

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH IN-
SIDE-OUTSIDE CIRCLE TECHNIQUE OF EL-2 STUDENTS
OF LBPP LIA PEKANBARU
(A Classroom Action Research)**

A THESIS

**Intended to fulfill one requirements for the Award of Sarjana Degree in
English Language and Education**



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Abstract

David Binardo, 2015. Improving students's speaking skill through Inside-Outside Circle technique of EL-2 students of LBPP LIA Pekanbaru.

Key words: Speaking, Inside-Outside Circle.

This study is designed to improve the students' speaking skill by using inside outside circle technique. It aims at finding out how inside outside circle technique can be used to improve the speaking skill of the EL-2 students of LBPP LIA Pekanbaru.

This research was carried out for the problem that the teacher found in the class. Lack of participation, motivation, vocabulary, confidence, and interaction, not to mention, their low self-esteem to perform English had become part of the influencing factor. Therefore, the interaction in this class had to be set to overcome the situation. The teacher implemented the inside outside circle technique in skills practice for three meetings. It turned out most of them showed significant improvement.

The findings shown that inside outside circle technique improved students' speaking skill. Indicators of speaking focused on students' pronunciation without any interference of accents. The study also shown that the technique enabled students to enhance the quality of sound patterns they pronounce in order to comprehend each other. Participating in the activity had helped the students to improve grammar and fluency. The average class score of students' speaking skill increased from 2,76 in pre-test became 3,56 in the first cycle. Materials, media, classroom activities, classroom management, teacher's approach, and teacher's strategy were also significantly influenced the improvement of students' speaking skill.

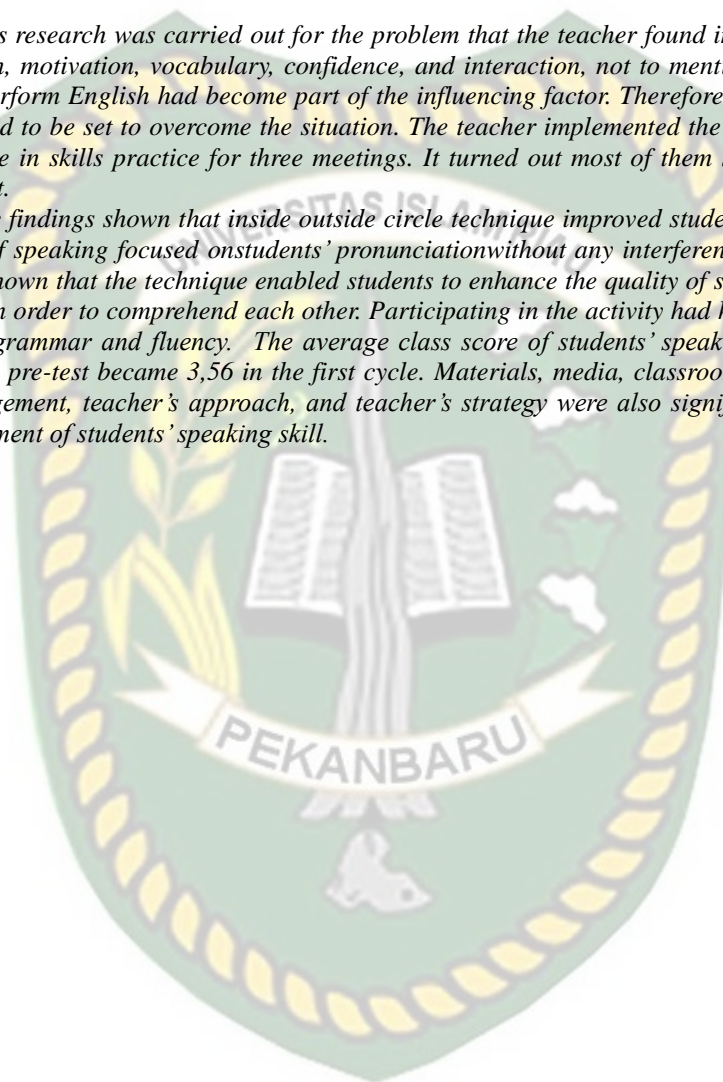


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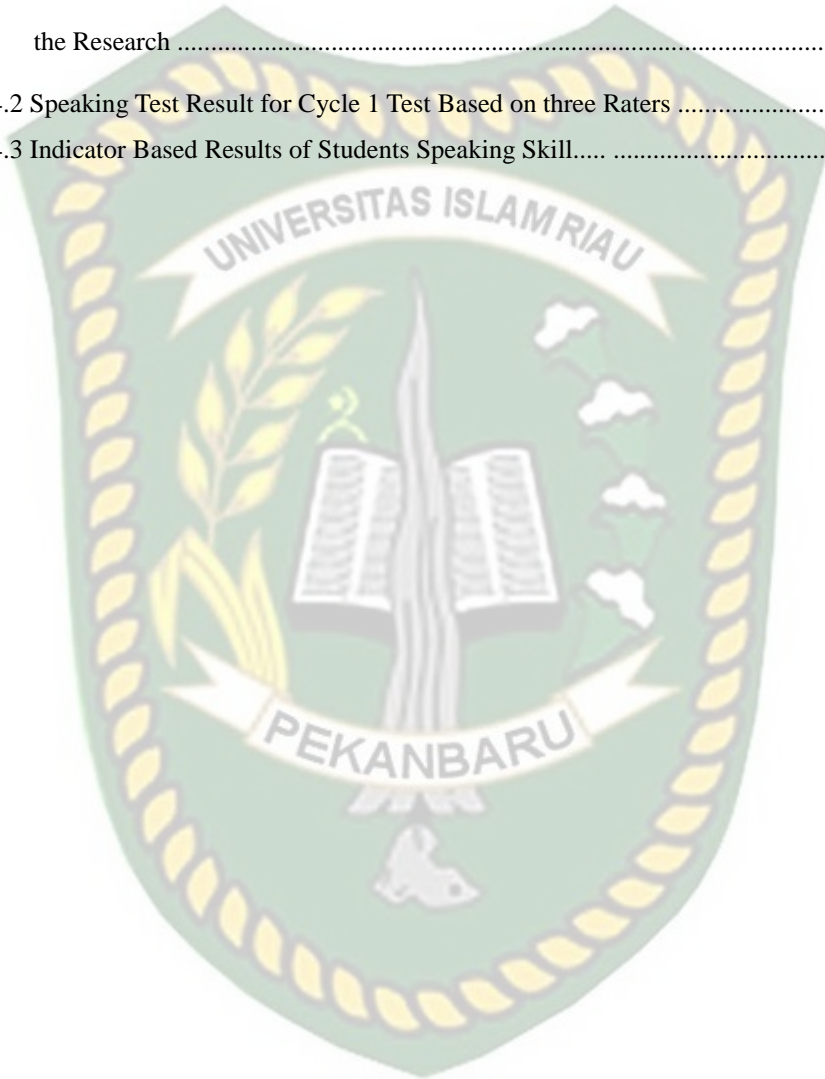
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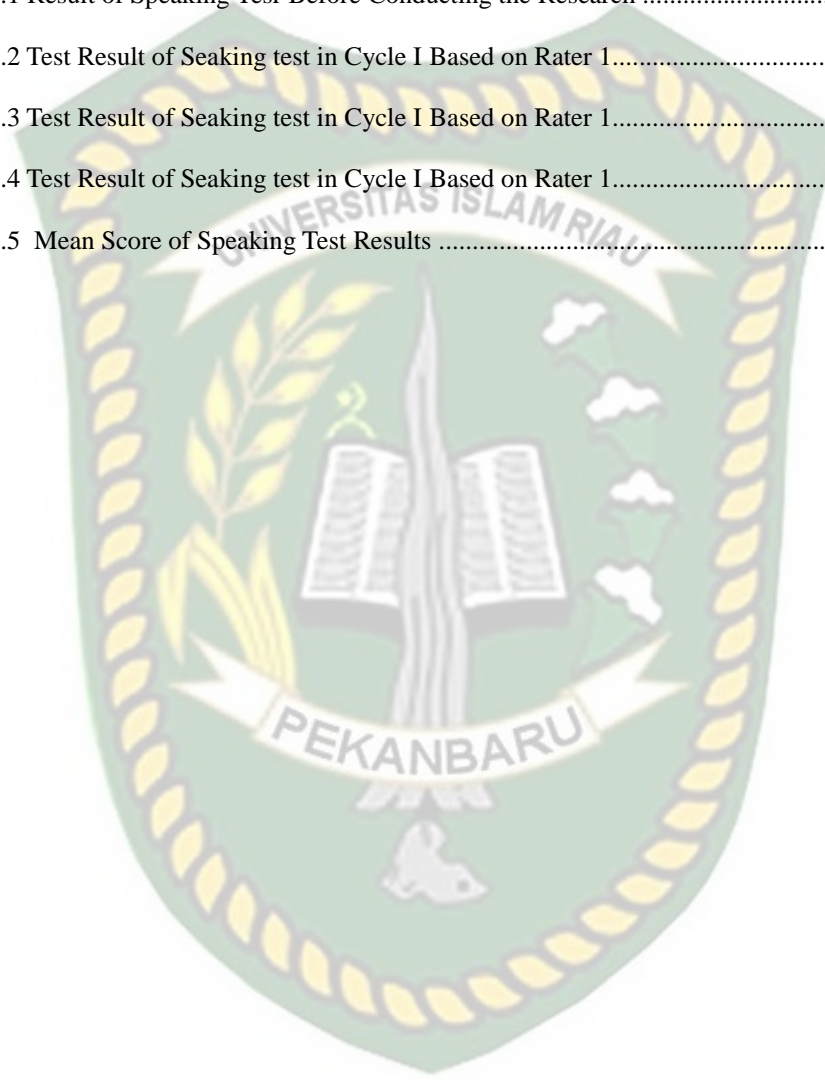
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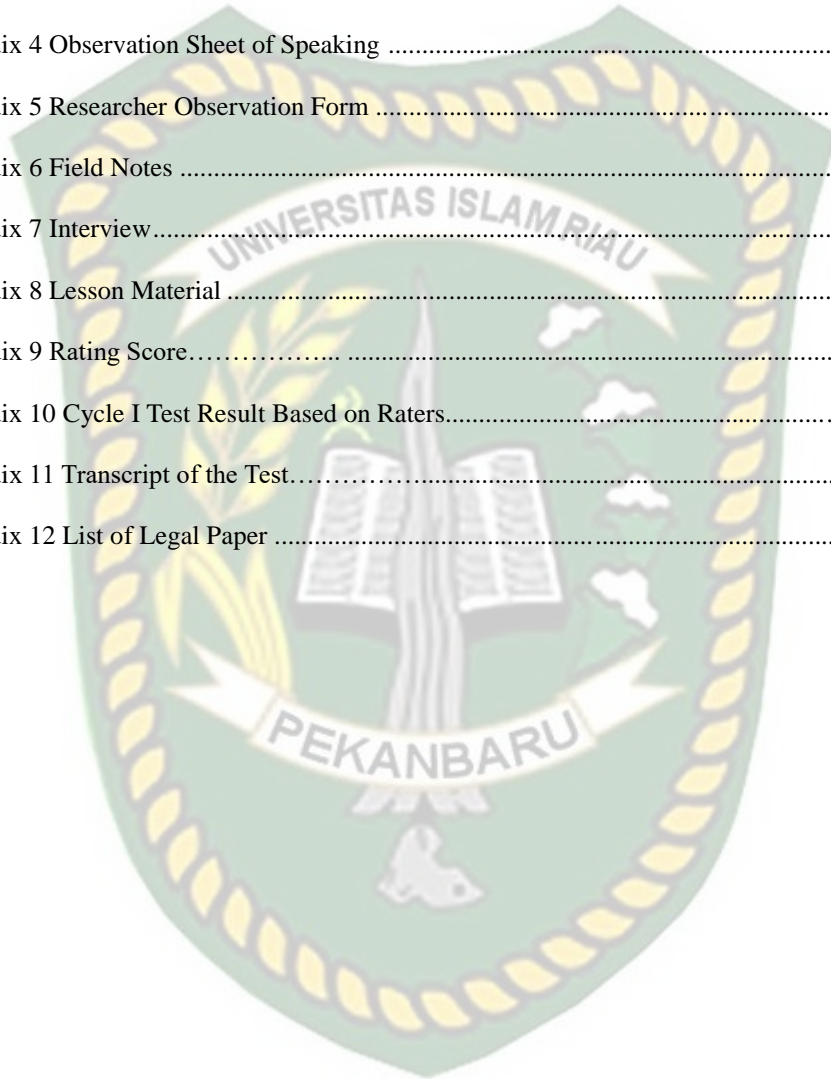
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). 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.

Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. Preparation step can be used to build the context for the speaking (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, learners can have a preproduction model that furthers their comprehension and helps them become more attentive observers of language use. Practice involves learners in reproducing the targeted structure, usually in a controlled pair highly supported manner. Evaluation involves directing attention to skill being examined and asking learners to monitor and assess their own progress.

Students of English as a Foreign Language (EFL), like in Indonesia are usually appreciated when they are able to speak. This appreciation is due to an assumption that speaking skill is the result of EFL learning. As a matter of fact, this result is beyond what is expected. To achieve better speaking skill in EFL,

student should be given a lot of opportunities in practicing speaking inside and outside classroom.

LBPP LIA, stands for “Lembaga Bahasa dan Pendidikan Profesional LIA”, is an Institution for professional training and language course. LBPP LIA Pekanbaru, established in 1994, it is a joint-cooperation from LBPP LIA main branch in Jakarta. Its name here and after LBPP LIA. A promotion test is a test taken to be promoted to higher level. It students should take two tests for their promotion test. They are written test and oral test. Three skills (listening, reading and writing) are integrated in written test, while oral test deals with speaking skill. Especially for English for Adult, Elementary level classes, written test contributes 40% of the total score, while the oral test takes 30% from the total score. The score from promotion test (30% + 40 %) is added by 30% which is gained from daily performance. This daily performance is mostly scored in speaking, although other skills, sometimes is taken into consideration, usually measured from the students being active in class.

Based on the researcher experience in his previous EL 2, he decided to have this research in EL 2. This is a second level of Elementary Level in LIA. The students were mostly not well prepared. They take an English class due to their promotion requirements as for employees, for their subject requirements for college students and to keep up with English subject at school for Senior High students. LIA is their single choice to have improvement on their English. Information was taken from people and friends.

The lack of speaking skill is derived from the students themselves, lack of participation, motivation, vocabulary, confidence, and interaction. Participating

activities got them tired, not to mention, their low self-esteem to perform English has become part of the influencing factor. Therefore, the interaction in this class will be automatically set in a very minimum level.

Whereas, from the teachers', the lack in speaking skill could also be caused by many things. Some of them are limited teaching aids, teachers' lack of capability in teaching, boring materials and ineffective teaching techniques. This problem has surely to be overcome by using effective teaching techniques to be implemented in the classroom.

What should we do to create an environment that supports and facilitates academic and social-emotional learning? There are many techniques that can be used for teaching speaking. These techniques are, certainly, expected to be of assistance to the students to enhance their skill of language. Therefore, this skill enhancement attributes to the students of being certain of their own abilities in using the language. The techniques, hopefully, facilitate the students to speak in order that these students are able to utilize speaking to become skilled at.

One of techniques that can be used in relation to the above explanation is called Inside-Outside Circle. Inside-Outside Circle is a technique which facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs.

The researcher chooses this technique for some reasons. As more verbal interaction is extremely needed to overcome the lack of exposure of target language since these students study English in their own country, Inside-Outside Circle is presumed as appropriate one, for its more intensive speaking practice. If the students do not have a lot of practices, then, their speaking skill will not be getting

better as expected.

Moreover, students who are physically active, so that doing an activity such as Inside-Outside Circle would make them move all the time which, perhaps, what they did want in learning. This technique would trigger them to start interacting with friends they have never been talked before although studying in the same class.

As they interact, they are forced to talk to their pairs. As a facilitator, teacher only speaks when it is necessary and if it is possible, the students themselves will help their friends, so that they will not be so ashamed in making mistakes in speaking. This automatically will encourage them to speak and practice even more.

Hence, by using this Inside-Outside Circle technique, the researcher expected that his own teaching technique would improve and resulted in better speaking skill of EL 2 students at LBPP LIA whom he teaches.

1.2 Identification of the Problem

In handling students' low speaking skill, various teaching techniques from cooperative learning have been taken into an effort, such as think-pair-share, talking chips, three steps interview, jigsaw and paraphrase passport to improve students' speaking skill.

The mentioned techniques, indeed, help student to interact, however, not all of them participated in speaking. It is the biggest challenge considering the objectives. As consequence, the researcher tries to find other technique that will enable all students to speak at the same time and can be easily noticed if they do not

speak, that is by using Inside-Outside Circle.

As per other mentioned techniques above, the Inside-Outside Circle is also focusing on students centered learning and attracting student's attention. Therefore, the researcher has an intention to implement the mentioned technique.

1.3 Limitation of the Problem

Based on the above identification of the problem, the researcher focus his research merely on teaching speaking technique used in EL 2 LBPP LIA Pekanbaru. He has an expectation to improve his own teaching technique and in chain would result in his students' speaking skill improvement by using Inside-Outside Circle technique. (See Appendix 9 for speaking indicators)

1.4 Formulation of the Problem

The researcher formulates the research problem into the following questions:

1. To what extend can Inside-Outside Circle improve EL 2 students' speaking skill at LBPP LIA Pekanbaru.
2. What factors influence the improvement of students' speaking skill through Inside-Outside Circle technique?

1.5 Objectives of the Research

The purposes of the research are as follows:

1. To find out to what extend Inside-Outside Circle technique can improve students' speaking skill at EL-2/1 LBPP LIA Pekanbaru

2. To identify what factors influence the improvement of students on this skill.

1.6 Needs of the Research

The significance of the research is theoretically, to widen theory regarding Inside-Outside Circle and develop teaching technique on speaking skill. While, practical, to expose the effect of Inside-Outside Circle on speaking skill at EL 2/1 LBPP LIA Pekanbaru, for it is hoped to enrich information for the teachers about the techniques in teaching and learning speaking.

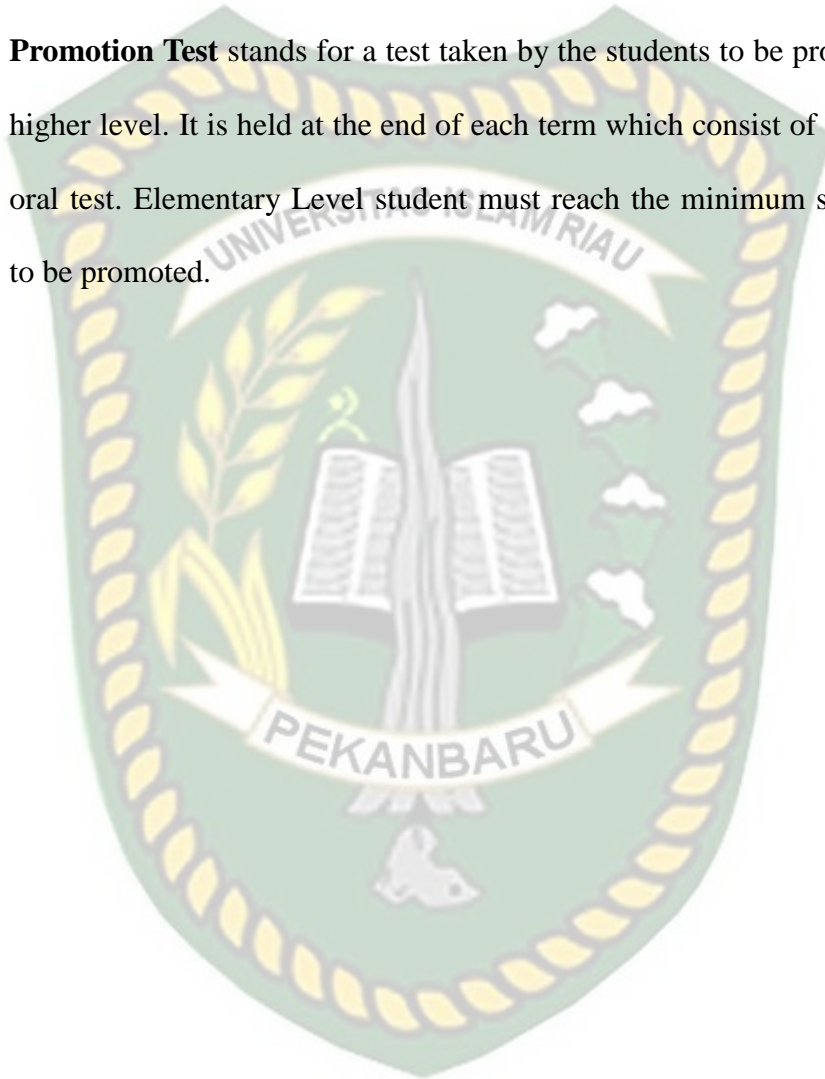
1.7 Definition of Key Terms

As clear definition is needed for eluding miss-interpretation, the following key terms are stated:

