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**THE EFFECT OF INSIDE OR OUTSIDE CIRCLE ON STUDENTS'
SPEAKING SKILL IN SECOND GRADE SENIOR HIGH SCHOOL OF
MODERN COTTAGE MA. AL-AMIEN PRENDUAN**

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Abstract

This study investigates the effect of the Inside or Outside Circle strategy on students' speaking skill at the second grade of MA Al-Amien Prenduan. Inside or Outside Circle, one of Kagan's cooperative learning structures, provides students with opportunities to interact with various partners and practice oral communication in a relaxed, supportive atmosphere. This quantitative research employed a true experimental design involving 40 students divided into an experimental group and a control group. Both groups were given pre-test and post-test assessments, and the data were analyzed using a t-test. The results revealed that the experimental group showed a substantially higher improvement in speaking skill, with a gain score of +19.80, compared to +8.05 in the control group. The post-test mean score of the experimental group (79.95) was significantly higher than that of the control group (67.85). The t-test analysis produced a t-value of 7.214, which exceeded the t-table value of 2.024 at the 0.05 significance level, indicating a significant difference between the two groups. These findings

confirm that the Inside or Outside Circle strategy effectively enhances students' speaking fluency, vocabulary, pronunciation, and confidence.

Keywords: Inside or Outside Circle, Cooperative Learning, Speaking Skill, Teaching Strategy

Background of The Study

Language is a means of communication between someone who has something to express and someone to receive the message. Speaking is the process of building sharing meaning using oral communication. It is more than just a way of making conversation. We used spoken language for variety of reasons in daily life.¹ Base on the reasons, mastering speaking is one of the important aspects of language learning, especially for students, because now English has become important subject in every school. In fact the students can learn English from elementary school up to university, so the students must master it

English are covers of four skills. They are speaking, writing, listening, and reading. They must be mastered by students, especially in speaking skill. speaking skill is necessary for students which should be mastered, because speaking is the aspects of human interaction. Speaking is used to express the language or to conversation with others, so they can express their feeling, opinion, mind, emotion, to exchange information, and also it can bulding social relationship.

On the other hand there are some problem that faced by student to improve their speaking, such as they have not bravely, nervous, say and difficult to apply it. Therefore, the teachers should make the student interest with their teaching, especially in speaking; the teacher should give motivation to make the students active and speak up in the classroom. Most of the teachers use the same technique in their teaching. So that, it make the student less interest and is not fun in the classroom, and it makes the students less speak up, so that in teaching learning process is not effective, and also the students' speaking is lack confidence.

¹ Cora Lindsay with at all, *learning and teaching English*, (new York: oxford university press, 2006). P., 68

Base on the reason above, it is important for teachers to choose appropriate teaching methods to help students have the ability of speaking English. The teacher must create the situation that can encourage real communication. One of the efforts to encourage real communication is the cooperative learning strategy. These strategies there are several models that can be applied in English teaching and learning process, such as inside or outside circle.

According to **Richard I. Arends** in *learning to teach* inside or outside circle is one of the most versatile structures, it appear under the categories class building, mastery and information sharing.² It gives students more opportunities to speak. With the statement above the technique can help the student to achieve their speaking skill. It is very good for getting the student to feel relaxed with each other. Beside that it will make the student easier to speak up and free to interact with each other and also it can make the process of teaching learning more active and effective.

Model of inside or outside circle can describe as follow: Inside-Outside Circle (Kagan, 1994) is a summarization technique that gets students up and moving. During the strategy, students from two different circles. Half of the group stand in a circle facing outward while the other half from a circle around them facing inward. Students exchange information until the teacher signal the outer circle to move in one direction. The students now have a different partner with whom to exchange. It provides a way to get students who normally would not talk to interact with others.

