important component in speaking skill therefor, many learners of foreign language feels that their ultimate goal in pronunciation should be “accent free” speech that is indistinguishable from that of a native speaker.<sup>7</sup>

##### 2) Grammar

According to Levinson, relations between language and context that are grammaticalized, or encoded in the structure of a language.<sup>8</sup>

##### 3) Vocabulary

Vocabulary is an area which gives the students various kinds of learning problems, including spelling.<sup>15</sup>In learning second language, the learner exactly have to have many words. The richer words that learners has makes them easier in

---

<sup>6</sup>Clark and Clark, “Psychology and Language” on Prucesia Kumara Silva, *Improving Student’s Speaking Skill Through the Use of Video Clips* (Thesis State University of Yogyakarta, 2013), p. 11

<sup>7</sup>H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (U.S.A, A Paramount Communications Company, 1994), p.259

<sup>8</sup>Mariane Celce Murcia and Diane Larsen Freeman, *The Grammar Book* (Boston : Librar y of Kongress Cataloging In Publication data, 1995), p.5

understand what their partner of communication says.

#### 4) Accuracy

Accuracy is choosing a correct, exact and suitable word. In writing scale for the lower intermediate level that have six score or top score in accuracy if pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.<sup>9</sup>

#### 5) Fluency

The other element of speaking is fluency. Fluency is the ability of the speaker in pronunciation the words quickly and has the good arrangement and easy to understand. The difficult of learner has and problem make the mistaken in language because the learner always pausing to determine the word that the learner has to articulate. In Oxford, fluency is quality or condition of being fluent. Fluent is able to speak or write accurately, easily in a foreign language.

#### b. Criteria of Speaking Ability

##### 1) Fluency & Coherence

This criterion examines how fluently you can speak at length, your ability to talk without any pause or hesitation and without any self-correction. It also assesses the efficient use of cohesive devices like pronouns, connectors, conjunctions and more. You must speak in an accent and language that is easily understood by the examiner.

##### 2) Lexical Resource

In this criterion, the examiner determines whether you use a wide range of vocabulary or not, try to convey the meaning in different words and use less common

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<sup>9</sup>J. B Heaton, *Writing English Language Test; New Edition* (USA, Longman Group UK Limited, 1990), p. 100.

vocabulary. The usage of collocations and paraphrasing at proper place are also taken into consideration. You must avoid errors while speaking.

### 3) Grammatical Range & Accuracy

Here, your formation of sentences i.e., sentence structures and proper application of grammar is determined. The structures must be set so accurately that its use sounds natural and appropriate while you talk.

### 4) Pronunciation

Your ability to use intonation (i.e., rise and fall of the voice while speaking) and the way you pronounce any word is taken into account. Your accent must be such that it is clearly understood by the examiner.<sup>10</sup>

## 2. The Concept of Inside-Outside Circle (IOC) Technique

### a. Definition of Inside-Outside Circle (IOC) Technique

Inside outside circle is one of cooperative learning techniques which involve the students to work in group. Inside outside circle development by Spencer Kagan to give an opportunity to the students to share the information at the same time.<sup>11</sup> Wendy Jolliffe stated in her book that in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.<sup>12</sup>

Inside outside circle is use to have students respond to teacher's question, but we can use the structure to move smoothly from inside outside circle randoms teams.<sup>13</sup> From the definition above it can be concluded that inside-outside circle

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<sup>10</sup>IELTS, "IELTS Speaking Assessment Criteria," Situs Resmi *IELTS tutorial.com*.  
<https://ieltstutorials.online/speaking-assessment-criteria>

<sup>11</sup>Isjoni, *Pembelajaran Cooperative* (Yogyakarta: Pustaka pelajar, 2009), p. 69.

<sup>12</sup>Wendy Jolliffe, *Cooperative Learning in the Classroom Putting into Practice*, (London: Paul Chapman Publishing, 2007), p. 3.

technique can give choice for the students to interact and cooperate with their partner.

Figure 1 : The picture of inside-outside circle.<sup>14</sup>



Figure 2: The form of inside-outside circle technique.



#### b. The Procedure Inside-Outside Circle (IOC) Technique

<sup>13</sup>Spencer Kagan & Miguel Kagan, *Kagan Cooperative Learning* (Kagan: Publishing, 2009), Chapter 7.16, p.178.

<sup>14</sup>Model Pembelajaran Lingkaran Dalam dan Luar Inside-Outside Circle (IOC) (Available on: <https://www.google.com/search?q=inside+outside+circle+technique&utf-8&oe=utf-8&client=firefox-b>) Accessed on Wednesday at 12.50.



- 1) The teacher prepares question or provides a question card for each students.
- 2) Half the class (or a quarter if there are too many students) stands in a small circle; they stood facing out. The pattern of the formation of these two circles is: students in a small circle would be inside a circle of students who form a large circle, so that each student in the small circle would later face students in the large circle. Each would become a partner.
- 3) For example, suppose that in one classroom there are 30 students, students 1-15 form the inside circle, while students 16-30 form the outside circle. Student 1 would face student 16; student 2 would face student 17; student 3 would face student 18; and further.
- 4) Each pair of students from small (inside) circle and large (outside) circle share information. Students who are in the small circle welcome to start first. This information exchange can be done by all couples at the same time, but still with a calm tone of voice (not too loud). After that, students who are in the large circle are invited to share information.
- 5) Then, students who are in the inside circle stay in place, while students who are in the outside circle shift one or two steps clockwise.<sup>15</sup>
- 6) Now, it is the turn for students in the outside circle to share information and further.

c. The Advantages of Inside-Outside Circle (IOC) Technique

As one of cooperative learning technique which give the students chance to work in group, Inside-outside circle technique has some advantages, Such as:

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<sup>15</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (Kagan: Publishing, 2009), Chapter 6.27, p.148

- 1) Inside-outside circle technique give the students opportunity to share the information and get various information with different partner in the same time.<sup>16</sup>
- 2) This technique can improve student's communication skill and explore their ideas.
- 3) This technigue can minimize the student's of boredom of the classroom activities.
- 4) This technique can make all students to active in learning process.
- 5) This technique has a clear structure, so the teaching process would be effeptive to improve the student's learning outcome.

#### d. Disadvantage of Inside-Ouside Circle (IOC) Technique

Besides having advantages, Inside-outside circle also have disadvantages, such as:

- 1) This technique requires a large classroom if applied in the class, because it would be difficult if the class to small.
- 2) This technique has long process, so it requires long time to do.
- 3) The students who has a lack of social skills would not know how to work in groups and this couldresult in task or social conflicts.
- 4) The class would be noisy because everyone is speaking.
- 5) The fear of failure; a student who might want to avoid failure might not participate in the group task to by expressing his or her worries by blaming the task being stupid or his or her group members being dumb.<sup>17</sup>

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<sup>16</sup> Tukiran Taniredja, *Model-model Pembelajaran Inovatif* (Bandung: Alfabeta, 2011), p.112

<sup>17</sup>Spencer Kagan, *Thoughts on Cooperative Learning* (Available on: [http://www.technology.com/currenttrends/cooperative\\_learning/kagan/](http://www.technology.com/currenttrends/cooperative_learning/kagan/) )

## B. Previous Related Research Findings

The researcher found some previous related research inside outside circle as follow:

Firstly, Mala Alfiana in her result research "*Improving Student's Speaking Mastery Through Inside Outside Circle (IOC) Technique in The Second Year Students of SMA Negeri 1 Welahan, Jepara*". She is the student university of State Institute for Islamic Studies (STAIN) Salatiga. She did a Classroom Action Research in the second year of SMA Negeri 1 Welahan in Academic Year 2013/2014. From her research can be conclude that there was influence of the use of Inside Outside Circle in teaching speaking. It is can be seen on the pre-test and post test score. The pre- test score was 59,44 and the post-test score was 68,33 in cycle. In the cycle 2, the pre-test score was 63,22 and the post-test score was 70,55. It's mean that the use of Inside Outside Circle Technique can improve student's speaking ability.<sup>18</sup>

