

**THE EFFECT OF APPLYING INSIDE OUTSIDE CIRCLE METHOD  
ON STUDENTS' SPEAKING ABILITY AT SMP ISLAM AS-SHOFA  
PEKANBARU**

**Intan Rezki Ramadhani, Jismulatif, Dahnilsyah**

intanrezkir@gmail.com, email.faijzis@yahoo.co.id, danil\_71@yahoo.com

Contact: 085364169746

*Student of English Study Program  
Language and Arts Department  
Faculty of Teachers Training and Education  
Universitas Riau*

**Abstract:** *This research aims to discover the effect of Inside Outside Circle Method on the speaking ability of the first year students of SMP Islam As Shofa Pekanbaru academic year 2018/2019. The sample of this research was VII 4 students which consisted of 27 students. The sample was selected by using cluster random sampling technique. This research is pre-experimental and the data were collected by means of pre-test and post-test design in the form of speaking test which focused on describing objects. The data were analyzed using five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The results showed that the score of the pretest was 39,60 and the post-test was 65,58 while the difference from both scores was 25,98. Therefore, it can be concluded that there is a significant effect of Inside Outside Circle Method on the speaking ability of the first year students of SMP Islam As Shofa Pekanbaru. In other words, the teaching of speaking through Inside Outside Circle Method, as one of the alternative speaking activities, has an effect on the students' speaking ability.*

**Keywords:** *Inside Outside Circle Method, Speaking Ability*

# **PENGARUH PENERAPAN METODE INSIDE OUTSIDE CIRCLE TERHADAP KEMAMPUAN BERBICARA SISWA SMP ISLAM AS SHOFA PEKANBARU**

**Intan Rezki Ramadhani, Jismulatif, Dahnilyah**

intanrezkir@gmail.com email.faizjis@yahoo.co.id, danil\_71@yahoo.com

No Hp: 085364169746

Mahasiswa dari Program Studi Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh Metode Inside Outside Circle terhadap kemampuan berbicara siswa-siswi tahun pertama SMP Islam As Shofa Pekanbaru tahun ajaran 2018/2019. Sampel yang terpilih adalah kelas tujuh (7) 4 yang berjumlah 27 siswa. Sample tersebut di pilih menggunakan teknik cluster random sampling. Penelitian ini merupakan pre-experimental dan data di kumpulkan melalui pre-test dan post-test dalam bentuk tes berbicara yang berfokus pada penggambaran objek. Data dianalisis berdasarkan lima komponen berbicara: pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Hasil penelitian menunjukkan bahwa skor pada pre-test adalah 39,60, skor pada post-test adalah 65,58 sedangkan kenaikan dari kedua skor adalah 25,98. Oleh karena itu, dapat disimpulkan bahwa adanya pengaruh dari metode Inside Outside Circle terhadap kemampuan berbicara siswa tahun pertama. Dengan kata lain, mengajar berbicara menggunakan Metode Inside Outside Circle, sebagai salah satu kegiatan berbicara alternatif, memiliki efek pada kemampuan berbicara siswa.

**Kata Kunci:** Metode Inside Outside Circle, Kemampuan Berbicara

## INTRODUCTION

In language learning, English is one of important lessons to master by students. One of the English skill is speaking. Speaking is important for the students because through speaking, students can express their ideas, feelings, and purpose in communication directly. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

There are five aspects in speaking that students need to acquired. They are pronunciation, vocabulary, grammar, fluency, and comprehension. Pronunciation is how someone says a word accurately in speaking. Vocabulary is a collections of words that students must learn to speak. Grammar is how words to be structured well in a sentence. Fluency is how someone speaks fluently in an English conversation. Comprehension is how someone comprehends a conversation while speaking. Based on the 2013 curriculum, teachers must use a scientific approach which put the emphasis on student-centered where students expected to be more active in teaching learning process. The methods that are used in teaching English should include scientific approach like researching, asking, exploring, associating, discussing and communicating. But in writer's experience in teaching practice, some teachers still using the same method of teaching. This way of teaching makes students feel bored while learning English and make them get a low score in English subject

Based on the writers' conversations with the first year students', speaking is difficult for them. It is because they lack of vocabulary and are rare to practice. They are afraid to speak and feel shy and confused about how to use grammar appropriately. Besides, the English subject hours in junior high school is only 4 lesson hours or 160 minutes in a week. Those hours is not enough for them to mastered English, especially to practice speaking. They need to learn English by themselves at home or take an English course outside the school. Because of those factors above, their speaking score is low and it is affected to their English score in general. In teaching learning process, especially in speaking, teachers usually finds some problems in teaching speaking. According to Maley (2001), there are some problems faced by the teacher in teaching speaking activity in the classroom. The first is, for example, when the students practice a speaking conversation, students will not talk or say anything. The second when students work in pairs or groups they just end up chatting in their own language. Then, the third when all the students speak together it gets too noisy and out of hand and lose control of the classroom. Those problems are also found at SMP Islam As Shofa Pekanbaru.