1. **Speaking skill** is the students' capability in expressing their ideas, opinion, thought and feeling orally based on the given topic, which is suitable for their level in English at LBPP LIA, EL-2/1.
2. **Inside-Outside Circle** is a technique which facilitates verbal interaction between students, which give them opportunity to practice more with their rolling pairs.
3. **LBPP LIA** stands for “Lembaga Bahasa dan Pendidikan Profesional LIA”, an Institution for professional training and language course. LBPP LIA Pekanbaru, established in 1994, is a joint-cooperation from LBPP LIA main branch in Jakarta.
4. **EL 2** stands for Elementary level 2, the second stage of English for Adults

(EA) program, is a program at LBPP LIA which is intended for High School, University and general Students. There are 12 levels in English for Adults and EL 2 is categorized as the second elementary level serves as pre-intermediate level.

- 5. Promotion Test** stands for a test taken by the students to be promoted to a higher level. It is held at the end of each term which consist of written and oral test. Elementary Level student must reach the minimum score of 3.0 to be promoted.



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. When someone can speak a language it means that he can carry on a conversation reasonably competently. The benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers Brown (2001: 267).

Richards and Renandya (2002: 204) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other non verbal messages.

The nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguished spoken language from written language. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into

highly structured paragraphs. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, Teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) added in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. The pieces of language should be given attention for more that make up to the whole. Furthermore, micro skills of

oral communication are:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other socio-linguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization,

and exemplification.

15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2.2 Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are six classroom speaking activities Harmer (2001: 348-352). They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give

their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as

‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that

they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

2.3 Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.

Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.4 The Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between

these two skills is shown in the conversation. There are seven principles for designing speaking techniques Brown (2001: 275-276).

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. There are three stages to complete the teaching of speaking Scott (1981). The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the stu-

dents in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher directs the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

There are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

2.5 Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Positive Interdependence (sink or swim together)

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

2. Face-to-Face Interaction (promote each other's success)

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning

3. Individual & Group Accountability (no hitchhiking! no social loafing)

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

4. Interpersonal & Small-Group Skills

- Social skills must be taught:
 - o Leadership
 - o Decision-making
 - o Trust-building

- o Communication
- o Conflict-management skills

5. Group Processing

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviors to continue or change.

2.6 Cooperative Learning Methods

The single greatest advantage of cooperative learning over traditional classroom organization for the acquisition of language was the amount of language output allowed per student (Kagan, 1995). The amount of student talk could be maximized through activities that involve pair work (Talk-Pair) and group work (Inside-Outside Circle), as these would engage students in speaking. Students became fluent if they had the opportunity to speak repeatedly on the same topic. Many cooperative learning structures, such as Three-Step Interview, Talk-Pair and Inside-Outside Circle According to Johnson, Johnson, and Stanne (2000), cooperative learning was actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Cooperative learning had been use in so many different ways. As Johnson, Johnson and Stanne (2000) stated, the following ten had received the most attention.

Table 2.1 Modern Methods of Cooperative Learning

Researcher-Developer	Date	Method
Johnson & Johnson	Mid 1970s	Learning Together (LT)
De Vries & Edwards	Early 1970s	Teams-Games-Tournaments(TGT)
Sharan & Sharan	Mid 1970s	Group Investigation (GI)
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin & Associates	Late 1970s	Students Team Achievement Divisions (STAD)
Cohen	Early 1980s	Complex Instruction
Slavin & Associates	Early 1980s	Team Assisted Instruction (TAI)
Kagan	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin & Associates	Late 1980s	Cooperative Integrated reading & Composition
Kagan	Early 1990s	Three-Step Interview
Kagan	Late 1980s	Inside-Outside Circle

(Adapted from Johnson & Johnson, & Stanne, 2000)

2.7 The Concept of Inside-Outside Circle (IOC)

The Inside-Outside Circle, first developed by Spencer Kagan (1989), helped students review information while they got to know their classmates.

Inside-Outside Circle (Kagan, 2009)

Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving.

Setup: The teacher prepares questions, or provides a question card for each stu-

dent.

- Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
- Remaining students find and face their partners (class now stands in two concentric circles).
- Inside circle students ask a question from their question card; outside circle students answered. The inside circle students praise or coach. (Alternative: The teacher asks a question and indicates inside or outside student to answer to their partner.)

Partners switch roles: Outside circle students ask, listen, then praise or coach.

- Partners trade question cards.
- Inside circle students rotate clockwise to a new partner (The teacher may call rotation numbers: “Rotate Three Ahead.” The class may do a “choral count” as they rotate.)
- The activity can well become quite noisy as many people are standing close together and speaking, but it is perfectly possible to quiet things down by, for example, asking them to whisper for a while. It is important that the whole group stays together and does not, for example, spread out into corridors and corners while the presentations are taking place. Some of the energy comes precisely from the unconventional arrangement and from the buzz of activity around one.

One of the things Inside-Outside-Circle is suitable for is to train students to present material in a clear, well-structured way..

2.8 The Assessment of Speaking

Assessment is a key part of implementing a lesson plan where it is how the researcher evaluates what learners are learning, identify what still needs to be taught, areas of improvement. Assessment is important in both monitoring learners progress and in informing instruction. Assessment for language proficiency needs to be done in all 4 language domains: Reading, Writing, Speaking and Listening. If it is not, the researcher is getting an incomplete picture of learner abilities and unable to fully understand their language proficiency.

To measure those components, Hughes (2003:111) proposed five aspects that should be considered: accent, grammar, vocabulary, fluency and comprehension. Whereas, Brown and Abeywickrama (2004) cited that for speaking skill, the components to be scaled are grammar, vocabulary, comprehension, fluency, pronunciation and task (accomplishing the objective of the elicited task). Therefore, the scoring technique used in this research is analytic scoring rubric based on LBPP LIA English for Adults Rating Scale for Oral Tests for Elementary Levels 1-4 (See Appendix 12)

2.9 Review of Related Findings

One of the studies done specifically in Inside-Outside Circle technique was conducted by Liang from Taiwan University (2002). In his dissertation "Implementing Cooperative Learning in EFL Teaching: Process and Effects" employed Inside-Outside Circle as a technique used from four chosen Cooperative Learning Techniques that he implemented. The results of his research reveals that the given treatment group had better performance than that of the existing technique group. Both groups' academic achievement was significantly different.

The other one is Ilmi (2012) from Yogyakarta State University, in her research on “improving speaking skill” also used Inside-Outside Circle as one of four techniques of Kagan Cooperative Learning in teaching English. She found out that those used techniques get positive effect. The results of the post-tests were outperformed the pre-test and significantly higher.

Then, other researcher in specific Inside-Outside Circle technique, Hidayah (2013) carried out a research on Inside-Outside Circle in English to seventh grade students in her thesis. The research finding found that the students’ activity influenced their speaking skill. The target score was successfully achieved

Alfiana (2013) in her thesis carried out the Inside-Outside Circle (IOC) technique for speaking mastery at English of second year students of SMA Negeri 1 Welahan. The result has proved that the significant improvement from without treatment 59,44 to 68,33 and at the end 70,55.

In connection with the above findings, it is assumed Inside-Outside Circle in specific has been successfully implemented in many fields and subjects. For that reasons, the researcher has an intention to do his research in one of cooperative learning technique; inside-Outside Circle in his class.

2.10 Conceptual Framework

As stated in the background of the problem, the students' speaking skill is still low. This could be measured from their pronunciation, fluency, comprehension, vocabulary and grammar as speaking components.