Secondly, Mochamad Sudrajad in his result research "*The Effectiveness of Inside Outside Circle by Using Cue Card for Students' Speaking Ability at Seventh Graders*". This in en experimental research that have been done on 2016 in Surabaya. From this research can be conclude that Inside Outside Circle give a significan result in students' speaking ability. It can be prove that the scores of the

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<sup>18</sup> Mala Alfiana, "*Improving Student's Speaking Mastery Through Inside Outside Circle Technique in The Second Year of SMA Negeri 1 Welahan Jepara*", (A Graduating Paper, State Institute for Islamic Studies Salatiga, 2014).

students in the experimental group of posttest are higher than those in the pretest.<sup>19</sup>

Thirdly, Marini Pusva Dewi in her result research "*The Use of Inside Outside Circle Strategy to Improve the Ability of the First Year Students of SMPN 2 Kuantan Hilir in Comprehending Descriptive Text*". This is a classroom action research which had conducted at SMPN2 Kuantan Hilir, Riau. From this research the writer stated that the implementation of Inside Outside Circle can improve the students' reading ability. It can be seen from the pre-test to post-test I until post-test II. The average score of the pre-test was 57,89 (poor to average level), while the average score of post-test I was 64,4 (average to good) and the average score of post-test II was 75,15 (average to good level). It proved that Inside Outside Circle Technique makes the students can keep developing their thinking and leads the students have a good concentration toward the reading material.<sup>20</sup>

In the first previous findings, the previous researcher used the same technique called Inside Outside Circle, but the researcher applied that technique in the second year of Senior High School and used class action research, the differences with this research are the researcher applied this technique in the first grade of Junior High School and the researcher used Pre-Eksperimental.

In the second previous findings, the previous researcher used the same technique but the previous researcher wanted to find out whether Inside

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<sup>19</sup> M. Sudrajat & Armeria W, "*The Effectiveness of Inside-Outside Circle by Using Cue Card for Students' Speaking Skill of Seventh Grade*" (*Journal of English Educators Socie* Vol 1 March, 2016)

<sup>20</sup> Marini Pusva Dewi, Atni Purwanti, M. Syarfi, "*The Use of Inside Outside Circle Strategy to Improve the Ability of the First Year Students of SMPN 2 Kuantan Hilir in Comprehending Descriptive Text*" (*Academic Journal of University of Riau*, November 2012)

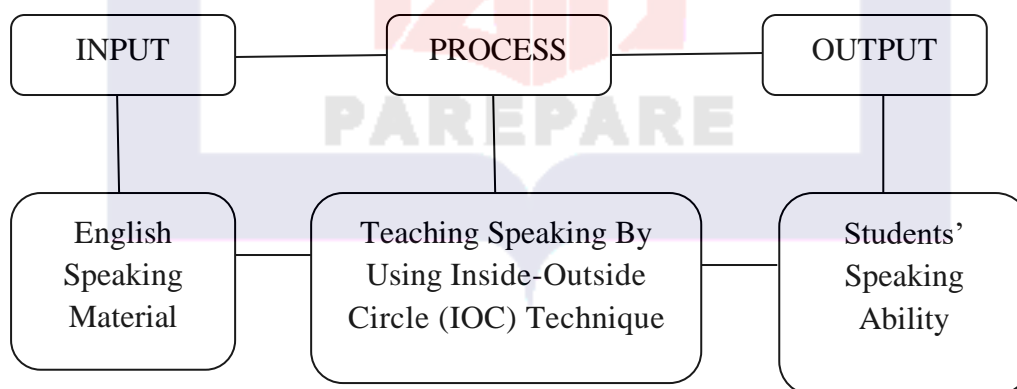
Outside Circle using Cue Cards was effective for the Students' Speaking Ability, the differences with this research is, the researcher want to know whether using Inside Outside Circle able to increase the Students' Speaking Ability.

In the last previous findings, the previous researcher also used the same technique that is Inside Outside Circle. The previous researcher used Inside Outside Circle to improve the Students' Reading Ability in Comprehending Descriptive Text, the differences with this research is, the researcher used Inside Outside Circle to increase the Students' Speaking Ability.

Based on the research finding above, show that inside-outside circle (IOC) technique can increase students' speaking ability. In this research, the writer try to use inside outside circle (IOC) technique to increase students' speaking ability especially in junior high school.

### C. Conceptual Framework

The conceptual framework of this research is presented as following diagram:



Based on the diagram above, there are three elements, namely:

- Input : English speaking material that the researcher would use on the classroom.
- Process : Teaching and learning speaking by using inside-outside circle (IOC) technique which included by giving the pretest first then continue to give the treatment and lastly give post-test.
- Output : The students speaking ability achievement.

#### **D. Hypothesis**

Based on theoretical framework, the researcher formulates the hypothesis, namely:

1. Null Hypothesis (H0) = Inside-outside circle (IOC) technique can not increase students' speaking ability at the first grade SMPN 1 Mattiro Sompe.
2. Alternative Hypothesis (H1) = Inside-outside circle (IOC) technique can increase students' speaking ability at the first grade SMPN 1 Mattiro Sompe.

#### **E. Operational Definition of Variable**

1. There are two variable involved in this research namely dependent and independent variable. Dependent variable is speaking ability and independent variable is inside-outside circle.
2. Operational Definition
  - a. Speaking ability is ability which is chosen as an object to be improved in this research. Speaking ability is the ability to express, state and convey ideas, thoughts or heart to others by using spoken language that can be understood by others. In this research there are four aspects of speaking namely: Fluency, accuracy, content and pronunciation. In this case, the researcher was focus at all.
  - b. Inside-outside circle is a learning model with an inside and outside circle system where the students share information with each other at the same time with

different partner in a short and regular manner. In this research, the researcher used Inside-outside circle as a technique in teaching speaking to improve students speaking ability.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used pre-experimental design by applying one group pre-test, treatment and post-test design, this presented as follow:

E= O1 X O2
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Where:

E	=	Experimental
O1	=	pre-test
X	=	treatment
O2	=	post-test

In this experimental design, the differences was seen in pre-test and post-test result of the students' achivement when the treatmet is applying in classroom.

#### B. Location and Duration

The location of this research was conducted in SMPN 1 Mattiro Sompe means while the duration of the reseacrh was taken about one month.

#### C. Population and Sample

According to Encyclopedia of Educational Evaluation as cited by Arikunto, population is “a set (or collection) of all elements possessing one or more attributes of interest”. Sample is part of the population whose characteristics are to be studied.



The sample is considered as representative of the population whose results represent the overall observed symptoms.

### 1. Population

The population of this research were the students at the first grade of SMPN 1 Mattiro Sompe in 2020. It has consisted 170 students.

Table 3.1 The Number of the first grade of SMPN 1 Mattiro Sompe

CLASS	NUMBER OF STUDENTS
VII. 1	30
VII. 2	26
VII. 3	27
VII. 4	30
VII. 5	30
VII. 6	27
Total	<b>170</b>

### 2. Sample

In this research, the researcher used purposive sampling. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling determining specific characteristics that are in accordance with the research objectives so that it is expected to be able to answer research problems. The researcher used purposive sampling which involve one class for use as class experimental is VII.2 Class, which consist of 26 students.

#### **D. The Instrument of the Research**

This test is speaking test that used to measure the students' speaking skill. This test will apply in pre-test and post-test. The researcher used recorder in getting data from the students' voice.

#### **E. The Procedure of Collecting Data**

In collecting data, the researcher described as follows:

##### **1. Pre test**

The pre-test is an oral speaking test where the students tell a story about their self.

##### **2. Treatment**

The treatment conduct after pre-test has been given in the classroom. The materials gave based on the syllabus. The researcher applied the procedure of each activity. The treatment is based on procedures for each activity in each meeting as follows:

##### **a. First meeting**

- 1) The researcher opened the class and says greeting to the students.
- 2) The researcher absenced the students in the classroom.
- 3) The researcher introduced and applied how the procedure of technique that applied on the classroom called "Inside-Outside Circle (IOC)" to the students.
- 4) The researcher gave and explained the theme of self introduction.
- 5) The researcher called some students to come forward in the class and form two circle, inside and outside circle.
- 6) The researcher gave an example how to use the technique with those some students.