Based on the dialogue with the English teacher of first-year students at SMP Islam As Shofa Pekanbaru, the writer found that the students' speaking ability was still low. They got a score under the Standard Minimum Criteria of Achievement (KKM), score 75. It was about 62% or 17 of 27 students still got the score under KKM. According to the English teacher, the problem happened by students such as some of them did not pay attention because of condition so very noisy that the teacher faced difficulty to explain the material and most students looked passive in learning process especially in speaking skill, speaking score was always under average, because speaking is the prime, especially in the ability to start some conversation because vocabulary that they have is limited, because of that their score of speaking skill was still low.

Furthermore, based on an interview with the students, it was found that most of the students at the first year students of that school still find difficulties in mastering speaking. They said it is so hard in expressing their ideas orally and most of them are less confident to speak up and they feel afraid to speak English because they think that their grammar and pronunciations were not good, and also most of them said feel bored.

Because of the problem, the teacher may use a media or a method that rarely used by a teacher in speaking lessons to grab the students' attention or to make the students interested in English learning, especially in speaking lessons. In this case, the writer wants to apply the Inside Outside Method as a new method in learning to speak. According to Kagan (2009), Inside Outside Circle is a group learning in the class, students stand in two straight lines facing each other. This method is very effective to be applied in learning speaking because students will know their ability to speak in English, and they can exchange information with their partner. According to Beltran (2013), these methods give students an opportunity to talk with different partners and exchange academic language. The writer used Inside Outside Circle method to know the effect of that method on students' speaking ability.

## **METHODOLOGY**

### **The Sample of the Research**

The participants of this research were VII 4 class which consisted of 27 students. They were selected through cluster random sampling technique.

### **The Data Collection Technique**

The data was quantitative data. To get the quantitative data, the researcher used pre-test and post-test design in the form of oral test. In this research, students' speaking ability was observed and evaluated by the three raters. The first rater was Vivi Indriani, S.Pd. The second rater was Aisyah Sri Rithmiati, S.S. The third rater was Martalina, S.Pd based on pronunciation, grammar, vocabulary, fluency and comprehension in both pre-test and post-test.

### **The Data Analysis Technique**

To analyze quantitative data, the researcher used SPSS 23.0, Microsoft Excel and speaking assessment adapted from Harris (1974) as follows:

**Table 1. Score of Speaking Aspects**

<b>Aspects</b>	<b>Score</b>	<b>Description</b>
<b>Pronunciation</b>	5	Clear pronunciation
	4	Easy to understand students' pronunciation
	3	Pronunciation problems lead to misunderstanding.
	2	Very hard to understand because of pronunciations problems.
	1	A serious problem in pronunciation, so it cannot be understood
<b>Grammar</b>	5	Make a few noticeable errors of grammar
	4	Sometimes makes grammatical errors and it influences the meaning.
	3	Makes frequent errors of grammar and should re-arrange the sentence.
	2	Grammar and word order make comprehension difficult.
	1	Errors in grammar word order which result conversation cannot be understood.
<b>Vocabulary</b>	5	Make a few errors of vocabulary.
	4	There are a few mistakes the use of vocabulary but still can be understood.
	3	Many mistake the use of vocabulary but still can be understood.
	2	Wrong use of vocabulary almost in all sentence.
	1	All use of vocabulary is wrong, make the interlocutor cannot understand it
<b>Fluency</b>	5	Speak fluently.
	4	Little bit stuttering but still fluent.
	3	Often stuttering but still fluent. Seen several times muttering.
	2	Often stuttering, seen the need to think first what he wants to say
	1	Very stagnating, make conversation cannot be continued
<b>Comprehension</b>	5	Understand with what his interlocutor said without repetition.
	4	Understand with what his interlocutor said even though still asking for repetition
	3	Understand with most of what his interlocutor said with some repetition
	2	Cannot understand with most of what his interlocutor said and asking for any repetition
	1	Cannot understand with most of what his interlocutor said at all

(Harris, 1974)

To know the percentage of student's ability in speaking components, the scoring system by Harris (1974) to classify their level of ability was used as in the followings:

**Table. 2 The Classification of Students' Score**

No	Test Score	Level of Ability
1.	81 – 100	Excellent
2.	61 -- 80	Good
3.	41 -- 60	Mediocre
4.	21 -- 40	Poor
5.	0 – 20	Very poor

(Harris, 1974)

## RESEARCH FINDINGS

### The Result of Pre-Test

The pre-test was conducted to know the ability of the students before the method was applied. After the test scores were collected and calculated by the three raters, it was found that the average score of the students' speaking ability in the pre-test was 39,60.