A previous study by Robiatul Adawiyah, she has conducted a study about the implementation of inside or outside circle model to students' speaking skill at eight grade MTsN Sumber Bungur Pakong Pamekasan. The result of the study indicated that the strategy was successful in improving the students' speaking ability. It can make the teaching learning process of speaking more effective and efficient. It makes the students more active and interested in teaching learning process.³

In this paper, the researcher chooses the topic, teaching speaking with use inside or outside circle model, but it different with Robiatul

² Richard L. Arends, *Learning to Teach* (New York: Pustaka Pelajar, 2008), P., 16

³ Robiatul Andawiyah, *the implementation of inside or outside model to students' speaking skill*. (Thesis Unpublish),2012

Adawiyah's research, her research just conduct to know how far the effectiveness of inside or outside circle model to implementation to students at eight grade MTsN Sumber Bungur Pakong Pamekasan. While in this study the researcher to measure the effectiveness of inside or outside model for students that have high level. The researcher want to test the model for students at second grade of MA. AL-amien Prenduan. The researcher chooses inside or outside circle as strategy that aims to help students to achieve their speaking skill. Speaking students in the second grade of MA. Al-amien Prenduan still have stagnant result of speaking. The strategy can be helpful for students to develop their speaking, and it will help the condition in the class interest, enjoy, and it will guide the students active to speak up. For the all of reason above, the researcher interest to do this research, exactly to find the truth "**The Effect of Inside or Outside Circle on Students' Speaking Skill in Second Grade of Senior High School of Modern Cottage MA. AL-Amien Prenduan.**"

Research Problems

According to *John Creswell* "Research Problem" are the educational issues, controversies, or concern that guide the need for conducting the study.⁴ Whereas according to *Donald Ary* "Research problem" are the questions about states of affair in the field.⁵ From both of the statement above the research problem is very important in research because without research problem the researcher can not to do a research. Research problem consist of specifying an issue to study, so that by specifying a problem the researcher can limit the subject matter and focus attention on a specific aspect of study.

Base on the background of study above, the researcher would like to formulate question in carrying the study:

Do the students that use inside or outside circle have better achievement in speaking skill in second grade of senior high school in MA. Al-amien Prenduan ?

Research Objective

⁴Jhon W. Creswell, *Educational Research* (University of Nebraska-Lincoln: Pearson, 2012),p., 59

⁵ Ary, Donald, *Introduction of Research in Education* (New York: Northern University, 1979), p.,42

Creswell state that the research objective is a statement that advances the overall direction or focus for the study. Beside that *Creswell* also state that research objective is of intent that specifies goals that the investigator plans to achieve in a study⁶. It means that the research problems are statement form of the problem that aim to find out the answer or solve the problems.

Base on the research problem above, the research will be conducted:

To measure the effectiveness of students that use inside or outside circle in speaking skill in second grade of senior high school in MA. Al-Amien Prenduan.

Assumption

Assumption is a basic assume or postulate about something dealing with research problem that the realities can be accepted by the researcher.⁷ From the statement above, the assumption as follow:

The students that use inside or outside circle model have better achievement in speaking.

Hypothesis

Creswell state that hypothesis is statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of relationship among attributes or characteristic.⁸

There are two kinds of hypothesis. They are null hypothesis (H_0) and alternative hypothesis (H_a). Null hypothesis is there is no relationship between independent and dependent variables or no difference between groups of independent or a dependent variable. Alternative hypothesis is contrast to the null hypothesis. There is relationship or difference between independent variable and dependent variable. In this study the researcher will use alternative hypothesis. It can be given as follow:

⁶Jhon W. *Creswell*, *Educational Research* (University of Nebraska-Lincoln: Pearson, 2012),p., 111

⁷*Pedoman Karya Tulis Ilmiah, Sekolah Agama Islam Negry Pamekasan*, (pamekasan: STAIN PMK Press). 2011. P.,10

⁸*Creswell, Education Research* ,P., 111

(Ha): The students that use inside or outside circle have better achievement in speaking skill in second grade of senior high school in MA. Al-Amien Prenduan.

Significance of The Study

Significant of study the importance of research for the scientific benefit or social benefit.⁹ This point contain some of reason that this problem proper to research.

This research is supported to be one of supposed of the theories about teaching and learning speaking process. The researcher hopes the result of this research has advantageous, well for theoretically and practically.

This research have two significance, they are:

1. Theoretical Benefit

The researcher hope that the result of this research will enrich the study on speaking skill by using inside or outside circle, and it can be used reference for other who wants to conduct a research in English teaching learning process.