- 7) The researcher asked to the students to work same as the procedure that has been explained.
- 8) The researcher conclude the given material.
- 9) The researcher gave the students motivation to practice.
- 10) The researcher closed the class.

b. Second meeting

- 1) The researcher opened the class and says greeting to the students.
- 2) The researcher absenced the students in the classroom.
- 3) The researcher gave and explained a different theme, namely how to mention things.
- 4) The researcher called some students to come forward in the class and form two circle, inside and outside circle.
- 5) The researcher gave a card to the students. Students in the outside circle make sentence based on the card shown by the students in the inside circle and further.
- 6) The researcher asked to the students to work same as the procedure that has been explained .
- 7) The researcher conclude the given material.
- 8) The researcher gave the students motivation to practice.
- 9) The researcher closed the class.

c. Third meeting

- 1) The researcher opened the class and says greeting to the students.
- 2) The researcher absenced the students in the classroom.
- 3) The researcher formed three groups. Group 1 was labeled as Days Group, group 2 as Month Group and group 3 as Years Group.

- 4) The researcher gave and explained a different theme of how to mention days, month, and years.
  - 5) The researcher called 4 members every group and give card to them, and then come forward in the class and form two circle, inside and outside circle. Members from Days Group would share information about Days based on card that have received from researcher, likewise members from Month and Years Group.
  - 6) The researcher asked to the students to work same as the procedure that has been explained .
  - 7) The researcher conclude the given material.
  - 8) The researcher gave the students motivation to practice.
  - 9) The researcher closed the class.
- c. Fourth meeting
- 1) The researcher opened the class and says greeting to the students.
  - 2) The researche absenced the students in the classroom.
  - 3) The researcher gave and explained a different theme that is how to describe objects in the classroom.
  - 4) The researcher gave card to the students contain object in the classroom.
  - 5) The researcher called some students to come forward in the class and form two circle, inside and outside circle. The students in the inside circle describe the card that showed by the students in the outside circle, and further,
  - 6) The researcher asked to the students to work same as the procedure that has been explained .
  - 7) The researcher conclude the given material .
  - 8) The researcher gave the students motivation to practice.

9) The researcher closed the class.

d. Fifth Meeting

- 1) The researcher open the class and says greeting to the students.
- 2) The researche absenced the students in the classroom.
- 3) The researcher gave and explained a different theme that is how to describe someone.
- 4) The researcher provided the names was choose randomly to come in front of the class.
- 5) The researcher asked to the students to describe someone.
- 6) The researcher conclude the given material .
- 7) The researcher gave the students motivation to practice.
- 8) The researcher closed the class.

3. Post test

After doing the treatment, the researcher gave the post-test to the student. It is aimed to identify the influence of inside outside circle technique in achievement speaking ability of students SMPN 1 Mattiro Sompe at first grade.

**F. The Technique of Data Analysis**

1. Speaking Test

The data collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

2. To find out the students' speaking ability, it viewed from the four components, and they are: fluency, accuracy, content, pronunciation.

Table 3.2 Scoring formulation for students' communicating ability

Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Content	9-10	Message required is dealt with effectively
	7-8	Message required is dealt with effectively but a little unsystematic
	5-6	Message required is adequately conveyed and organized but some loss of detail
	3-4	Message is broadly conveyed but with little subtlety and some loss of detail
	1-2	Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*)<sup>21</sup>

3. The data will classify into the following ways of classification as the table below:

Table 3.3 : Classification the students' communicating score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	≤40

(Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*)<sup>22</sup>

4. Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$  = Total f row score

N = Number of Students

<sup>21</sup> Daughlas H Brown. *Language Assessment and Classroom Practice*, (San Francisco: State University, 2004), p. 406-407

<sup>22</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p. 245.

5. Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$  = the total scores of difference between pre-test and post-test  
( $X^1 - X^2$ )

N = Total sample

6. Finding out the difference by calculating the T-test value by using the following formula;

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference ( $X_1 - X_2$ )

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.<sup>23</sup>

<sup>23</sup>L.R. Gay, *Educational Research*, 1987. p. 331.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

#### **A. Findings**

##### **1. Description of the research**

To find out the answer to the research question in the previous chapter, the researcher administered a test. The test was a speaking tests that was given twice the test are pre-test and post-test. The pre-test was given before treatment process to know the student's speaking ability, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is there any improvement of students' speaking ability by using inside-outside circle (IOC) technique at the first grade of SMPN 1 Mattiro Sompe Kab. Pinrang?. Post-test was given to compare students' speaking ability before we apply and after we applied students' speaking ability. This research was encountered by using one independent sample to know there were any influences of the students' achievement in speaking when they talked after learning by applying inside-outside circle (IOC) technique.

##### **a. Finding through the Test**

###### **1) Score of Pre-test**

The researcher has given pre-test to know the students' speaking ability before treatment by applying inside-outside circle (IOC) technique. The students were difficult to speak well in the pre test, that's why they have to get some treatments to improve the students' speaking ability.

In this research the researcher gave 5 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The students' score of pre-test

NO	NAMA	SPEAKING SCORING				SUM	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
1	RS1	6	6	5	7	24	6,0	FAIR
2	RS2	6,5	7	7	5	25,5	6,4	FAIR
3	RS3	5	7,5	7	6	25,5	6,4	FAIR
4	RS4	7,5	6,5	5	6	25	6,3	FAIR
5	RS5	7	6,5	7	6,9	27,4	6,9	FAIR
6	RS6	7,6	7	5	6	25,6	6,4	FAIR
7	RS7	5,9	6	5,9	6	23,8	6,0	FAIR
8	RS8	7	7,7	7	6	27,7	6,9	FAIR
9	RS9	7	7	6,9	7,6	28,5	7,1	GOOD
10	RS10	6,5	6,8	7	5,9	26,2	6,6	FAIR
11	RS11	7,5	6	5,7	7,8	27	6,8	FAIR
12	RS12	5,7	7	6,7	5,9	25,3	6,3	FAIR
13	RS13	6,4	6,5	7,7	7	27,6	6,9	FAIR
14	RS14	4,9	5	7,4	5	22,3	5,6	FAIR
15	RS15	7	7,9	7	7,3	29,2	7,3	GOOD

Continued

## Connection

NO	NAMA	Speaking Scoring				SUM	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
16	RS16	6	5,5	5,9	7	24,4	6,1	FAIR
17	RS17	5	4,9	5,5	6	21,4	5,4	POOR
18	RS18	7,3	5,5	6	7,5	26,3	6,6	FAIR
19	RS19	7,5	6	5,5	6,5	25,5	6,4	FAIR
20	RS20	6,7	5,6	7,3	6,5	26,1	6,5	FAIR
21	RS21	7	7	6	6,5	26,5	6,6	FAIR
22	RS22	5	5,5	6	6	22,5	5,6	FAIR
23	RS23	7	6	6	5	24	6,0	FAIR
24	RS24	7,5	5,5	5	4,9	22,9	5,7	FAIR
25	RS25	6,8	7,6	6	5,5	25,9	6,5	FAIR
26	RS26	7,5	6,5	5	6	25	6,3	FAIR
$\Sigma$						661,1	165,3	

Source: *The Students of SMPN 1 Mattiro Sompe Kab. Pinrang*

Based on the result of pre-test analysis in the table above, it showed that there are 1 student got poor, there are 23 students got fair and there are 2 students got good. However, the average score is 165,3 from the overall students achieved of their speaking. It is described that the quality of the students' speaking ability is still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre – test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean Score

$\sum E$  = Total Frow Sore

N = Number of Student

$$X = \frac{165,3}{26}$$

$$X = 6,35$$

So, the mean score of pre-test is 6,35

After determining the mean score of pre-test was 6,35 it could be seen that student's speaking ability was in fair category. Based on Suharsimi akunto "*Dasar-dasar Pendidikan*"

Table 4.2 The Classification of Frequency and Percentage Score of Students' Speaking Ability in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	2	8%
3	Fair	56-70	23	88%

Continued

## Connection

No	Classification	Score	Frequency	Percentage
4	Poor	41-55	1	4%
5	Very Poor	$\leq 40$	0	0%
$\Sigma$			26	100%

The data above shows that from 26 students, there were 2(8%) students in good level, 1(4%) student in poor level, and 23 (88%) students in fair level, it means that students' speaking ability was in fair category before treatment by using Inside-Outside Circle (IOC) Technique.