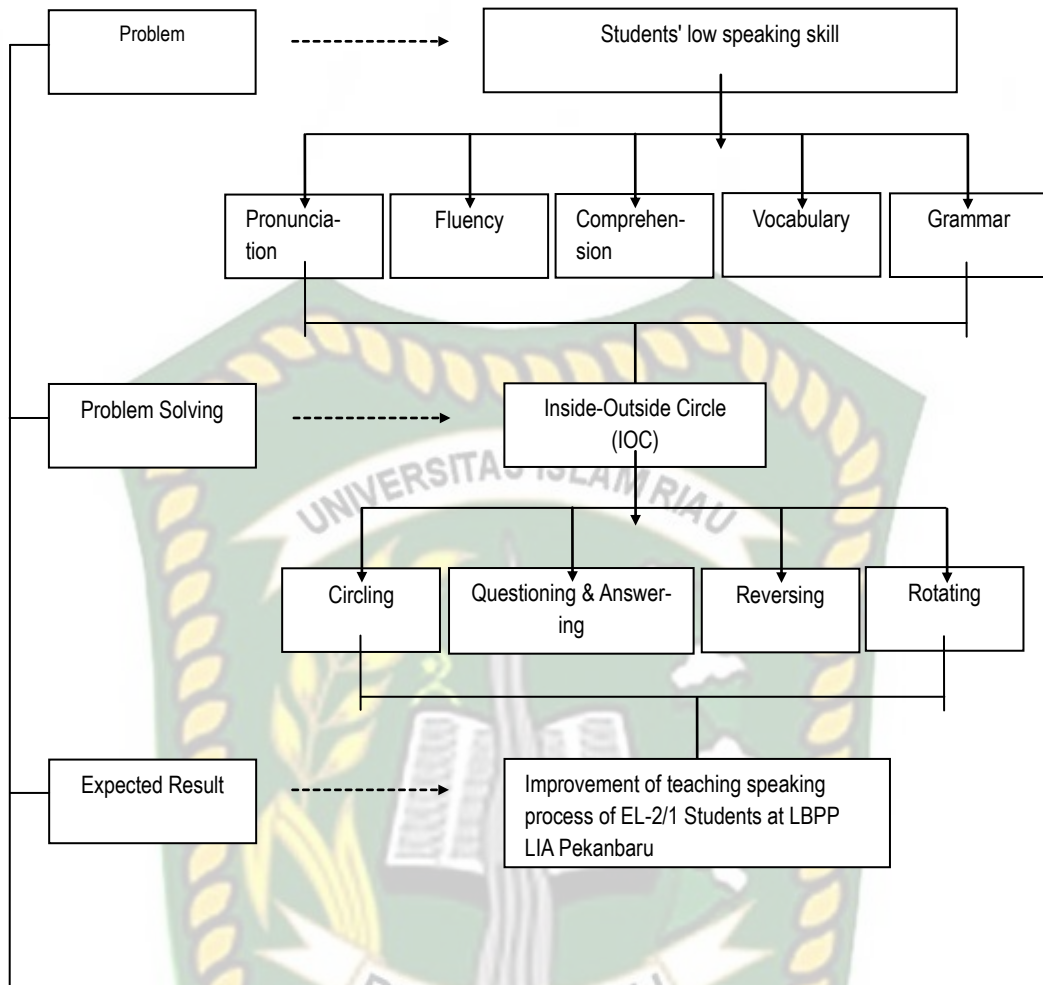
To improve their speaking, the technique used for teaching speaking is Inside-Outside Circle. The students will be directed to number off consecutively.

Then, the odd (or even) numbered students stand and form a small circle (the inside circle) and face their partners (the even, or odd-numbered students who form the outside circle) for paired conversation. The inside circle starts asking their partners in the outside circle ("What are you wearing today?"). After allowing some time for the students to respond, answering question, the activity is interrupted and the students reverse their role. It is the time for the outside circle to ask question and get the respond.

It is continued by the outside circle moving a number of persons to the right. Once students find their new positions, the interaction is repeated continually. Shift in topics is recommended for a good mix of partners and an adequate opportunity for students to socialize in the target language.

By implementing this technique, it is expected that the result would be the improvement of teaching speaking learning process at EL-2/1 students at LBPP LIA Pekanbaru on their speaking skill. This diagram below shows the conceptual framework of this research

Figure 2.1 Conceptual Framework



CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

The research conducted in this case is a classroom action research. The problem taken is the real situation that was faced by the researcher in the classroom.

According to Kemmis and Taggart (1988), action research is a type of sets of investigations carried out by the researcher as to find the answers of his/her own questions regarding to activities socially such as in the classroom which is intended to make something better based on logical thinking and fairness whether it is in social or educational circumstance includes as well as their understanding of these practices and the situations in which these practices are carried out.

The researcher believed the research will be much of benefit himself as he is going to find the answer for his enquiries in his classroom situations. Using his logical thinking, the researcher will get more understanding in his own teaching practices.

3.2 Participants of the Research

The participants of this research were EL-2 students of LBPP LIA Pekanbaru. In doing his research, the researcher was helped by a collaborator. This collaborator assisted the researcher to observe while he was teaching in the classroom. Besides, the collaborator also helped him to analyze the data taken from the observation. The researcher involved the collaborator in identifying the problem and interpreting the data.

3.3 Setting of the Research

This research was carried out at EL-2 students of LBPP LIA Pekanbaru, Jl. Ahmad Yani No. 149, Pekanbaru, Riau.

3.4 Research Instruments

As the one involved in every cycle, the researcher is the key instrument in this research. He invited an observer as the collaborator teacher. Some instruments used in this research were observation sheets, field notes, test, interview, and recording.

1. Test

Test was employed to clarify students' speaking circumstance while they were practicing in the classroom. The tests was held at every end of the cycle. The researcher, used LBPP LIA English for Adults Rating Scale for Oral Tests for Elementary Levels 1-4.

2. Observation

a. Observation sheets.

The data was collected by direct observation during the research. There were two kinds of sheets: Observation Sheet of Speaking and Researcher Observation Form. The collected data in this instrument was analyzed qualitatively. This observation was carried out by the collaborator during teaching and learning process. It was referred to the problem, the cause of problem and the technique implemented in order to solve the problem. The observation was used to record and collect real information of teaching and learning process at the time doing the research. The form of this observation sheets was filled in by collaborator. That is why the collaborator had to comprehend what to do as entering the class.

b. Field notes.

Field notes was used to record particular thing that took place during the research. The researcher made use of field notes as another form other than the observation sheets. Field notes helped researcher and the collaborator to get to know the details that they probably might realize. It was the collaborator who made field notes in observing the students' and the teacher's activities while Inside-Outside Circle technique was applied in the classroom.

c. Interview

The researcher carried out interview at the end of each cycle to get deep information from the students. They were questioned regarding their experiences and comments on teaching learning process. This interview (appendix 7) was done in order to see how the implemented technique improved their speaking skill.

d. Recording

The researcher recorded students learning process during Inside-Outside Circle. The recording was used to observe and analyze their progress towards the indicators of speaking rubric.

3. Reflecting

Reflecting was to inspect effort on the seccess or the failure in reaching the temporary purpose in order to determine the alternativesteps that are probably made to gate final goals of the research.

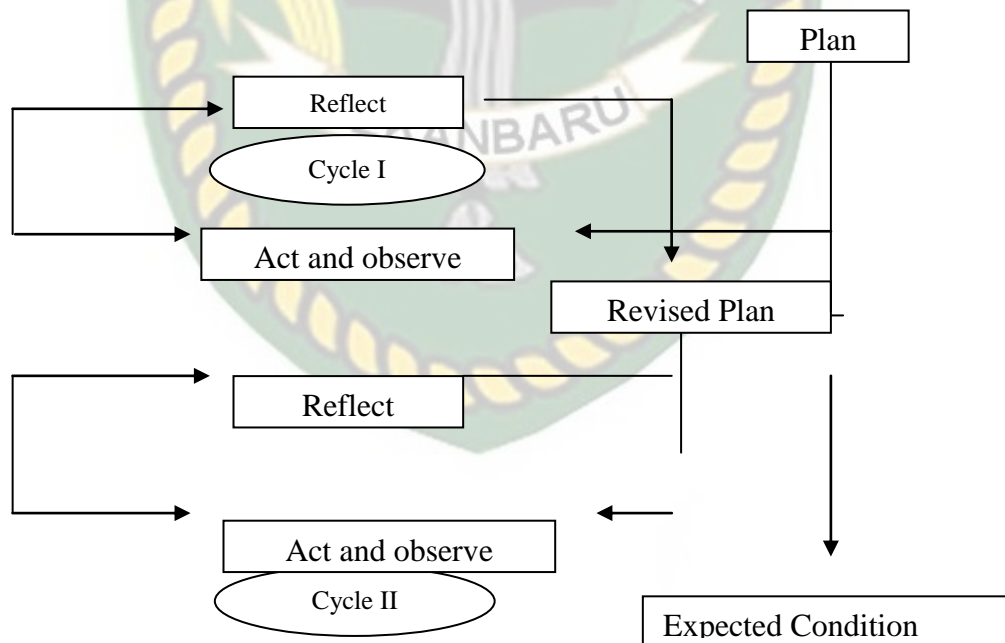
3.5 The Research Material

The materials in this research taken from two books entitled “How to Teach Speaking” (Thornbury, Scott. 2005) and “Cooperative Learning” (Kagan, Spencer. 2009). The writer also used some relevant materials, some relevant books and sources from the Internet.

3.6 Research Procedure

This classroom action research is referred to Kemmis and Mc Taggart (1988). It consists of several cycles which have steps to be implemented; plan, action, observation and reflection. Every cycle has three meetings for teaching and learning process and one meeting for speaking test and interview. Each meeting has allocation time 1 hour and 50 minutes. The activities can be drawn as follow:

Figure 3.1. Procedures of Classroom Action Research



Referring to the scheme above, this classroom action research had four steps. First, it was designing the plan to do the action in order to improve the students' speaking skill. Then, the action was done. In doing the observation during

teaching and learning process, the researcher was helped by the collaborator. To detect the improvement in Cycle 1, the researcher decided to administer the test before executing the research.

1. Plan

Some activities were done by the researcher and the collaborator in this stage. Both of them design the materials that would be implemented in teaching and learning process during research in term of lesson plan.

Table 3.1 Topic of the Lesson in Cycle 1

No.	Meeting	Topic	Date
1	1	What's she wearing?	Tuesday, August 11 2015
2	2	Are the any windows?	Thursday, August 13 2015
3	3	The bank is on the corner.	Tuesday, August 18 2015
4	Test	One of the three topics above	Thursday, August 20 2015

Both researcher and collaborator provided the instruments that were needed in the classroom, such as tests, observation sheets, field notes and interview. These were done by the researcher and the collaborator.

2. Action

In this phase, the researcher implemented the material that had already decided in the lesson plan. This cycle was done in three meetings. The test and interview took one meeting. At the first meeting the class was started by the teacher greeting the students and then checked their attendance list.