2. Practical Benefit

a. For teacher

It can help the teacher to improve students' speaking skill with use inside or outside circle model, it will guide the teacher in their teaching to make the classroom more active and effective, and it will give many variation of designing teaching English in increasing the students' speaking skill.

b. For the students

It can help the student to improve their speaking, and it can make the students active and speak up in the classroom, and also it makes the students easier to interact with each other.

⁹*Pedoman Karya Tulis Ilmiah, Sekolah Agama Islam Negry Pamekasan*, (pamekasan: STAIN PMK Press). 2011. P.,19

c. For the researcher

The result of the researcher can be experience for the researcher, and she can get information and knowledge. can really know about the quality of the strategy, and know that the strategy is influence for the students, especially in students interesting learning English

Scope and Limitation of The Study

Scope and limitation it meant to limit researcher doing a research, in order that the researcher easier to investigated it. Base on the problem above the researcher can determine between scope and limitation of the problem.

It is important to explain in this research that the researcher observes the usage of inside or outside circle on students' speaking skill. It becomes scope of study. While the limitation the study will be applied in second grade senior high school MA. Al-amien Prenduan.

Review of related literature

a. A theoretical description of object or variable

According to Creswell review literature is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of researcher's research study.¹⁰ It meant that the researcher use the related review literature to support the finding that researcher get. It supported by journal article, books, and other document. So that the finding can be clear.

SPEAKING

a. Definition of Speaking Skill

Many people argue that speaking well is no more than the application of common sense. Speaking is the main aim of the lesson it can sometimes lead to dissatisfaction. It means that speaking ability is an important thing in the process of language learning, because without speaking we can't communicate with other people, and with speaking we can easy to express our feeling, idea, and our opinion to other people others by using words or sounds of articulation in order to inform, to persuade,

¹⁰ Jhon W. Creswell, *Educational Research* (University of Nebraska-Lincoln: Pearson, 2012),p., 80

and to entertain that can be learned through teaching and learning process.

Speaking skill is very important to be learned because by mastering speaking, we also master the language. Speaking is more difficult to be mastered than the other skills such as reading, listening, and writing. So that it needs practicing in daily life.

According to Scott Thornbury in Jodih Rusmajadi's book (2010), speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum, therefore the speaking subject must get specific training, because speaking is a difficult subject to be mastered, although it is one of the skills in English that has more interest than other skills.¹¹

Speaking ability is the ability to express oneself in one life situation in precise words or to express a sequence of ideas fluently. Speaking as a second language has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing the meaning.

Based on the reasons above, the teaching of speaking skill is more demanding on the teacher than the teaching of any other language. Teachers have to be creative in teaching speaking so that the speaking class is more active.

b. Function of speaking

There are four functions of speaking:¹²

1) *A medium to express the thing*

It means that speaking can be used to express the thing in our mind in order that we can transfer the thing to other people.

2) *A medium to communicate*

It means that speaking can convey feelings, thoughts, messages, opinions, and ideas to other people. As a medium to communicate, speaking is a distribution of mind, releasing of feelings and making of cooperation with other people.

3) *A medium to make social integration and adaptation*

It means that speaking can make a person's adaptation with other people in a social environment.

4) *A medium to control of social*

¹¹ Jodih Rusmajadi, *Terampil Berbahasa Inggris*, (Jakarta: Indeks, 2010). P.55

¹² Nurhalimah, "The Effect of Students' Motivation to Improve Speaking Skill", (Tesis Sain, Pamekasan, 2011), p.23. Unpublished

It means that speaking can be used to influence behaviour of other people. The social activities will be run well because it can be organized by using of speaking.

c. Component of speaking

According to Syakur (1987: 3) there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.¹³

a). Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b). Grammar

It is needed for students to arrange a correct sentence in conversation.

c). Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

d). Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features.