## 2) Score of Post-test

The researcher have given post-test to know the students speaking skill after giving treatment by applying inside-outside circle (IOC) technique for 5 six meetings. Most of them were better than before. They can speak English fluently with a good pronounce. There was the result of the students' post-test

Table 4.3 The students' score of post-test

NO	NAMA	SPEAKING SCORING				SUM	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
1	RS1	6,5	7	7	7,7	28,2	7,1	Good
2	RS2	7	7,5	7	8	29,5	7,4	Good
3	RS3	6,9	7,5	7	7	28,4	7,1	Good
4	RS4	7,5	7	7,5	8	30	7,5	Good
5	RS5	7	7,7	8	7,6	30,3	7,6	Good
6	RS6	7,7	7,5	5,9	7	28,1	7,0	Fair
7	RS7	6	7	7	7,5	27,5	6,9	Fair
8	RS8	7,8	7,7	7,5	7	30	7,5	Good
9	RS9	7,5	7,3	7,5	7,9	30,2	7,6	Good
10	RS10	7	7,7	7,5	7,3	29,5	7,4	Good
11	RS11	7,5	7	7	8	29,5	7,4	Good
12	RS12	7	7,6	6,9	7	28,5	7,1	Good
13	RS13	6,9	7	7,7	7,5	29,1	7,3	Good
14	RS14	6	6	7,5	6,5	26	6,5	Fair
15	RS15	7	8	7	7,5	29,5	7,4	Good
16	RS16	6,5	7	5,5	7,7	26,7	6,7	Fair
17	RS17	6,5	6	7,5	7	27	6,8	Fair
18	RS18	7,3	8	7	7,5	29,8	7,5	Good
19	RS19	7,7	6,5	6	7,3	27,5	6,9	Fair

Continued

## Connection

NO	NAMA	SPEAKING SCORING				SUM	Average	Classification
		Fluency	Accuracy	Content	Pronunciation			
20	RS20	8,5	8,9	8,7	8,5	34,6	8,7	Excellent
21	RS21	7	7,5	6,7	7	28,2	7,1	Good
22	RS22	6,7	5,9	7	7,5	27,1	6,8	Fair
23	RS23	7	7,5	7,7	7	29,2	7,3	Good
24	RS24	8	7	6,5	7	28,5	7,1	Good
25	RS25	8	8,5	8,6	8,9	33,9	8,5	Good
26	RS26	7,5	7	7,5	8	30	7,5	Good
$\Sigma$						757	189,2	

Source; *The Students of SMPN 1 Mattiro Sompe Kab.Pinrang*

Based on the result of the post-test analysis in the table above, it showed that there are 1 student got Excellent, there are 7 students got fair and most of them got good category. However, the average score is 189,2 from the overall students achieved of their speaking. It described that the quality of the students' speaking ability is good. They got an improvement after getting treatment by using inside-outside circle (IOC) technique.

Calculating the mean score of post-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$  = Total f rowscore

N = Number of Students

$$X = \frac{189,2}{26}$$

$$X = 7,27$$

So, the mean score of pre-test is 7,27

After determining the mean score of pre-test was 7.27 it could be seen that student's speaking ability was in a good category. Based on Suharsimi Arikunto "Dasar-dasar pendidikan"

Table 4.4 The Classification of Frequency and Percentage Score of Students' Speaking Ability in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	1	4%
2	Good	71-85	18	69%
3	Fair	56-70	7	27%

Continued



## Connection

No	Classification	Score	Frequency	Percentage
4	Poor	41-55	0	0%
5	Very Poor	$\leq 40$	0	0%
$\Sigma$			26	100%

The data above shows that from 26 students, there were 7 (27%) students in fair level, 1 (4%) students in Exelent level, and 18 (69%) students in good level. It showed that the students got improvement and got good category in their speaking ability after treatments by using Inside-Outside Circle (IOC) Technique.

### 3) The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by using inside-outside circle (IOC) technique in this research. In other words to determine the student's knowledge level of their oral communicative ability, the pre-test is given to the students by oral test before doing treatment, it means that the students had to answer the test orally and the post-test is given to the students also by oral test after doing treatment with the same test. In another word to measure the students' knowledge level of their oral communicative ability is doing an oral pre-test, treatment by using inside-outside circle (IOC) technique also oral post-test ways.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The comparison between pre-test and post-test result

Nomor	Respondent	The Student's Score	
		Pre-Test	Post-Test
1	RS 1	6,0	7,1
2	RS 2	6,4	7,4
3	RS 3	6,4	7,1
4	RS 4	6,3	7,5
5	RS5	6,9	7,6
6	RS 6	6,4	7,0
7	RS 7	6,0	6,9
8	RS 8	6,9	7,5
9	RS 9	7,1	7,6
10	RS 10	6,6	7,4
11	RS 11	6,8	7,4
12	RS 12	6,3	7,1
13	RS13	6,9	7,3
14	RS 14	5,6	6,5
15	RS 15	7,3	7,4
16	RS 16	6,1	6,7
17	RS 17	5,4	6,8
18	RS18	6,6	7,5
19	RS 19	6,4	6,9
20	RS 20	6,5	8,7

Continued

## Connection

Nomor	Respondent	The Student's Score	
		Pre-Test	Pre-Test
21	RS 21	6,6	7,1
22	RS 22	5,6	6,8
23	RS 23	6,0	7,3
24	RS 24	5,7	7,1
25	RS 25	6,5	8,5
26	RS 26	6,3	7,5
Mean		6,35	7,27

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their speaking ability by using inside-outside circle (IOC) technique. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 5,4 and the maximum was 7,3, beside that the minimum score of post-test is 6,5 and the maximum score of post-test is 8,7. It means that the students got good category. The mean of pre-test is 6,35 and the mean of post-test is 7,27. Before treatment the students got fair category but after doing treatment by using inside-outside circle (IOC) technique the students got good category, it means that there are improvements with students' speaking ability.

#### b. T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-

test and post- test.

Table 4.6 The worksheet of the calculating of the score on pre-test and post-test

No	Pre-Test	Post-Test	(D)	$D^2$
1	6,0	7,1	1,1	1,21
2	6,4	7,4	1	1
3	6,4	7,1	0,7	0,49
4	6,3	7,5	1,2	1,44
5	6,9	7,6	0,7	0,49
6	6,4	7,0	0,6	0,36
7	6,0	6,9	0,9	0,81
8	6,9	7,5	0,6	0,36
9	7,1	7,6	0,5	0,25
10	6,6	7,4	0,8	0,64
11	6,8	7,4	0,6	0,36
12	6,3	7,1	0,8	0,64
13	6,9	7,3	0,4	0,16
14	5,6	6,5	0,9	0,81
15	7,3	7,4	0,1	0,01
16	6,1	6,7	0,6	0,36
17	5,4	6,8	1,4	1,96
18	6,6	7,5	0,9	0,81
19	6,4	6,9	0,5	0,25
20	6,5	8,7	2,2	4,84
21	6,6	7,1	0,5	0,25
22	5,6	6,8	1,2	1,44

Connection

No	Pre-Test	Post-Test	(D)	$D^2$
23	6,0	7,3	1,3	1,69
24	5,7	7,1	1,4	1,96
25	6,5	8,5	2	4
26	6,3	7,5	1,2	1,44
$\Sigma$			24,1	28,03

*Data Source: the worksheet of the calculating on pre-test and post-test)*

In the other to see the student's score, the following of t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N}$$

In which:

D = the mean score of difference

$\Sigma D$  = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{24,1}{26}$$

$$D = 0,926$$

So, the mean score of difference is 0,926

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{0,926}{\sqrt{\frac{28,03 - \frac{24,1^2}{26}}{26(26-1)}}$$

$$t = \frac{11,13}{\sqrt{\frac{28,03 - \frac{580,81}{26}}{26(25)}}$$

$$t = \frac{0,926}{\sqrt{\frac{28,03 - 22,33}{650}}}$$

$$= \frac{0,926}{\sqrt{\frac{5,7}{650}}}$$

$$t = \frac{0,926}{\sqrt{0,008}}$$

$$t = \frac{0,926}{0,090}$$

$t = 10,28$  So, the t-test value is 10,28

### c. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is  $t = 10,28$ . To find out the degree of freedom (df) the researcher used following formula:

$$df = N - 1$$

$$df = 26 - 1$$

$$df = 25$$

For the level of significance ( $p = 0,05$ ) and  $df = 25$  then the value of the T-test = 10,28 the value of the T-test was greater than the t-table ( $10,28 > 1,708$ ) it means that there was an improvement with the students' speaking ability after giving treatment by applying inside-outside circle to the students of SMPN 1 Mattiro Sompe.