Usually it took quite a lot of time for the teacher to warm them up so that their mind could be connected to the lesson during presentation stage. The Inside-

Outside Circle technique was executed during skills practice. In theories the steps are:

Students

Students formed two equal circles, (similar number of students in one circle and in the other). The circles formed so that one circle is inside the other one. Students in the inside circle faced outward and students in the outside circle, inward. As the circles formed, each student was facing a partner. The inside circle students started asking question such as "What's she wearing?" The students in the outside circle then, answered the question such as, "She's wearing a black veil, a blue long-sleeves shirt, a black jeans, and a pair of beautiful dark blue flat shoes". Then, the inside circle students continued in asking questions as the outside circle students answered them. When everyone done with the questions or answers, each swithed the role. The students in the outside circle, then, were the one whom asked questions and answered by the inside circle students.

Having done with changing role, the outside circle members rotated to the right while the inside circle members stood still. Each student has new partner and the process repeats itself.

Teachers

Be the one who rang a bell or say "move" or "rotate" when the numbers of students were even. Acted as resource person and facilitator for the students to ask when they did not know or forgot the questions and confused with the answer. Teacher walked around the class to help students with their difficulties. As Inside-Outside Circle is a brand new technique for the Students', the researcher had difficulties in implementing it. Managing these students for doing the Inside-Outside

technique was not as easy as it seemed to be.

The fourth meeting was the time for test in cycle 1. In this test the students were given three situations that they could freely choose one to be the basis of their dialog. Cycle 1 test was dialog acted out by two students. (See Appendix 11)

3. Observation

The researcher carried out the observation together with the collaborator. During the observation stage, the collaborator played an important role for she was the one that take a note while the researcher did his work as a teacher, teaching. It was quite difficult for the researcher doing the research while he is teaching. The researcher was able on observing himself during the process by this help from the collaborator. Field notes and observation sheets on this observation stage are the main tools that were used.

4. Reflection

The taken data were analyzed by the researcher and the collaborator in this phase. There were some problems that occurred during teaching and learning process. Therefore, if the objectives are not as expected, the researcher will make the next plan to solve students' problems and to get better score in order to fulfill the requirements of the passing grade of 3.0.

3.7 Data Collection Technique

Based on the previous instruments, the data was collected through test, observation, field notes, and interview. The speaking tests were applied in collecting quantitative data. The tests were carried out at the end of the meeting of the cycle. In these tests, the students were asked to make dialog based on given situation.

The next instruments, observation sheet, were done during teaching and learning process. In this process, the researcher and collaborator had observation sheets and notes. On the observation sheets, some items were related to the material, then the researcher and collaborator re-checked them during teaching and learning process.

Moreover, the collaborator helped the researcher on taking notes on students' and teacher's activities during teaching and learning process. Last by no mean least, the particular interview was held regarding Inside-Outside Circle and it was done after the test for each cycle.

3.8 Data Analysis Technique

The data was analyzed by using quantitative as supporting data and qualitative as the main data. The progress in the quantitative data was clarified by the qualitative data.

1. Quantitative Data

In qualitative form, all data was taken from the result of all of speaking tests by using oral language scoring rubric. In order to test the accuracy of this kind of data,

$$\mu = \frac{\Sigma x}{N}$$

Note:

μ : mean

Σx : The total score

N : the number of students

They, then, will be analyzed by using graph. Exactly, those data is gained from the tests in every cycle. The graphs will show student's speaking skill.

2. Qualitative Data

Qualitative data were gained from observation sheets, field notes and interview which was analyzed by these following steps referring to Gay (2009):

1. Data Managing :

Data managing entailed generation and arrangement of collected data during the study. Both researcher and collaborator will handle the taken data in the study and arranged them in sequence.

2. Reading/Memo

The researcher will read observation sheets and field notes to get the data. In convenience place and time, then he will spend some times to read during the initial reading of data and analyze it all at once.

3. Describing

It provides a real setting and even that happened during the research. Therefore, the researcher and the reader have to have an understanding in this Classroom Action Research.

4. Classifying

Analyzing qualitative data is fundamentally processing data into smaller units, establishing of separating and combining each units to get an interpretation.

Finding the factors to explain the changing in the quantitative data is part of qualitative data.

5. Interpreting

Connecting quantitative data and qualitative data lead to an interpretation.

The pattern and categories found clarify to conclude the result of the research



FINDINGS AND DISCUSSION

In this chapter, data description, analysis and findings and discussion of the findings are presented. This is due to answer questions stated in the formulation of the problem; to what extent can Inside-Outside Circle improve EL2 students' speaking skill at LBPP LIA Pekanbaru? And what factors influence the improvement of students' speaking skill through Inside-Outside Circle technique? Based on the data which were collected from the result of the test, observation sheets, field notes and interviews, those questions above are answered.

4.1 Findings

This classroom action research was conducted at EL2 LBPP LIA Term 2 2015. The number of students was 12. The decision in choosing this class was attributable to the under passing score gotten by students in the promotion test for speaking skill. The research was carried out in one cycle by using Inside-Outside Circle to improve the students' speaking skill; the cycle had three meetings; each meeting had 1 hours and 50 minutes allocation of time. The speaking test was administered at fourth meeting of the cycle. The cycle consisted of four phases; planning, action, observation and reflection.

1. Test Before Executing the Research

Before executing the research, the researcher and collaborator administered test for speaking to the students. This was intended for measuring students' capability at the beginning. The students' score in the test was based on the oral language scoring rubric in terms of pronunciation, grammar, vocabulary, fluency

and comprehension. The score of students' speaking skill in this test can be seen as following.

Table 4.1. Test Result of Speaking Test before Conducting the Research

NO	NAME	Pre – TEST							
		PRON	GRAM	VOCA	FLUE	COMP	TOTAL	MEAN	DESC
1	ST 1	2.6	2.6	2.9	2.8	2.8	13.70	2.74	FAILED
2	ST 2	3.1	2.9	2.9	2.9	3.0	14.77	2.95	FAILED
3	ST 3	2.9	2.5	3.0	3.0	2.9	14.33	2.87	FAILED
4	ST 4	3.0	2.9	2.6	2.8	2.8	14.03	2.81	FAILED
5	ST 5	3.0	2.9	3.0	3.0	2.9	14.77	2.95	FAILED
6	ST 6	3.0	2.9	3.0	2.9	3.0	14.77	2.95	FAILED
7	ST 7	2.7	2.7	2.7	2.8	2.8	13.70	2.74	FAILED
8	ST 8	3.0	2.7	2.8	2.9	2.8	14.23	2.85	FAILED
9	ST 9	2.7	2.6	2.7	3.0	2.9	13.90	2.78	FAILED
10	ST 10	2.4	2.4	2.5	2.5	2.5	12.30	2.46	FAILED
11	ST 11	2.8	2.5	2.8	2.7	2.8	13.60	2.72	FAILED
12	ST 12	2.8	2.5	2.8	2.7	2.8	13.60	2.72	FAILED

From the speaking test result above, it can be seen that there were 12 out of 12 students whom reached the passing score 3,0. It means that 100% of students failed in speaking test.

Table 1 showed that the students' speaking ability before doing action research was below the passing score for most of total number of students in the class. Seeing from the first indicator which is pronunciation, there were 4 students or 33% of students reached passing score. The second indicator, grammar, shows that there were none of the students or 0% of students reached the passing score. It is the third indicator, vocabulary, expressed that 2 students or 17% of students could reach the passing score. Moreover, for fluency there were 3 students or 25%. The last indicator, comprehension, there were 2 students or 17% of students

reached the passing score. None of the students could acquire the passing score respectively. The achievement of students' speaking skill referring to the indicators is illustrated in the following diagram.

Figure 4.1 Indicators Based of Students' Achievement for Test before Executing the Research

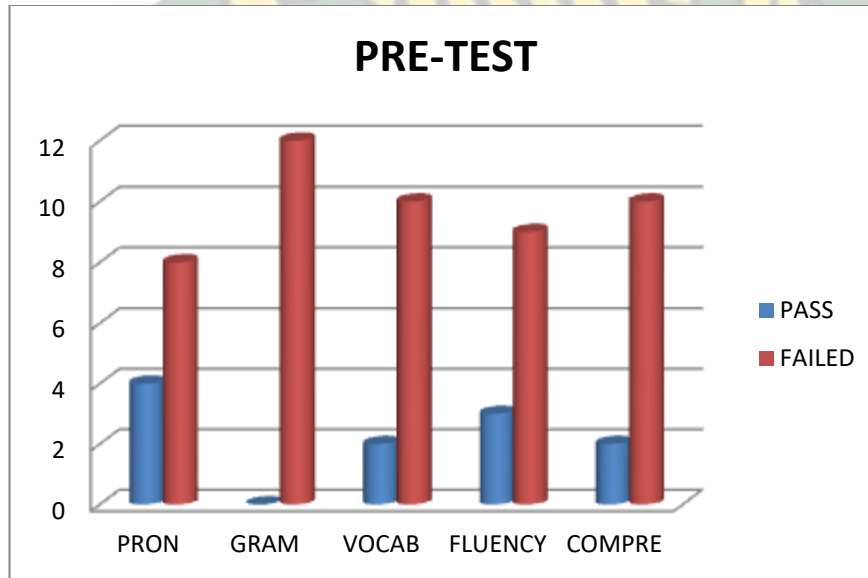


Diagram in Figure 3 above clearly describes that the students' capability in passing the test per indicators was dissatisfying.

In terms of pronunciation, the students' accents were influenced by their mothertongue. Somestudents pronounced the words as it was written and other-spronounced words a bit unclear which impacted the meaning. In addition, the students' pronunciation full of repetition as they were uncertain of the correct pronunciation.

In connection with grammar, the students made errors in grammar and word order that constrained them to the very simple form of sentence. The students simply used Indonesian language rules with English words.

Pertaining to vocabulary, the students had it so limited that some got diffi-

culty on keeping the conversation going. The students' vocabulary was so limited that they said the words repeatedly and their choices of words were not vary.

Regarding to fluency, it could be noticed that there were many pauses that the conversation did not run smoothly and intermittently.