The data of the students' average score on the five components of speaking can be seen in the following tables:

**Table 3. Students' Ability in Each aspect of Speaking in Pre-test**

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	43,70
2	Grammar	38,02
3	Vocabulary	38,27
4	Fluency	37,28
5	Comprehension	40,74
<b>Average Total Score</b>		<b>39,60</b>

Table 3 shows the average score in the aspects of speaking in pronunciation based on three raters are 43,70. The average score for grammar is 38,02. The average score for vocabulary is 38,27. Then, the average score for fluency and comprehension is 37.20 and 40,74. Based on the description above, the highest average score of each component is pronunciation and the lowest one is fluency. The percentage of students' ability level can be seen in Table 4.

**Table 4. Students' Ability Level in the Pre-test**

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	0	0%
2	61-80	Good	0	0%
3	41-60	Mediocre	8	29,62%
4	21-40	Poor	19	70,37%
5	0-20	Very Poor	0	0%
<b>Total</b>			<b>27</b>	<b>100%</b>

Based on table 4, none of the students get excellent and good level. The highest percentage is in poor level with 70.37%. There are 19 students reach a poor level and 8 students reach mediocre level. Therefore, the result of the pretest is in poor level.

### **The Result of Post-Test**

The post-test used the same material as in the pre-test in order to measure the difference before and after treatment that was taught by using Inside Outside Circle method. The results were also collected and calculated by the three raters. It was found that the average score of speaking ability in post-test was 65,58. The details can be seen in Table 5.

**Table 5. Student's Ability in Each Aspect of Speaking in the Post- Test**

No	Component of Speaking	Average (R1+R2+R3)
1	Pronunciation	69,13
2	Grammar	61,23
3	Vocabulary	67,65
4	Fluency	63,95
5	Comprehension	65,43
<b>Average Total Score</b>		<b>65,58</b>

Table 5 shows that the average score of pronunciation in the aspects of speaking is 65.58. Then, the grammar score is 61.23, vocabulary is 67.65, fluency and comprehension is 67.65 and 65.43. Based on the description above, the lowest score in the component of speaking is grammar with the average score is 61.23. The highest score in the component of the speaking is pronunciation with the score 69,13. The average score of students' ability in speaking is at a good level with the total score in speaking aspect was 65,58. It increases from the average total score in pre-test which was only 39.60. The percentage of students' ability level can be seen in table 6.

**Table 6. Students' Ability Level in the Post-test**

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	0	0%
2	61-80	Good	27	100%
3	41-60	Mediocre	0	0%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
<b>Total</b>			<b>27</b>	<b>100%</b>

Speaking ability of the first year students of SMP Islam As Shofa improved after the treatment was applied. It can be seen from the result of post-test. Table 6 shows that the students speaking ability level are good. All students are at a good level. There is no student that is on the poor level. Thus, the increase of students score on the pre-test and post-test indicate that the treatment given has a significant effect on the students speaking ability on Inside Outside Circle Method.

### **The Comparison Between the Pre-Test and Post-Test**

The findings show a positive result from the pre-test to the post-test using Inside Outside Circle method in students' speaking ability. The comparison of each component in speaking is present in Table 7 below:

**Table 7. Students' Average Score in Each aspect of Speaking**

No	Component of Speaking	Pre- Test	Post- Test	Different Score
1	Pronunciation	43,70	69,13	25,43
2	Grammar	38,02	61,23	23,21
3	Vocabulary	38,27	67,65	29,38
4	Fluency	37,28	63,95	26,67
5	Comprehension	40,74	65,43	24,69

Table 7 shows the average score in each component of speaking significantly increases. It proves that using Inside Outside Circle method in speaking improved speaking ability on students' average score in terms of speaking components.

### **The Result of T-Test**

In this research, T-Test formula was used to compare Pre-Test and Post-Test result in determining whether or not the hypothesis is accepted and it also measures whether or not the instrument in the treatment could give an effect on the students' speaking ability. The 't' test formula can be seen in table 8.

**Table 8 T-Test Table  
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	65,5811	27	3,32967	,64079
	Pretest	39,6049	27	1,64621	,31680

Table 8 shows that the mean score of pre-test is 39,6049 of the pre-test and the post-test is 65,5811. The difference between the mean score of the pre-test and the post-test is 25,9762. The difference of mean score shows the effect of students' speaking ability test after treatment. Standard deviation is a spread of values in the sample while standard error means is an estimate of that standard deviation, derived from a particular sample used to compute to estimate. So, the spread of values in the sample of pre-test is 1,64621 while standard error of the mean is 0,31680. Besides that, the standard deviation and standard error mean for post-test is 3,32967 and 0,64079.