## B. Discussion

### 1. The improvement of the Students' Speaking Ability through Inside-Outside Circle (IOC)

The Speaking through Inside-Outside Circle in improving the students' speaking ability was succes. The writer got the result from this research that through inside-outside circle gave influence for the students' in learning. From the finding shows that the mean score of post-test was higher than the mean score of pre-test. It concluded that using Speaking through Inside-Outside Circle improved students' Speaking Ability. To find out the statistical alternative hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ), the writer applied t-test formula at the level of significant with The level significant ( $\alpha$ ) 5% and  $df = 25$ , and the value of the t-table is 1,708 while the value of t-test is 10,28, it can be concluded that the t-test is higher than t-table ( $10,28 > 1,708$ ). Thus, it means that the students' speaking ability was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above and the theory is the second chapter, the writer concluded that using Inside-Outside Circle able to improve students' speaking ability at the First Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang.

### 2. Before and After using Inside-Outside Circle

Before using Inside-Outside Circle based on the result finding, it found the students' speaking ability was still low. The classification of students' in speaking ability a lot of students got fair and poor. It proved that students' speaking ability is not good enough, the students were still lack of vocabulary and the confidence they have. But the researcher told students to talk about the



given topic, but they couldn't speak well. After using inside-outside circle in treatment, they are confident to speak even though their vocabularies and pronunciation is still less.

There were Five meetings for doing the treatment (does not include pre-test and post-test) of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know student's ability in speaking. Introduced herself and gave information about her aim with the students made and the students' interest to do the next instruction of the researcher. Then, the researcher explains little about the material. After the researcher gave work pre test with the students tell about themselves, it purposed to know the students improvement in speaking before getting the treatment. In this case, the researcher record their voice to know their ability in speaking even though their vocabularies, accuracy, fluency and pronunciation is still less. The researcher gave some correction on the students' that was not connecting with the main idea of the material.

On Monday, April 12th, 2021, In the first meeting the researcher will open the class and said greeting to the students. will absence the students in the classroom, the researcher introduced and applies how the procedure of technique that applied on the classroom called "Inside-Outside Circle (IOC)" to the students. The researcher gave and explained the theme of self introduction, The researcher called some students to come forward in the class and form two circle, inside and outside circle. The researcher gave an example how to use the technique with those some students. The researcher asked to the students to work same as the procedure that has been explained. The researcher concluded.

On Wednesday April 14<sup>th</sup> 2021, In the second meeting the researcher opened the class and said greeting to the students. The researcher absented the students in the classroom. The researcher gave a different theme, namely how to mention things. The researcher called some students to come forward in the class and form two circle, inside and outside circle. The researcher gave a card to the students. Students in the outside circle make sentence based on the card shown by the students in the inside circle and further. The researcher asked to the students to work same as the procedure that has been explained. The researcher concluded.

On Friday April 16<sup>th</sup> 2021, In the third meeting the researcher opened the class and said greeting to the students. The researcher absented the students in the classroom. The researcher formed three groups. Group 1 was labeled as Days Group, group 2 as Month Group and group 3 as Years Group. The researcher gave a different theme, namely how to mention days, month, and years. The researcher called 4 members every group and give card to them, and then come forward in the class and form two circle, inside and outside circle. Members from Days Group would share information about Days based on card that have received from researcher, likewise members from Month and Years Group. The researcher asked to the students to work same as the procedure that has been explained. The researcher concluded.

On Tuesday April 20<sup>th</sup> 2021, In the fourth meeting the researcher opened the class and said greeting to the students. The researcher absented the students in the classroom. The researcher gave a different theme, namely how to describe objects in the classroom. The researcher gave card to the students contain object

in the classroom. The researcher called some students to come forward in the class and form two circle, inside and outside circle, inside and outside circle. The students in the inside circle describe the card that showed by the students in the outside circle, and further, the researcher asked to the students to work same as the procedure that has been explained. The researcher concluded.

On Thursday April 22<sup>th</sup> 2021, In the fifth meeting the researcher opened the class and said greeting to the students. The researcher absenced the students in the classroom. The researcher gave a different theme, namely how to describe someone. The researcher provided the names was choose randomly to come in front of the class. The researcher asked to the students to describe someone. The researcher concluded.

On Saturday April 24<sup>th</sup> 2019, In the last meeting after the researcher gave treatment to the students, she gave a post-test at class VII.2 of SMPN 1Mattiro Sompe Kabupaten Pinrang. The students were given the post-test to measure their in speaking ability after the treatment. The post-test was introduce theirself and describe picture. When the test was completed, the researcher closing the class.

From the pre-test, the researcher concluded that students' speaking still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 6,35. 2 students (8%) got good score, 23 students (88%) got fair score, 1 student (4%) got poor score. After that, the researcher gave the treatment by using Inside-Outside Circle (IOC). The researcher looks the increasing students' in understanding the material. The data on the table above shows that in post-test, the mean score of the post-test was 7,27. 1 student (4%) got excellent, 18 students (4%) got good, 7 students (27%) got fair, and none

student got poor and very. It means that the students' speaking ability had improved through Inside-Outside Circle (IOC).

Formed on the research statement in the previous chapter, the Inside-Outside Circle can make students more active. Firstly, it can make students more active in group and make students more confident to convey their ideas. It is accordance with what Spencer Kagan said that Inside outside circle is one of cooperative learning techniques which involve the students to work in group. Secondly, it can make students understanding with the topic and support each other It is accordance with what Wendy Jolliffe said that in essence cooperative learning requires students to work together in small groups to support each other to improve their own learning and that of others. Thirdly, it can make students get a new learning experience in the classroom. It is accordance with what Taniredja said that Inside-outside circle technique give the students opportunity to share the information and get various information with different partner in the same time.

Based on explanation above, the researcher concluded that before giving the pre-test to the students their speaking ability was still less. And after giving the treatment by using Inside-Outside Circle, there were some improvements which were achieved by the students of the first grade of SMPN 1 Mattiro Sompe.

Firstly, the students were able to introduce their self confidently. They were able to describe something or someone in English correctly . They were not only knowing the theory but also practicing more and more thus, it could make them understand by doing inside-outside circle (IOC).

Secondly, the students were able to speak English fluently than before, they felt free and confidence to speak English even though their vocabularies and pronunciation is still less.

The last, all the students were inspired to share more with their friends. They have been aware that sharing is actually important, sharing is basically helping, sharing is sincerely caring and sharing is really needed by everyone, every time and everywhere because, they have felt the wonder of helping and sharing each other and the power of collaboration.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

#### **A. Conclusion**

Based on the findings of the study, the researcher gave a conclusion: The research of data analysis showed that inside-outside circle (IOC) is able to help students personalize their learning and listen to and appreciate the ideas and thinking of others and it was also described that this material was an effective way when the students are solving problems that have no specific right answers.

The data analysis test also showed that there was a difference between the students' speaking ability before and after applying "Inside-outside circle (IOC)", it was proved by the development of mean score from 6,35 on the pre-test to 7,27 on post- test, while the T-test value 10,28. Therefore, inside-outside circle (IOC) was able to improve the students' speaking ability of the students' of the first grade of SMPN 1 Mattiro Sompe.