With reference to comprehension, the students had difficulty in following what was said. They needed repetition with the given example to comprehend. Conversation, indeed, took place, a basic communication.

2. The Result of Cycle 1

a. Plan

This step covered the determination of using Inside-Outside Circle to overcome students' lack of self-confidence as the teaching-learning activities, which was implemented to improve the students' speaking skill. To maximize the implementation, some activities should be planned such as:

- a. Designing learning scenario which covers instructional objectives, speaking activities, time allocation, material and media, and assessment.
- b. Developing research instruments. The research instruments used to collect data are in the forms of observation sheets, field notes, interview, recording and test.
- c. Displaying the materials and some audio.
- d. Implementing and practicing inside-outside circle.
- e. Dividing the work activities (individually and in pairs).

b. Action

1. The first meeting

The first meeting was conducted on August 11, 2015. The class started at

19.00 to 20.50. In pre-teaching, the topic was “What’s she wearing?”. The researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students’ prior knowledge towards the lesson.

The researcher warmed the students up by showing them posters of clothing related with the targeted vocabulary. Most of them were so excited and gave an enthusiastic respond. The researcher presented examples of sentences using present continuous tense. The students were asked to ask and answer questions towards each other about what their friends are wearing and share opinion. Students were encouraged to use English as they attended the class for English. Most of them were shy and had no idea what to say and how to say it. The very first time they get to use English in a classroom situation. It was quite a challenge but it was fun.

In the whilst-teaching, soon as the students were able to comprehend the lesson, the researcher prepared the tools to tape the students and asked them to stand face to face in two concentric circles. The researcher introduced and explained Inside-outside circle to the students. It was difficult at first. The researcher had to draw to explain. Having the difficulties, the researcher guided the students and placed them face to face in two concentric circles. In this activity each students in the outside circle were asked to ask question about what people are doing and what people are wearing. They were asked to make up the situation. Later on, the inside circle had to answer the questions given. The students were asked to change their role. The inside students were asked to ask questions and the outside responded. Showing their comprehension and fluency towards this activity, the

researcher asked the students to move one small step to the right in order to change partner as they heard the claps.

In terms of pronunciation, the students' accents were still influenced by their mother tongue. They could pronounce each with a little effort since we had everything practiced over. The IOC gave them more chances to adapt and to increase their awareness on how to have the correct pronunciation. They were a bit shy at this stage. They looked enthusiastic during the activity. It took quite a time to have them to understand what they will do in the IOC. Others pronounced words a bit unclear which impacted the meaning. In addition, the students' pronunciation full of repetition as they were uncertain of the correct pronunciation.

In connection with grammar, the students made errors in grammar and word order that constrained them to the very simple form of sentence. The students simply used Indonesian language rules with English words. They did the talk over and again, this encouraged them to make corrections which done by the help of their peers.

Pertaining to vocabulary, the students had it so limited that some got difficulty on keeping the conversation going. The students' vocabulary was so limited that they said the words repeatedly and their choices of words were not vary.

Regarding to fluency, it could be noticed that there were many pauses that the conversation did not run smoothly and intermittently.

With reference to comprehension, the students had difficulty in following what was said. They needed repetition with the given example to comprehend. Conversation, indeed, took place, a basic communication.

In the post-teaching, the researcher recalled students' memory on how to

talk about what they are doing and wearing. The class responded well. The researcher then re-explained more examples of the lesson and asked some volunteers to have the dialog in pairs.

2. The Second Meeting

The class started at 19.00 to 20.50. The second meeting was conducted on August 13, 2015. In pre teaching, the researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students' prior knowledge towards the lesson. The researcher showed the students some posters related to the lesson. They were asked to tell what are in the posters. The researcher then wrote down some examples on the whiteboard.

In whilst teaching, the students were later asked to stand up and do the inside outside circle activity. It was easier this time since they were familiar. They had to ask and answer questions referring to what are the in the room. In terms of pronunciation, the students' accents were a little influenced by their mother tongue. They could pronounce each with small effort since we had everything practiced over. The IOC gave chances to adapt and to increase more on their awareness on how to have the correct pronunciation. They were no longer shy at this stage. They looked even more enthusiastic during the activity. It took short time to have them to understand what they will do in the IOC. More student pronounced words more clearly which impacted the meaning. In addition, the students' pronunciation took place with less repetition as they were certain of the correct pronunciation.

In connection with grammar, the students made less error in grammar and

word order. High self-esteem and confident gave them a fun and enjoyable learning atmosphere, yet the materials are interesting and based on their daily activities. The students simply reduced the use of Indonesian language rules with English words. They talked over and again, and even encouraged themselves more to lessen corrections. The interactions took place really built the situation needed. None of them felt reluctant for they have known more.

Pertaining to vocabulary, the students had more to explore. They did not limit themselves to do the IOC and kept talking to keep the conversation going. The students' vocabulary was less limited than before that they said the words repeatedly and chose more of words to say.

Regarding to fluency, it could be noticed that there were less pauses that the conversation rann smoothly and intermittently.

With reference to comprehension, the students had no difficulty in following what was said. They had them easier to comprehend. Conversation, indeed, took place, a good basic communication.

In the post teaching, the researcher asked volunteers to do the dialog. Two pairs were so excited to show their ability off. Some gave comments towards their friends' dialog.

3. The third meeting

The class started at 19.00 to 20.50. The third meeting was conducted on August 18, 2015. In pre teaching, the researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students' prior knowledge towards the lesson. The researcher showed the students some posters related to the lesson. They were asked to tell

what are in the posters. The researcher then wrote down some examples on the whiteboard.

In whilst teaching, the students were later asked to stand up and do the inside outside circle activity. It got easier this time since they were enjoying the activity. They had to ask and answer questions about where the place is and how to get there. They had to ask for and give directions. This activity required a mini map to give directions. They were asked to bring their book and use the map provided.

In terms of pronunciation, the students' accents were not influenced by the mother tongue. They could pronounce each word effortlessly since we had everything practiced over by repeating after the teacher and peer corrections. The IOC truly gave chances to improve and to explore more on their awareness on how to have the true pronunciation. They were mostly laughing and cheering other while doing the talk. They were enthusiastic during the activity. In instant, they were ready for the IOC. More student pronounced words clearly. In addition, the students' pronunciation took place with no repetition as they were certain of the correct pronunciation. Repetition took place since the class was moving too noisy.

In connection with grammar, the students made error in grammar and word order. High self-esteem and confident gave them a fun and enjoyable learning atmosphere, yet the materials are interesting and based on their daily activities. The students simply reduced the use of Indonesian language rules with English words. They talked over and again, and even encouraged themselves more to lessen corrections. The interactions took place really built the situation needed. None of them felt reluctant for they have known more.

Pertaining to vocabulary, the students had more to explore. They did not limit themselves to do the IOC and kept talking to keep the conversation going. The students' vocabulary was less limited than before that they said the words repeatedly and chose more of words to say.

Regarding to fluency, it could be noticed that there were nearly no pauses that the conversation ran smoothly and intermittently. This situation was overwhelming for the research. The expectation was very satisfying.

With reference to comprehension, the students had no difficulty in following what was said. They had them easier to comprehend. Conversation, indeed, took place, a good basic communication.

In the post teaching, the researcher asked volunteer to do the dialog. Two pairs were so excited to show their ability off. Some gave comments towards their friends' dialog.

4. The Fourth Meeting

The fourth meeting was conducted on August 20, 2015. This meeting was intended to conduct the Cycle I test. The researcher reviewed lessons that the students had. The students were asked to come forward with their partner to do the dialog. They were excited as this was their first oral test. Each pair was asked to choose one of three situations (Appendix 3). They had to do the dialog as pointed. The researcher also encouraged them to relax and do the dialog as what they had in the Inside-Outside Circle activity.

c. **Observation**

The observation was the process of recording and collecting data of aspects or events which are taking place in the process of teaching and learning. In

this step, the researcher's performance and the students' reaction and improvement while and after inside-outside circle activity are observed by using the researcher observation sheet and the observation sheet of speaking (Appendix 4 and Appendix 5)

Table 4.2 Test Result of Speaking Test in Cycle 1 Based on Rater 1

NO	NAME	PRON	GRAM	VOCA	FLUE	COMP	SCORE		REMARKS
							TOT	AVE	
1	Student01	3,5	3,5	3,6	3,6	3,6	17,8	3,56	PASS
2	Student02	4	4,2	3,8	4	4,2	20,2	4,04	PASS
3	Student03	4	3,8	3,8	4	4	19,6	3,92	PASS
4	Student04	2,9	3	3,4	3,4	3,8	16,5	3,3	PASS
5	Student05	4	3,8	4	4	3,8	19,6	3,92	PASS
6	Student06	4	3,8	4	4	4	19,8	3,96	PASS
7	Student07	3,4	3,6	3,2	3,4	4	17,6	3,52	PASS
8	Student08	3,4	3	3,8	3,5	3,8	17,5	3,5	PASS
9	Student09	4	3,6	3,6	4	4	19,2	3,84	PASS
10	Student10	2,9	2,6	2,6	2,6	2,8	13,5	2,7	FAILED
11	Student11	3	2,8	3,7	3	4	16,5	3,3	PASS
12	Student12	2,8	2,9	3,2	2,9	2,8	14,6	2,92	FAILED

