IMPROVING SPEAKING THROUGH INSIDE AND OUTSIDE CIRCLE STRATEGY

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ABSTRACT

This research used a classroom action research design conducted at SMPN 2 Ubud, Bali. The pre-test results showed that students needed help with fluency, comprehensiveness, and grammar speaking skills. In addition, this research aimed to determine whether seventh-grade students' speaking skills could be improved by implementing the Inside and Outside Circle strategy. The research was carried out in two cycles, with two sessions. Tests and questionnaires served as the research instruments. Fifty-eight were the results of the pre-test, while 69 and 79 were the post-test I and II findings. After that, the data was examined by contrasting the pre-test and post-test results, which led to a notable increase in the individuals' mean scores. Questionnaires were distributed as supplementary data after the previous cycle. The individuals' positive reactions to the strategy's implementation were evident from the questionnaire's results. According to the results of the research instrument, the inside and outside circle strategy can improve students' speaking abilities.

Keywords: speaking skill, inside and outside circle strategy

ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di SMPN 2 Ubud, Bali. Hasil pre-test menunjukkan bahwa siswa memerlukan bantuan dalam kefasihan, pemahaman, dan penguasaan tata bahasa. Penelitian ini bertujuan untuk mengetahui apakah keterampilan berbicara siswa kelas VII dapat ditingkatkan dengan menerapkan strategi Inside Outside Circle. Penelitian dilaksanakan dalam dua siklus dalam dua sesi. Tes dan angket dijadikan sebagai instrumen penelitian. Hasil pre-tes yaitu 58, post-tes I 69 dan post-tes II 79. Setelah itu, data diperiksa dengan membandingkan hasil pre-test dan post-test, yang menghasilkan peningkatan signifikan pada nilai rata-rata individu. Kuesioner disebarkan sebagai data pelengkap setelah siklus sebelumnya. Reaksi positif individu terhadap penerapan strategi terlihat dari hasil kuesioner. Berdasarkan hasil instrumen penelitian, strategi Inside and Outside Circle dapat meningkatkan kemampuan berbicara siswa.

Kata Kunci: *kemampuan berbicara, strategi inside and outside circle*

INTRODUCTION

Speaking skills are respected as one of the foremost troublesome perspectives of dialect learning. Most students need help improving their speaking skills (Akbari, 2015; Leonita et al., 2023). Speaking is one of the dialect abilities that centers on verbal intelligence (Budiarta & Krismayani, 2014; Fandrych, 2009; Parmawati and Inayah, 2019). This statement means that it is essential for speakers to have a good mastery of language when communicating because, with good language mastery, speakers can exchange information and insights. Frequent discussions can increase the speaker's knowledge. Therefore, the language learning process must allow students to speak the language. When students want to transfer messages, they can use spoken language (Agung et al., n.d.; Kadek et al., 2021; Shahini & Shahamirian, 2017). Spoken language has the advantage of allowing students to hear voices directly. In speaking, students should focus on what they want to convey and not also involve their ability to understand what is heard, ask questions, and give responses and requests through conversation. Concurring to

(Brown, 2004), speaking may be a beneficial aptitude that can be straightforwardly and observationally watched, those perceptions are constantly coloured by the exactness and adequacy of a test-taker tuning in aptitude, which fundamentally compromises the unwavering quality and legitimacy of a verbal articulation test. In addition to these statements, speaking students can express their desires and make them creative and active. These skills allow students to have access to ideas communicated by people in different countries, thus allowing them to discuss, broaden their horizons, and increase their knowledge.

Based on observations, the researchers found that SMPN 2 Ubud students needed help with speaking skills. The researchers found that the students needed to speak more clearly when the teacher asked them to talk in front of the class. Students need more confidence and are still embarrassed to practice their speaking skills, especially when asked to provide information or personal opinions about something. Students need help with spoken language due to lack of practice, fear of making mistakes, limited vocabulary, grammar, and sentence structure (Leonita et al., 2023; Menggo et al., 2019, 2023). Speaking a new language requires knowledge of vocabulary and grammar and the ability to think quickly, form sentences immediately, and understand other people's responses. Speaking requires regular practice in using language. In addition, when students practice spoken language, it is essential in sentence formation. Therefore, developing spoken language skills takes time and consistent effort.

In this situation, the teacher must give extra attention to students who need encouragement to increase their confidence and interest in practicing their speaking skills. To improve students' speaking skills, teachers need to apply appropriate strategies in teaching speaking, which will create student participation in the teaching and learning process. Based on interviews and observations conducted with an English teacher at SMPN 2 Ubud, the teacher has implemented many strategies in teaching speaking, such as debate, discussion, and role-playing. Still, only some of these strategies get students to speak. Active in the teaching and learning process. Sometimes, teachers forget their existence in class. They must resist getting too involved to avoid creating teacher-centered learning. Therefore, teaching speaking itself must be done well. English teachers must try hard to find new teaching strategies and learning materials. Modern learning materials are given, and old-speaking teaching methods must be discarded and replaced with new ones.