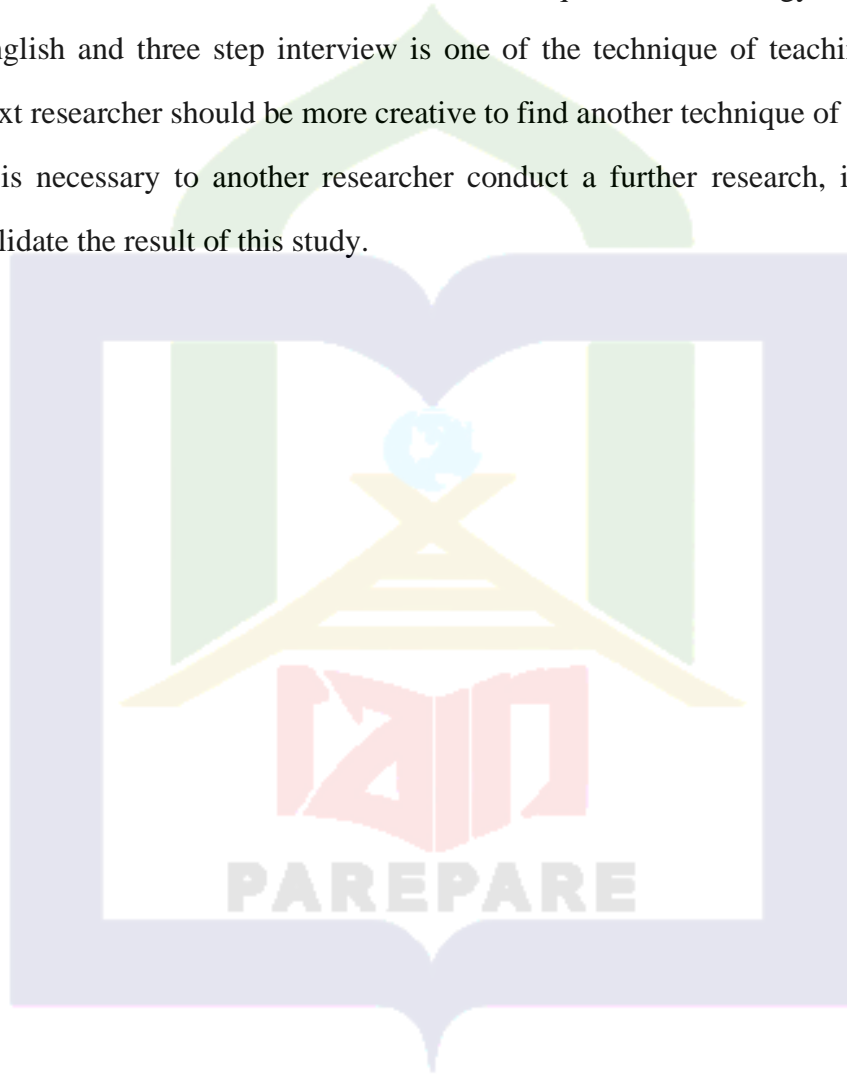
The researcher concluded that 72% of students were interesting to apply inside-outside circle (IOC) in learning process. Most of them interested to apply inside-outside circle (IOC) as the technique to improve their speaking ability. they felt inside-outside circle (IOC) able to improve their speaking ability.

## **B. Suggestion**

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

1. For the English teacher
  - a. The teacher has to be more creative and innovative to manage the use of media, method, technique and strategy in teaching English.
  - b. The English teacher should be able to use some of technique that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conducive condition in teaching would become one access to carry the success of material to be taught.
  - c. The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.
  - d. The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.
2. For the students
  - a. The students should express their selves on improving their speaking ability and does not less motivation in learning speaking wherever and whenever.
  - b. The students should be confident to practice speaking English in daily life because, practice makes perfect.

- c. The students should be intensified and accustomed to sharing their idea with their friends.
3. For the next researcher
  - a. There were still much more media, technique, method, strategy in teaching English and three step interview is one of the technique of teaching. So the next researcher should be more creative to find another technique of teaching.
  - b. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

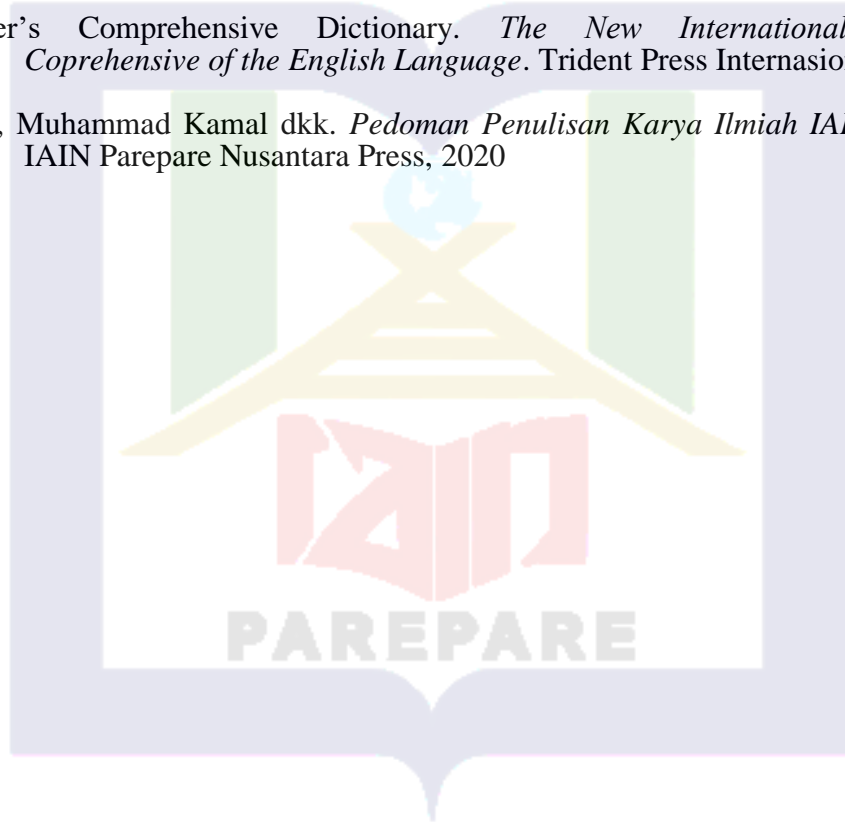




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Appendix 1. Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331
	VALIDASI INSTRUMEN PENELITIAN PENULISAN THESIS

NAMA MAHASISWA : FATHUL KHAERI

NIM/ PRODI : 15.1300.137/ PBI

JURUSAN : TARBIYAH

JUDUL : INCREASING THE STUDENTS' SPEAKING ABILITY BY  
USING INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE AT  
THE FIRST GRADE OF SMPN 1 MATTIRO SOMPE  
KAB.PINRANG

Instrument of the research :

**Pre-test and Post-test**

**1. Pre-Test**

1.1 Introduce your self based on the questions below!

- a. What is your name?
- b. What is your nickname?

c. Where do you live?

d. How old are you?

## 2. Post-Test

2.1 Please introduce your self !

2.2 Describe the picture based on the question below !



a. Who are the people in the picture?

b. Where are they?

c. What are they doing?

d. When was the picture taken?

## LESSON PLAN ONE

**Study Program** : English

**Topic** : Self Introduction

**Meeting** : First Meeting

**Duration** : 2 x 40 Minutes

### A. Course Description

This course prepares students to be able to start introduce theirself in front of class.

### B. Course Objective

After completing the course, the students are able :

1. Express and make a sentence orally how to introduce theirself.

### C. Materials and Equipment

1. Self introduction

### D. Teaching Method

1. Perform and practice inside-outside circle (IOC)

### E. Procedure/Activities :

1. The researcher will open the class and says greeting to the students.
2. The researcher will absence the students in the classroom.
3. The researcher will give and explain the theme of self introduction

4. The researcher will give some examples
5. The researcher will introduce and applies how the procedure of inside-outside circle (IOC) technique
6. The researcher will call some students to come forward in the class and form two circle, inside and outside circle.
7. The researcher will give an example how to use the technique with those some students
8. The researcher will ask to the students to work same as the procedure that has been explained

**F. Extra Class Work**

1. The researcher will conclude the given material
2. The researcher will give the students motivation to practice
3. The researcher will close the class.