Table 4.3 Test Result of Speaking Test in Cycle 1 Based on Rater 2

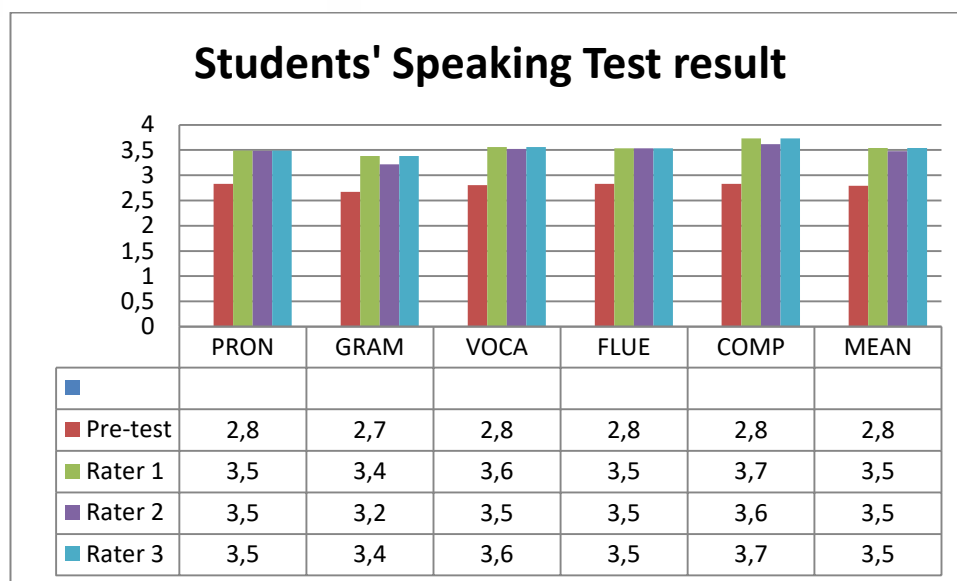
NO	NAME	PRON	GRAM	VOCA	FLUE	COMP	SCORE		REMARKS
							TOT	AVE	
1	Student01	3,5	3	3,6	3,6	3,6	17,3	3,46	PASS
2	Student02	4	4	3,8	4	4,2	20	4	PASS
3	Student03	4	3,6	3,8	4	4	19,4	3,88	PASS
4	Student04	2,9	2,9	3,4	3,4	3,8	16,4	3,28	PASS
5	Student05	4	3,6	4	4	3,8	19,4	3,88	PASS
6	Student06	4	3,6	4	4	3,6	19,2	3,84	PASS
7	Student07	3,4	3,4	3,2	3,4	3,4	16,8	3,36	PASS
8	Student08	3,4	2,9	3,8	3,5	3,8	17,4	3,48	PASS
9	Student09	4	3,4	3,6	4	4	19	3,8	PASS
10	Student10	2,8	2,6	2,6	2,6	2,8	13,4	2,68	FAILED
11	Student11	3	2,8	3,7	3	3,6	16,1	3,22	PASS
12	Student12	2,8	2,8	2,8	2,9	2,8	14,1	2,82	FAILED

Table 4.4 Test Result of Speaking Test in Cycle 1 Based on Rater 3

NO	NAME	PRON	GRAM	VOCA	FLUE	COMP	SCORE		REMARKS
							TOT	AVE	
1	Student01	3,2	3	3,4	3,6	3,8	17	3,4	PASS
2	Student02	4	3,8	3,8	4	4	19,6	3,92	PASS
3	Student03	4	3,6	3,8	4	4	19,4	3,88	PASS
4	Student04	2,9	2,9	3,4	3,4	3,8	16,4	3,28	PASS
5	Student05	4	3,6	4	4	3,8	19,4	3,88	PASS
6	Student06	4	3,6	4	4	3,6	19,2	3,84	PASS
7	Student07	3,4	3,4	3,2	3,4	3,4	16,8	3,36	PASS
8	Student08	3,4	2,9	3,8	3,5	3,8	17,4	3,48	PASS
9	Student09	4	3,4	3,6	4	4	19	3,8	PASS
10	Student10	2,8	2,6	2,6	2,6	3	13,6	2,72	FAILED
11	Student11	3	2,8	3,7	3	3,2	15,7	3,14	PASS
12	Student12	2,8	2,8	2,8	2,6	2,8	13,8	2,76	FAILED

Figure 4.2

Speaking Test Result for Cycle 1 Test Based on Rater 1, Rater 2 and Rater 3



The students' speaking ability after implementing Inside-Outside Circle out performed the passing score for a very significant number from total number of students in the class. The first indicator which is pronunciation, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The second indicator which is grammar, mean score according to rater 1 was 3,4. According to rater 2 was 3,2 and according to rater 3 3,4. The third indicator, vocabulary, mean score according to rater 1 was 3,6. According to rater 2 was 3,5 and according to rater 3 3,6. Fluency, the fourth indicator, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The last indicator, comprehension, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The mean of students' achievement based on rater 1 was 3,5 while rater 2 was 3,5 and rater 3 was 3,5. of students' speaking skill referring to the indicators based

The researcher has calculated the students' average score based on the

three raters as follow:

1. The students' average score according to Rater 1

$$M = \frac{\sum x}{N} = \frac{42,48}{12} = 3,5$$

2. The students' average score according to Rater 2

$$M = \frac{\sum x}{N} = \frac{41,7}{12} = 3,48$$

3. The students' average score according to Rater 3

$$M = \frac{\sum x}{N} = \frac{41,5}{12} = 3,5$$

4. The students' average score according to 3 Raters

$$M = \frac{M1+M2+M3}{3} = \frac{3,5 + 3,48 + 3,5}{3} = 3,52$$

d. Reflections

Reffering to the result of the cycle I test above, the researcher made a conclusion that students's speaking skill was fulfilled. Most of the students were able to reach the requirement of 3.0 for each speaking indicators. They were able to have the conversation going as what they have drilled in Inside-Outside Circle activity, fun, fluent and with comprehension.

The implementation of Inside-Outside Circle had brought them to fluency since they were free to speak during the activity. The activity encouraged them to speak and overcome their lack of self-esteem. The class was noisy, each of them tried to focus on their partner. The obligation to talk and comfortness motivated them to keep the talk happening.

Their lack of vocabulary and self-confidence had gone and allowed them to speak naturally. The interaction build between students had improved their self-confidence since they felt comfortable. The situation fulfilled their need. Inside-

Outside Circle brought them to a new situation where they had never been before. Talking to many people made them active yet creative without being forced. Their peers helped them to overcome the lack of self-confidence, hesitation and motivated them to talk and interact.

The grammar point that they found hard at first turned out to be easy to comprehend and it gave the a high level of awarrence to keep themselves out in making errors. The High self esteem and fun atmosphere they got from the Inside-Outside Circle improved their level of comprehension and fluency.

Had all the above proven to be beyond expectation, the researcher decided to end the research. The researcher was overwhelmed by the improvement of each of the student.

4.2 Discussion

This research was conducted in one cycle only. The cycle had four meetings where in the fourth a test was held. It was 1 hour and 50 minutes meeting for each. The research was done at LBPP LIA Pekanbaru. A test before executing the research was held to see students' speaking skill. They did not meet the required score of 3.0.

The researcher implemented inside outside circle to find out the extent of Inside-Outside Circle technique to improve students' speaking skill and factors that influenced the improvement. Test result, field notes, observation sheets and recording and interview supported the data taken.

1. The extent to which Inside-Outside Circle can improve EL-2 students'

speaking skill at LBPP LIA Pekanbaru.

The use of Inside-Outside Circle technique was able to improve students' speaking skill. Furthermore, the mean score of students from test before executing the research and cycle 1 is described in the following table.

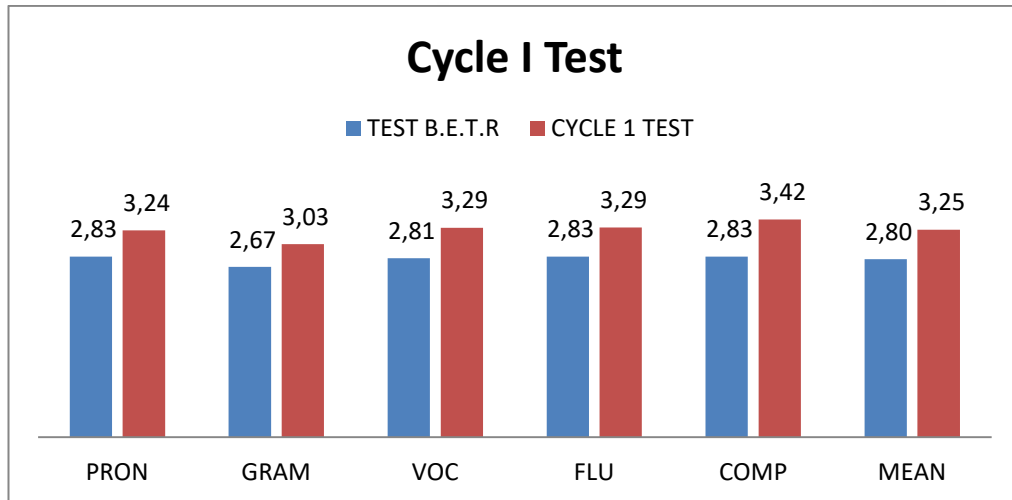
Table 4.5 Mean Score of Speaking Test Results

SCORE	SPEAKING					MEAN
	PRON	GRAM	VOC	FLU	COMP	
TEST B.E.T.R	2.83	2.67	2.81	2.83	2.83	2.80
CYCLE 1 TEST	3.24	3.03	3.29	3.29	3.42	3.25

The above table shows that there were increasing score from test before executing the research, 2.80 to cycle 1 test, 3.25

Meanwhile, based on indicators, the score for pronunciation increased from 2,83 in test before executing the research to 3.24 in cycle 1 test. The next indicator, grammar was from 2.67 in test before executing the research to 3,03 in cycle 1 test. Vocabulary was amazingly increased from 2.81 in test before executing the research to 3.29 in cycle 1 test. As vocabulary increased, fluency took the same path. As it was 2,83 in test before executing the research, it increased to 3.29 in cycle 1. The last indicator, comprehension, increased from 2.83 in test before executing the research to 3.42 in cycle 1 test. The increase and decrease of students' mean score from each indicator can be seen from the following figure.

Figure 4.3 Indicator Based Results of Students Speaking Skill



From diagram in Figure 4.3, it can be seen that there were significant improvements. Moreover, students tried their best to make their own dialog. In addition, direct correction did not take place for the activity was meant to improve their awareness and to let them felt free and overcome their lack of self-confidence. The corrections were given in the summing up, where the researcher recalled students' memory. As in the Assessment's, the students were encouraged to have the dialog to ask for and give directions.