Several factors influencing the teaching and learning process can be identified based on the problems above. The main problem stems from the strategy used by the teacher, so the researchers decided to use the Inside and Outside Circle strategy to improve students' speaking skills. Kagan & Kagan (2009) state that the Inner and Outer Circle Strategies require students to form inner and outer circles and rotate at the teacher's signal. At the end of the activity, students were asked to present what they had memorized during an interview with their friends. In this presentation, the teacher can assess each student's speaking skills.

Inside and Outside Circle is a strategy that provides opportunities for all students to practice their speaking skills simultaneously by sharing ideas, opinions, and information. Kagan & Kagan (2009) state that implementing Inside and Outside

Circle strategies can provide several advantages to students in the teaching and learning process. Inside and outside strategies are cooperative learning activities across various classes and subjects. This simple strategy can be applied in the teaching and learning process. This strategy is beneficial for increasing student interest and activity. For teachers, it is easy to use in every lesson and assessment, especially in speaking skills. In addition to speaking skills, this strategy provides an opportunity to practice speaking skills by sharing information and discussing with others. Students were more comfortable, interested, and confident in practicing their speaking skills through this strategy.

Based on the problems above, the researchers were highly motivated to implement the inside and outside strategies. The researchers helped SMPN 2 Ubud students, especially seventh-grade students, to become the best in speaking skills. It is hoped that this strategy could improve student achievement in speaking skills. There are a lot of difficulties encountered when speaking English. Still, the researchers hope that students are fearless in speaking English and try to communicate confidently with each other after teaching speaking skills with Inside and Outside strategies. So, the researchers carried out the teaching and learning process through the Inside and Outside Circle strategy to improve students' speaking skills.

RESEARCH METHOD

The participants were SMPN 2 Ubud in academic year 2023/2024. The design of the study is Classroom Action Research (Ary et al., 2010). The teaching learning process is divided into several cycles, each consisting of two sessions. Four interconnected actions comprise each session: planning (P), action (A), observation (O), and reflection (R). The goal of this study's classroom action research was to use the Inside and Outside Circle Strategies to help the subjects' speaking abilities. During the first reflection, the researchers looked for issues, particularly with speaking instruction.

Before implementing the strategy, the researchers created a plan that included selecting the material selection, material preparation, creating pre-test and post-tests, and preparing the questionnaire. Action refers to the activities that the researchers carried out in the classroom as well as the pre-, during-, and post-activity aspects of classroom management. The study participants' attitudes and behaviours during instruction and learning were then observed by the researchers. The purpose of the observation was to ascertain whether the Inside and Outside Circle method of teaching and learning was effective and whether the subject matter under study had changed for the better. Reflection comes last. To determine whether speaking abilities improved once the method was put into practice, the researchers thought back on each cycle's implementation. Pre- and post-tests as well as questionnaires were the research tools employed in this study. For the current classroom activity, three types of data were gathered: information about the subjects' speaking abilities prior to the activity, information about their speaking abilities as they have developed, and information about their responses when using the Inside and Outside Circle approach. A formula was used to analyse the test and questionnaire findings.

FINDING AND DICUSSION

Planning, acting, observing, and reflecting were the four connected tasks

used in classroom action research. In summary, the data obtained by the researchers demonstrated an increase in the percentage of responses and speaking abilities of the students following the implementation of the Inside and Outside Circle strategy. In this classroom action research study, the researchers employed two different types of instruments. Tests and questionnaires served as the instruments. The data required for the current investigation was gathered by the researchers using research tools. In two cycles, there were two sets of data: one from the pre-test and one from the post-test.
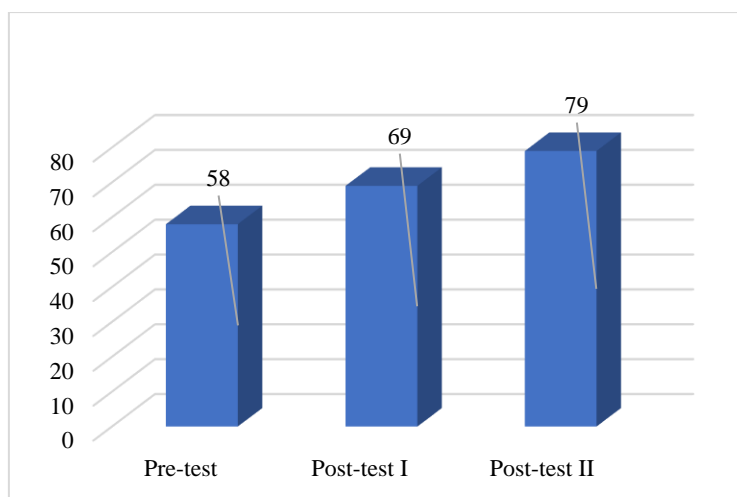

Figure 1. Depicting the Subjects' Progressing Achievement of Speaking Skills after implementing Inside and Outside Circle strategy in Pre-test, Post-test I, and Post-test II.