## LESSON PLAN TWO

**Study Program** : English  
**Topic** : How to Mention Things  
**Meeting** : Second Meeting  
**Duration** : 2 x 40 Minutes

### A. Course Description

This course prepares students to be able to mention things.

### B. Course Objective

After completing the course, the students are able :

1. Express and make a sentence orally how to mention things

### C. Materials and Equipment

1. Adjective word

### D. Teaching Method

1. Perform and practice inside-outside circle (IOC)

### E. Procedure/Activities :

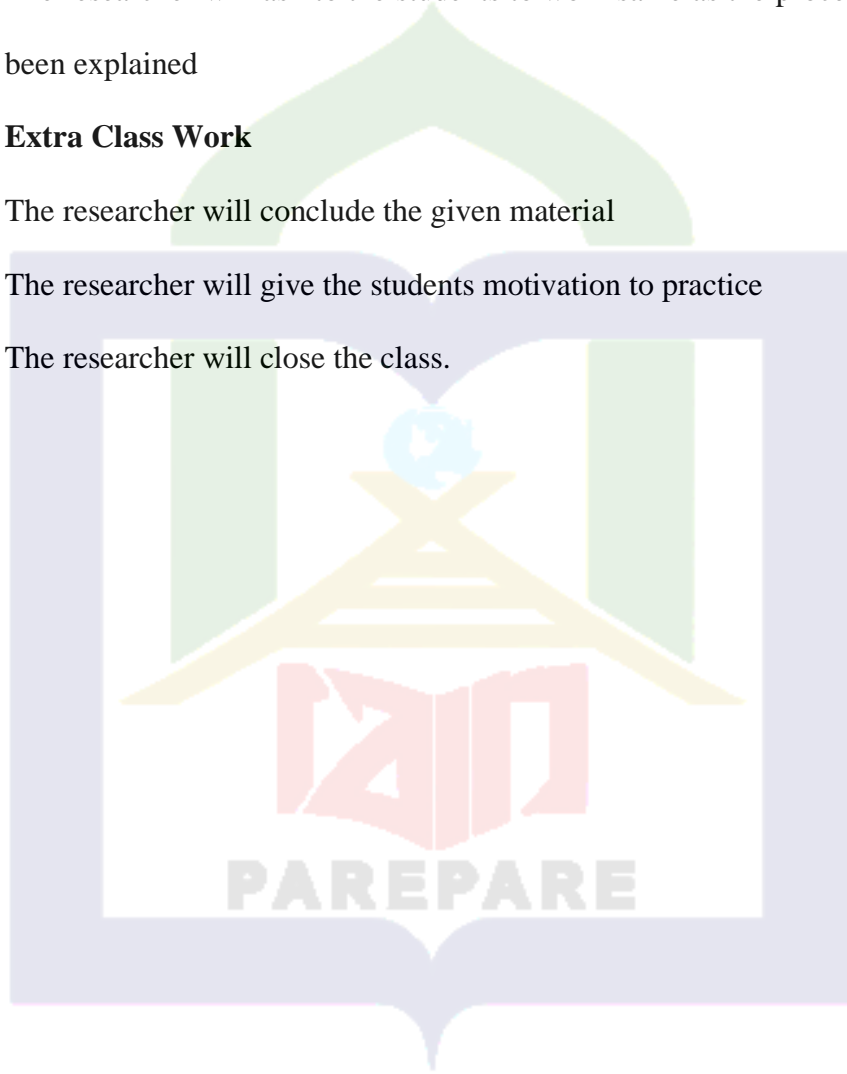
1. The researcher will open the class and says greeting to the students.
2. The researcher will absence the students in the classroom.
3. The researcher will give and explain the theme of how to mention things
4. The researcher will give some examples
5. Students do the inside-outside circle (IOC) techniques as the previous session.



6. The researcher will give a card to the students. Students in the outside circle make sentence based on the card shown by the students in the inside circle and further.
7. The researcher will ask to the students to work same as the procedure that has been explained

**F. Extra Class Work**

1. The researcher will conclude the given material
2. The researcher will give the students motivation to practice
3. The researcher will close the class.



## LESSON PLAN THREE

<b>Study Program</b>	<b>: English</b>
<b>Topic</b>	<b>: How to Mention Days, Months and Years</b>
<b>Meeting</b>	<b>: Third Meeting</b>
<b>Duration</b>	<b>: 2 x 40 Minutes</b>

### A. Course Description

This course prepares students to be able to start mention days, month and years.

### B. Course Objective

After completing the course, the students are able :

1. Express and make a sentence orally how to mention days, month and years.

### C. Materials and Equipment

1. Adjective word, descriptive text.

### D. Teaching Method

1. Perform and practice inside-outside circle (IOC)

### E. Procedure/Activities :

1. The researcher will open the class and says greeting to the students.
2. The researcher will absence the students in the classroom.

3. The researcher will form three groups. Group 1 will be label as Days Group, group 2 will be label as Month Group and group 3 will be label as Years Group.
4. The researcher will give and explain the theme of how to mention days, month and years.
5. The researcher will give some examples
6. Students do the inside-outside circle (IOC) techniques as the previous session
7. The researcher will form three groups. Group 1 will be label as Days Group, group 2 will be label as Month Group and group 3 will be label as Years Group.
8. The researcher will ask to the students to work same as the procedure that has been explained

**F. Extra Class Work**

1. The researcher will conclude the given material
2. The researcher will give the students motivation to practice
3. The researcher will close the class.

## LESSON PLAN FOUR

<b>Study Program</b>	<b>: English</b>
<b>Topic</b>	<b>: How to Describe Object in the Classroom</b>
<b>Meeting</b>	<b>: Fourth Meeting</b>
<b>Duration</b>	<b>: 2 x 40 Minutes</b>

### A. Course Description

This course prepares students to be able to describe object in the classroom.

### B. Course Objective

After completing the course, the students are able :

1. Express and make a sentence orally how to describe object in the classroom.

### C. Materials and Equipment

1. Something needed to know in describing.
2. Expression about describe something

### D. Teaching Method

1. Perform and practice inside-outside circle (IOC)

### E. Procedure/Activities :

1. The researcher will open the class and says greeting to the students.
2. The researcher will absence the students in the classroom.

3. The researcher will give and explain the theme of how to describe object in the classroom
4. The researcher will give some examples
5. Students do the inside-outside circle (IOC) techniques as the previous session.
6. The researcher will give card to the students contain object in the classroom.
7. The researcher will call some students to come forward in the class and form two circle, inside and outside circle. The students in the inside circle describe the card that is shown by the students in the outside circle, and further.
8. The researcher will ask to the students to work same as the procedure that has been explained

**F. Extra Class Work**

1. The researcher will conclude the given material
2. The researcher will give the students motivation to practice
3. The researcher will close the class.

## LESSON PLAN FIVE

<b>Study Program</b>	<b>: English</b>
<b>Topic</b>	<b>: How to Describe Someone</b>
<b>Meeting</b>	<b>: Fifth Meeting</b>
<b>Duration</b>	<b>: 2 x 40 Minutes</b>

### A. Course Description

This course prepares students to be able to describe someone.