2. Factors that influence the improvement of EL-2students' speaking skill at LBPP LIA Pekanbaru

From the observation, field notes and interview, it was founded that there were some factors which influenced the improvement of EL-2 students' speaking skill at LBPP LIA Pekanbaru. They were effective technique, student-student interactions, interesting material and affective filter.

a. Effective Technique

It can be clearly seen that most of students considered Inside-Outside Circle was effective to be done. And as the technique implemented, it resulted in the

students felt free to speak to express their own ideas and were attentive and involved at the first meeting and the class was noisy as the excitement grew when the students expressed their own ideas and they were attentive and involved (third meeting).

The students were active after the implementation of Inside-Outside Circle. The introduction to the new technique grew their interest in doing the activity. The obligation on keeping speaking made them continuously talk whether they liked it or not. The courage built in speaking brought about feeling comfortable to say or comment to other students and researcher or to express idea. The script of interview, it was noticed that interaction between students took an important role in Inside-Outside Circle.

Researcher : Okay. Does the inside outside help you in speaking ?
 Student03 : yes
 Researcher : how?
 Student03 : Communication
 Researcher : communicate why?
 Student03 : speaking on with partner
 Student02 : Yes.
 Researcher : Why? How? How? How?
 Student02 : How?
 Student02 : Owh. Make me ...make me feel confident and ..
 Researcher : Why do you feel confident? Why? When you did the IOC?
 Student02 : I have a partner to talk and we..We can do the conversation.
 Researcher : Now what do you think of inside outside circle activity? The IOC that you did. What do you think?
 Student01 : I think of.. The inside outside activity make our and then me to confidence
 Student01 : Feel confident. Confident to talk and then I'm confident to speaking

For the reason that student being active in the class, they paid attention and mixed up with the class members whether the researcher or other students, even the researcher was overwhelmed by the students' excitement. The advantages,

during assessment, they were encouraged to do their best and felt comfortable.

The interview also supported that the technique was effective. Most of students said the technique was fun and they were willing to do it. It was encouraging. The implementation of Inside-Outside Circle the result was beyond expectation in cycle 1 that was students' freedom in expressing their idea and willing to be involved in classroom activity.

b. Student-student Interaction

Students have the opportunity to communicate with each other and these conditions effectively help them in learning. In addition, from the script of interview, it was noticed that interaction between students took an important role in Inside-Outside Circle.

- Researcher : Does inside outside circle help you in speaking?
Student07 : Yes.
Researcher : How?
Student07 : Interaction.
Researcher : Why?
Student07 : Because? Langsung mempraktekan?
Researcher : We have to practice?
Student07 : Ya. We have to.
Student09 : Because not nervous.
Student01 : Because ..my friends ..all follow the materials..inside and outside circle.

A student was having difficulties to overcome his nervousness. In the interview expressed his feeling.

- Researcher : Does inside outside circle activity help you and speaking?
Student11 : No
Researcher : Why?
Student11 : Shy.Nervous

The statement from interview in cycle 1, " I try to speak and speak during

inside outside circle. ” from Student 01 explained that the interaction among students existed. This student was encouraged by the situation she had. Another students, Student 04 mentioned that “I feel . IOC I. I can speak English.” He could interact well with his peers and felt that he can speak for the activity facilitate the needs. The statement of “Because I speak to another someone from Student 05 confirmed that everybody in the classroom were fully active in interaction.

Meanwhile by stating “I feel i can more creative.” Student 05 tried to express that felt better study with his peers than by himself. Talking to many people made him active and kept on speaking without being forced yet creative.

c. Interesting Material

Almost all of the materials given related to the students’ real life experience. This made easier for them to speak for it deals with things packed in the material in their life. The students responded well to the material for they already knew how to talk about it in their mother tounge. Almost all of the students agreed that the materials were interesting and ideals with their life experience.

The script of interview also exposed that material was one of the factor in increasing students speaking score. 5 Students; which were interviewed gave their positive response the material.

- Researcher : What do you think of our lessons materials?
 Student05 : I think... I think is good
 Student02 : It’s good. I like it.Because..
 Student02 : Because .. that make me understand and..and make me ...look confident.
 Student08 :Because I can to help
 Student09 : I like it because it make me smart
 Student10 : Because it's not boring

All student statements reflected that the students were in interested in the

materials. Statement, “Teach something new.” Student 07 admitted that the material is good and he really liked it. It was because he had never had the materials elsewhere and had prior knowledge about it in his mother tongue. The other one, Student 06 approved that the material is cool for them for it made him smart, “like it because it make me smart.” Student 10 agreed that the material contains knowledge other than English that arouse their interest in learning and by saying, “Because it's not boring “. It was in accord with the idea that the material is interesting because it discusses their own experiences and is in connection with their real life, “I be more smart than before.” Supporting the idea of interesting material, Student 13 admitted it as true that “... I usually speak with friend about it in Bahasa.” It discusses about the things that they really know about and the things that they are familiar with.

The script of interview also exposed that material was one of the factor in increasing students speaking score. Student05, Student10 and Student12 which were interviewed gave their positive response toward the material.

Researcher : What do you think of our lessons materials?Good?Bad? Do you like it?You don't like it?
Student12 : Good
Researcher : Why?
Student12 :Because I can to help
Student09 : I like it because it make me smart
Student10 : Because it's not boring

d. Affective Filter

Inside-Outside Circle implemented in the class organized the environment and instructions so that the affective filter ofthe students in their classroom lower. The researcher avoided over emphasis on error correction, warned his students when they laughed at others mistakes and placed the students in relaxed and com-

comfortable classroom atmosphere that prevented the increase of affective filter which slowed down language development.

It was stated in field note that, “Their reluctance to use English was melting. They were no longer shy in talking to each other (first meeting)”

The field note was supported by the script interview by statement said by the following students, “.. I think of ..the inside outside activity make our and then me to confidence.” (Student01), “I have a partner to talk and we..we can do the conversation.” (Student 02), ” Yes. I am talk talking from friends.”(Student04).

regarding the researcher, “...

“Ya. Fun learning and enjoy... The class is so fun and you ..you... you teach us so like..like a fun learning..” (Student 02),”

It was obviously seen that the students discomfort feeling has gone and that the way the researcher taught helped students to get rid their uneasiness in talking. By being friendly to his students, the researcher could place students in their comfortable zone that is really needed in teaching and learning speaking. There were no students who made fun of their peers or laughing at errors made by other students in the classroom.

In contrast, the speaking observation sheet stated that the technique implemented with direct grammar reinforcement done by the researcher and the collaborator, resulted in “Consistently make grammatical and word order errors and restrict themselves to basic patterns. Uncertainty of usage shows a lack of internalization of patterns (first meeting), with the increasing in vocabulary and fluency. In the second and third meeting, students started to speak, “Uses commonly known idioms easily. Sometimes misused terms or needed to rephrase ideas be-

cause of lexical inadequacies. Vocabulary limitations may interfere with fluency but normal conversation did take place. Spending quite a long time for pre-teaching of vocabulary resulted in students' rise of capability. They could use compound adjective surprisingly that they didn't even realize such a progress. Then, the high competence students helped their friends to manage with the conversation. Although, there was misunderstanding in some parts, the students managed to have interactive dialog.”



CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

By referring to the analysis and findings, the researcher draws conclusions as follows:

Inside-Outside Circle technique can slightly improve EL-2 students' speaking skill at LBPP LIA Pekanbaru in cycle 1. This significant improvement can be perceived by the enhanced score achieved by the students in speaking test in each indicator except for grammar from cycle 1. There are some factors that influence the changes of students speaking skill by using Inside-Outside Circle technique:

a. Effective Technique

Inside-Outside Circle technique was proven to be effective for limited number of meetings. Inside-Outside Circle can be used to make the process of practicing dialog between students easier. However, the researcher should be aware for repetition can be boring for students. The effectiveness of this technique is possible to be implemented in many lesson circumstances. In teaching and learning process, using Inside-Outside Circle will lead the students to be better in speaking in some conditions.

b. Student-student Interaction

Students have the opportunity to communicate with each other and this condition has effectively helps them in learning. In the class, where it is almost impossible for the researcher to interact with all of the students, student-student interaction is strongly needed. By implementing Inside-Outside Circle this interaction can exist accordingly.

c. Interesting Material

The students response well to the material that they considered interesting for they already know how to talk about it in their mother tounge. The material of speaking tasks which is provided for students communicate in the class should be related to their real life. The pattern of language within the class is better be intended to be used in normal life.

d. Affective Filter

Inside-Outside Circle implemented in the class is able to lower the effective filter. The students will not be afraid of their researcher and peers as they get to know each other in Inside-Outside Circle. The optimal classroom for language learning and production is a classroom that provides the students with chance of doing something wrong in producing the language and considered errors as a nature for the learners in language learning.

5.2 Implications

This action research has an implication that using Inside-Outside Circle is possible to deal with teaching and learning problems, particularly in improving students' speaking skill. The sharing of technique is meant to further development teaching speaking technique in order to gain better result and effectiveness. The result of this mentioned research can be referred to or be taken as one of the source for improving students' speaking skill.

5.3 Suggestions

By referring to conclusions and implications of the research, the researcher suggests the following so as to improve teaching and learning speaking quality by using Inside-Outside Circle technique.

1. The researcher in using Inside-Outside Circle should consider to integrate other techniques in teaching speaking so that the classroom activity will be more effective, fun and interactive.
2. If necessary, it is suggested to modify the technique's movement into other technique that basically similar to Inside-Outside Circle, such as picture carousel and line drill in order to avoid boredom.
3. Any researchers in any classes has possibility to use Inside-Outside Circle in their classroom in teaching speaking by adjusting to the situation and condition that they face in their own classroom.
4. For other researchers, it is recommended to do relevant and further research regarding this Inside-Outside Circle technique.

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