To gauge the subject's pre-existing issue, the researchers gave them a pre-test. They were instructed to create and deliver a brief dialogue regarding the preparation of a food, snack, or drink that was relevant to the assigned topic—food. Following the pre-test scoring, the researchers totalled the subject's scores to determine the analysis of the data, which came out to 1807. Thirty-one students as subjects followed the pre-test mean score of fifty-eight. 70 was the bare minimum required to pass. There were only two subjects that could pass the minimal passing grade that the school utilized, according to the tabulation of the pre-test results. In summary, the results of the aforementioned pre-test indicated that the participants still struggled with their speaking abilities, particularly with grammar, fluency, and comprehension. The subject's speaking skills still need work to be resolved. Thus, by applying the Inside and Outside Circle strategy to teaching and learning, the researchers tried to enhance the individuals' speaking abilities.

The first cycle was carried out by the researchers based on their analysis of the pre-test data, which revealed the students' speaking skill deficiencies. In order to address the students' deficiencies, the researchers used the Inside and Outside Circle strategy in this cycle of teaching and learning. Additionally, cycle I of the current study was split into two sessions that were organized into the four related activities of planning, action, observation, and reflection. Students received scores ranging from 53 to 87 on post-test 1, with a total score of 2153 on the test. The post-test had a mean score of 69. It clearly demonstrated

the rise in the subject's mean speaking score following the use of the Inside and Outside Circle as a teaching and learning strategy in the classroom. Out of the thirty-one subjects, fifteen could get the required passing score. This demonstrates how the subject's speaking abilities could be enhanced using the Inside and Outside Circle strategy. Nevertheless, less than 80% of the participants were able to meet the research's success criterion, necessitating the continuation of the study into the following cycle. In order to meet the success indicator for this research, the researchers carried out the current study through to the second cycle.

Cycle II was chosen by the researchers once they had obtained the results of cycle I. Once 25 students obtained the minimum passing grade, which served as a success indication for the study, the researchers moved on to the next cycle. The researcher considers the process of teaching and learning in the classroom in relation to the outcome of cycle I in the capacity of a teacher. In two sessions, same as the prior cycle, the researchers carried out cycle I. Cycle I and II's processes were comparable. The planning, action, observation, and reflection phases make up the four interrelated tasks of the approach. Following the implementation of the Inside and Outside Circle strategy, the researchers tested the subjects' speaking skills again at the end of cycle II using the post-test II. The total score was 2467, and the scores obtained by the students were between 53 to 93. The result of the post-test in cycle II showed that the mean score of the subject was 79. The mean score showed a higher improvement in the subjects' speaking skills. 29 of 31 students could achieve the minimum passing grade. The subjects were more active, enthusiastic, and interested during the implementation of the Inside of Outside Circle strategy. This showed that the Inside and Outside Circle strategy successfully improved the subject's speaking skills. Therefore, the present research has achieved the success indicator. So, the teaching and learning process ended and stopped in cycle II.
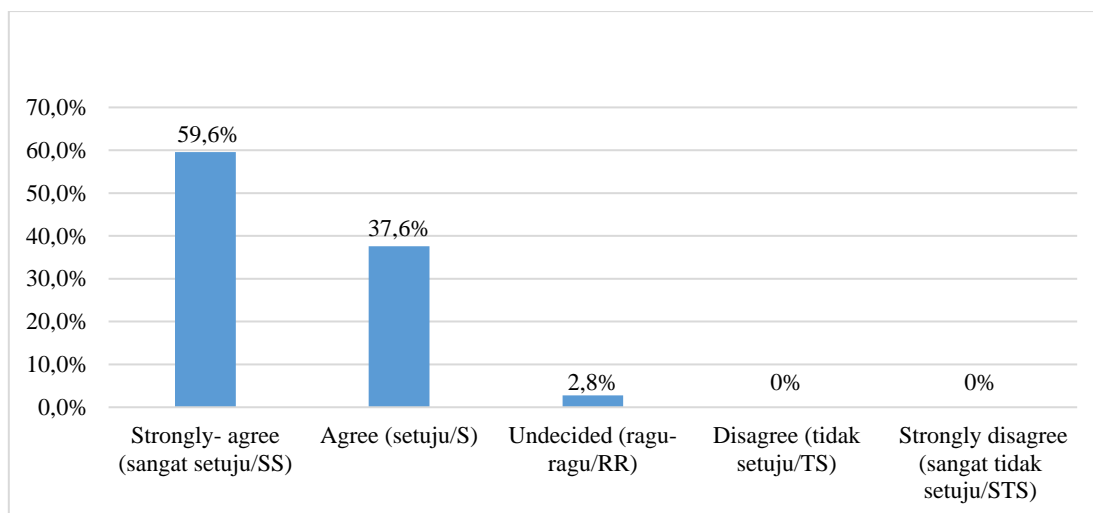