**Table 9. Paired Sample Test  
Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest - Pretest	25,97617	3,64932	0,70231	24,53255	27,41980	36,987	26	,000

The value of the t-test is 36.987, while the value of the t-table is 2.056. Therefore, it can be concluded that there is a significant difference between the pre-test and the post-test results. In other words, the alternative hypothesis of this research is accepted and the null hypothesis is rejected.

After knowing the mean, the standard deviation, and the standard error score, there was paired samples correlation table that explained the correlation of pre-test and post-test. The paired sample correlation can be seen in table 10 below:

**Table 10  
Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	27	,044	,829

Considering the data shown in table 10 the correlation coefficient is 0.044 which the number of students is 27 students.

## DISCUSSION

The first year students' speaking ability of SMP Islam As Shofa has a significant effect after applying the Inside Outside Circle Method. After applying the treatment, there was an improvement in students' speaking post-test. The result of the T-test table and the students' average score in each component of speaking shows that mean score of post-test was higher than pre-test ( $65,5811 > 39,6049$ ). Then, the difference between before and after treatment reached a significant level after being examined by t-test. The data analysis showed that t-test was higher than t-table ( $36.987 > 2.056$ ).

According to the result, the highest different score in post-test is vocabulary (29,38). It increases because of the implementation of the Inside Outside Circle method. When the students read a text that was given to them, they will learn new vocabularies. Moreover, they will use the new vocabulary in their performance and it makes their vocabulary increases. Because the students' vocabulary increases, their grammar are also increases because vocabulary and grammar have a correlation between one to another. The correlation, however, grammar is needed for students to arrange a correct sentence in speaking, while vocabularies needed to convey the meaning and communicate with each other. And so, when the students had enough vocabulary, they will be easy to understand grammar. Since vocabulary and grammar increase, fluency also increases. While reading a text, only a small number of student pause and "ums" or "aaa". This indicated that the students do not have to spend a lot of time searching for the vocabulary.

Grammar, however, is the lowest different score of the component of speaking in the pre-test and the post-test. It is because the students did not understand grammar in speaking English yet before the treatment. The second lowest different score is comprehension. In the learning process, students were unable to comprehend English because some students still memorizing the text and not understanding the text.

By the comparison between pre-test and post-test, there is an improvement in the component of language. This shows that the Inside Outside Circle method is successful where this method is a way of expressing experiences, emotions, and ideas. Improvement begins with vocabulary that containing a meaning to express the ideas. Because the students looking for the correct vocabulary, they need the language system, such as grammatical system and sound system. It will make them remembering grammar and pronounce the words.

## CONCLUSION AND RECOMMENDATION

### Conclusions

In this research, the writer used Inside Outside Circle as a method to make students familiar to use English for communication with other students and improve their speaking ability. Thus, it has been stated in Chapter I that the objective of this study is to find out whether there is any significant effect on the students' achievement in speaking ability by applying Inside Outside Circle Method of the first year students of SMP Islam As Shofa Pekanbaru. This research was applied by using one group

pretest-posttest. 27 students in class VII 4 were selected as the sample and taught speaking by using Inside Outside Circle method.

Based on the data, the result in pre-test and post-test showed that their ability in speaking was increased. It can be seen in the pre-test, the average score was 39,60 meanwhile in post-test, the average score was 65,58. Moreover, the average level was in the Good level. It means that there was a significant difference between the results of pre-test and post-test. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected.

## **Recommendations**

Inside Outside Circle method is one of the effective methods to be applied in the classroom, as it may develop students' motivation and speaking skill. But to make it better, the writer has some recommendations for the students and the teacher while applying this method and teaching and learning the speaking process. They are as follows.

### **1. Recommendations for the Teacher**

The teacher have to be assertive when students could not handle, especially when the teacher applied Inside Outside Circle method. Many students used their mother tongue in treatment, so the teacher have to remind to speak English in order to increase their speaking ability. It is important because if the teacher is not assertive, the teaching process is not conducive and the students cannot practice their speaking.

### **2. Recommendations for the Students**

By practicing Inside Outside Circle method, students have got ample opportunities to improve their speaking ability. They should be active to get access or sources of the various method from the internet to keep developing their speaking skill. Then, the students must have more time to practice speaking English at home. It is important because many students still lazy to practice speaking. This recommendation could be done in some way which is practice speaking in front of the mirror, or practice with their friend. They have to more diligent to practice speaking in order to grow their confidence, minimize the use of mother tongue and also to increase their speaking skill. Also, the students should learn their mistakes in practicing speaking by self-correction or asking their friends for criticism or suggestion (pair correction), so at the last, they may not repeat the same mistakes in speaking.

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