### B. Course Objective

After completing the course, the students are able :

1. Express and make a sentence orally how to describe someone.

### C. Materials and Equipment

1. Something needed to know in describing.
2. Expression about describe something

### D. Teaching Method

1. Perform and practice inside-outside circle (IOC)

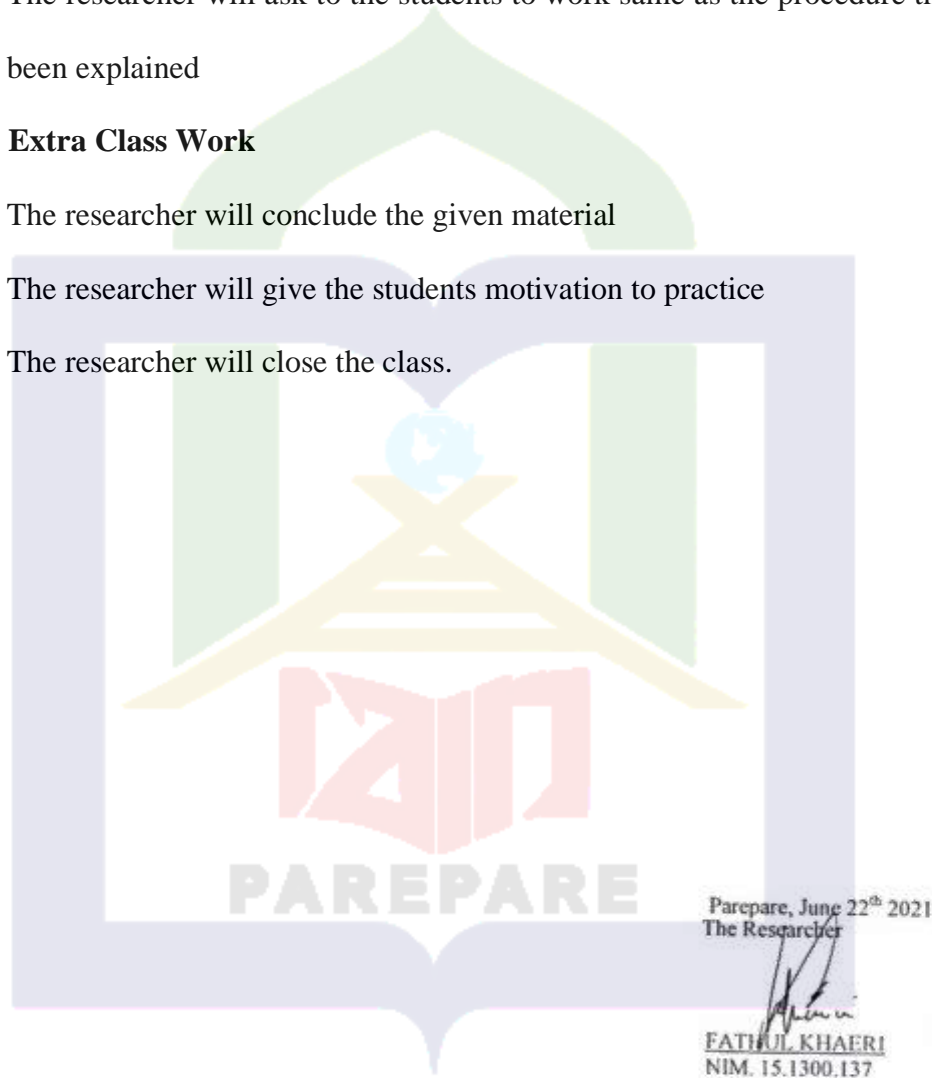
### E. Procedure/Activities :

1. The researcher will open the class and says greeting to the students.
2. The researcher will absence the students in the classroom.
3. The researcher will give and explain the theme of how to describe someone
4. The researcher will give some example

5. The researcher will provide the names that will be choose randomly to come in front of the class.
6. The researcher will ask to the students to describe someone.
7. The researcher will ask to the students to work same as the procedure that has been explained

**F. Extra Class Work**

1. The researcher will conclude the given material
2. The researcher will give the students motivation to practice
3. The researcher will close the class.



Appendix 3. Documentation



Picture 1: The Students Introduce Themselves Using IOC



Picture 2: The Researcher Formed Groups





Picture 3: The Students Describe Someone



Picture 4: The Students Describe Object in the Classroom with Cards Using IOC

Appendix 4: Research Allowance



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 01 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.1007 /In.39.5.1/PP.00.9/04/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fathul Khaeri  
Tempat/Tgl. Lahir : Cengkong, 12 September 1997  
NIM : 15.1300.137  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : XII (Dua Belas)  
Alamat : Cengkong, Desa Mattombong, Kec. Mattiro Sompe,  
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"Increasing The Students' Speaking Ability By Using Inside-Outside Circle (IOC) Technique At The First Grade Of SMPN 1 Mattiro Sompe Kab. Pinrang "**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 01 April 2021

Wakil Dekan I,

  
Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40, Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0165/PENELITIAN/DPMPPTSP/04/2021

Tentang

**REKOMENDASI PENELITIAN**

**Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 08-04-2021 atas nama FATHUL KHAERI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

**Mengingat** :

1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

**Memperhatikan** :

1. Rekomendasi Tim Teknis PTSP : 0300/W/T.Teknis/DPMPPTSP/04/2021, Tanggal : 08-04-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0164/BAP/PENELITIAN/DPMPPTSP/04/2021, Tanggal : 08-04-2021

**MEMUTUSKAN**

**Menetapkan** :

**KESATU**

- Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
  2. Alamat Lembaga : JL. AMAL BAKTI NO. 8
  3. Nama Peneliti : FATHUL KHAERI
  4. Judul Penelitian : INCREASING THE STUDENTS SPEAKING ABILITY BY USING INSIDE OUTSIDE CIRCLE (IOC) TECHNIQUE AT THE FIRST GRADE OF SMPN 1 MATIRO SOMPE KABUPATEN PINRANG
  5. Jangka waktu Penelitian : 1 Bulan
  6. Sasaran/target Penelitian : SISWA SMPN 1 MATIRO SOMPE KELAS VII 2
  7. Lokasi Penelitian : Kecamatan Matiro Sompe

**KEDUA**

Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 08-10-2021.

**KETIGA**

Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

**KEEMPAT**

Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 09 April 2021



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRAN, AP., M.Si**  
 NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

**Biaya : Rp 0,-**



Balai Sertifikasi Elektronik



ZONA NIJAU



DMILUDSMAN



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPT SMP NEGERI 1 MATTIROSOMPE**



Alamat : Jln. Pancasila No. 3 Lempayung Kudo Pos 91261 Telp. 8914327 e-mail : [SRKPinrang@matteismp1@gmail.com](mailto:SRKPinrang@matteismp1@gmail.com)

**SURAT KETERANGAN**

Nomor : 412/ 055/ UPT.SMP.1/ 2021

Yang bertanda tangan dibawah ini :

Nama : **DALLE,S.Pd.M.Si**  
NIP : 19671231 199412 1 012  
Pangkat / Gol.Ruang : Pembina Tk.I / IVb  
Jabatan : Kepala UPT.SMP Negeri 1 Mattiro Sompe

Menerangkan bahwa ;

Nama : **FATHUL KHAERI**  
NIM : 15.1300.137

Benar bahwa telah mengadakan Penelitian di UPT.SMP Negeri 1 Mattiro Sompe dengan judul  
"**INCREASING THE STUDENTS' SPEAKING ABILITY BY USING INSIDE-OUTSIDE CIRCLE  
(IOC) TECHNIQUE AT THE FIRST GRADE OF SMPN 1 MATTIROSOMPE**" yang  
pelaksanaannya pada tanggal 12 April 2021

Demikian surat keterangan ini berikan untuk dipergunakan sebagaimana mestinya.



Pinrang, 16 April 2021

Kepala UPT.SMPN 1 Mattiro sompe

**DALLE,S.Pd.M.Si**  
NIP. 19671231 199412 1 012

## CURRICULUM VITAE



The researcher was born on September, 12<sup>st</sup> 1997 in Cengkong. She is the fifth child from five children; she has a sister and three brothers. Her father's name is Alm. Ab. Dalle and her mother's name is Hudaedah. She likes cooking and watching movie.

She graduated from elementary school of SDN 205 Cengkong. She next continued her study at SMPN 1 Mattiro Sompe then her senior high school at SMAN 3 Pinrang and graduated on 2015.

In 2015 she continued her study at Tarbiyah Faculty, English Education Program, State Islamis Institute (IAIN) Parepare and completed her skripsi in the title "Increasing the Students' Speaking Ability by Using Inside-Outside Circle (IOC) Technique at the First Grade of SMPN 1 Mattiro Sompe Kabupaten Pinrang".