Figure 2. Depicting the Subjects' Responses after the Application of Inside and Outside Circles in Teaching Speaking Skill

A questionnaire was given out by the researchers during the most recent cycle. In order to supplement the research findings and gain additional insight into students' answers during the teaching and learning process utilizing the Inside and Outside Circle Strategies, the researchers gave the questionnaire to the study subjects. There were ten items on the questionnaire. There were five options available for the questionnaire response. The overall results of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree might be obtained. The result of the questionnaire clearly indicated the effectiveness of implementing the Inside and Outside Circle as a strategy for improving the subject's speaking skills. The number of participants that responded positively serves as evidence for this. The implementation of Inside and Outside Circle as a strategy to improve subjects' speaking skills received positive responses as indicated by the percentages: 59.6% of responses strongly agreed, 37.6% of reactions agreed, 2.8% of responses were undecided, and none of the responses disagreed or strongly disagreed. Along with the questionnaire result, the pre- and post-test results also indicated a considerable improvement. That means the subjects positively responded to implementation of the Inside and Outside Circle strategy in improving subjects' speaking skills during the teaching and learning process.

This study, which involved seventh-grade students as the subjects, was designed as classroom action research by researchers at SMPN 2 Ubud. Preliminary observations revealed that the subjects struggled with speaking, particularly with fluency, comprehension, and grammar. These findings served as the basis for the research. Subsequently, cycle I and cycle II of the classroom action research process comprised the study. To initiate this cycle activity, a pre-cycle was carried out at the outset of the procedure. The pre-test mean score in the pre-cycle was 53, and 2 out of the 31 participants received the required passing score of 70. The subject still needed to make progress in this session to address their speaking skill issue. Thus, by applying the Inside and Outside Circle strategy to teaching and learning, the researchers tried to enhance the students' speaking abilities. The first cycle was carried out by the researchers following their analysis of the pre-test data. The post-test had a mean score of 69. Out of the thirty-one subjects, fifteen could get the required passing score. But only 80% of the participants were able to meet this success measure.

The researchers made the decision to move on to cycle II after receiving the results of cycle I. The subject's mean score was 79, according to the results of the post-test in cycle II. The subjects' speaking abilities improved more, as indicated by the mean score. Of the thirty-one students, 29 were able to receive the passing grade. This demonstrated how the subject's speaking abilities were successfully enhanced by the Inside and Outside Circle strategy. Consequently, the success indicator for this study has been met. Thus, cycle II marked the completion of the teaching and learning process. During the last cycle, a questionnaire was distributed by the researchers. The questionnaire's results unequivocally demonstrated how well the Inside and Outside Circle strategy worked as a speaking improvement strategy for the respondent. The quantity of participants who responded favourably serves as evidence for this.

CLOSING

Conclusions

According to the results above, the subject's speaking abilities may be enhanced by using the Inside and Outside Circle as a teaching and learning strategy. The subject score from the pre-test to the post-test II revealed it. Using the Inside and Outside Circle strategy, the topic could become more engaged, proactive, and comfortable speaking in front of the class. In summary, the Inside and Outside Circle strategy could enhance the speaking abilities of seventh-grade students in SMPN 2 Ubud in the academic year 2023–2024.

Suggestions

To boost students' motivation, English teachers are suggested to integrate the inside-outside strategy with another cooperative learning strategy. This tactic can help the Merdeka curriculum, as it encourages students to collaborate on ideas. As such, it can serve as one of the substitute tactics to assist the instructor in facilitating effective speaking instruction in the classroom. Other researchers should employ the Inside and Outside Circle as a speaking preparation strategy since it can enhance the subject's speaking abilities. Additional researchers should examine how well the Inside and Outside Circle strategy can enhance junior high school students' proficiency with other English language abilities. In addition, the researchers also suggest finding other exciting topics to arouse students' interest.

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