¹³ <http://www.scribd.com/doc/27235175/Teaching-Speaking-in-a-Classroom>, Accessed on 18 October 2012.

e). Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. This signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

d. The Characteristic of successful activity of speaking

Characteristic of communicative according to Richard David Nunan are¹⁴ :

1. An activity is successful when the speakers talk a lot in a fluency and accuracy way. They are motivated and interested in the topic.
2. The participation is equal. The most of the students have a chance to speak, generally in pair work or group work. The teachers help the students to produce language not only to listen his/her information.
3. The motivation is higher because the students are interested to speak instead for example to do some grammar exercise or to write.
4. The language use at the acceptable level while speaking to each other is at a lower level of vocabulary than they usually do.

Some characteristic of spoken language can make oral performance easy¹⁵.

1. Clustering: fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) trough such clustering.
2. Redundancy: the speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms: contraction, elisions, reduced vowel, etc .all form special problem in teaching spoken English.

¹⁴ David Nunan, *Practical English Language Teaching*. (New York: Me Graw-Hill), 2003,p., 37

¹⁵ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*,(longman:pearson education).2007. p.,326

4. Performance variable: one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.
5. Colloquial language: make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.
6. Rate and delivery: another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation: this is the most important characteristic of English pronunciation.

e. Principles for teaching speaking skill ¹⁶

For teaching speaking skill there are some principles that should be known by the teacher. Those are :

1. Focus on both fluency and accuracy, depending on your objective.
In our current zeal for interactive language teaching, we need to bear in mind a spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.
2. Provide intrinsically motivating techniques.

Try at all time to student's ultimate goals and interests, to their need for knowledge, For achieving competence and autonomy, and for being all that they can be" even in those techniques that don't send student into ecstasy help them to see how activity will benefit them. Often student don't know why we ask them to do certain thing; it usually pays to tell them. In teaching learning process the teacher must be creative, and must be muster some of technique, so that the students have high motivation to increase their speaking ability.

3. Provide appropriate feedback and correction.

¹⁶ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Libraries Unlimited press. 2006), P.224

Students are totally dependent on the teacher for useful feedback in the classroom. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that appropriate for the moment. It meant that the teacher must give a feedback to the student in the classroom. So that the students can more understand with the material that the teacher given.

4. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher imitation of language. Such as we ask questions, give direction and provide information. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask question, to control conversation, and to change the subject.

COOPERATIVE LEARNING

1. Definition of Cooperative Learning

Douglas Brown in *Teaching by Principles*. Cooperative learning is generic term covering a multiplicity of technique in which two or more students are assigned a task that involves collaboration self initiated language.¹⁷

Slavin in Isjoni's book (2010) state that in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher.¹⁸

Trough cooperative learning. Students' work in small groups or in pairs to actively engage in the learning process and improve their understanding of the content. Each member of the team is not only responsible for their own learning, but also for helping teammates learn. Cooperative learning reach achievement enhances retention, increases desire and motivation, develops interpersonal and social skills, builds self esteem, and improves student satisfaction with their learning experience.

Cooperative learning is different with individual competition method with each other, learn cooperative is strategy where student in small group responsible for each others. As a result, students learn from someone to the other. They learn to esteem difference at each the other and develop strength of individual in

¹⁷ Douglas Brown, *Teaching by Principles an Interactive Approach*, (San Francisco State University: Longman,2007), p. 224

¹⁸ Isjoni, *Cooperative Learning*,(Bandung: Alfabeta,2010),p.,15

sequence to find the target of group. In addition also students to develop their oral language and critical thinking skill by challenging each other through discussion built upon their own interwoven ideas.¹⁹

2. Class Activities that use Cooperative Learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. For resources and professional development information on Kagan Structures there are

a. Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

b. Think-Pair-Share

It Involves a three step of cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

c. Three-Step Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

d. Round Robin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person

¹⁹ Hammond, A. *Learning to Learn Cooperatively* (united states: English Teaching Forum,2009), p.,3

next to the recorder starts and each person in the group in order give an answer until time is called.

e. Three-Minute Review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

f. Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

g. Team Pair Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

h. Circle the Sage

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

i. Partners

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.²⁰

3. Inside or Outside Circle

a. Definition of Inside or Outside Circle

Inside-Outside Circle (Kagan, 1994) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others.²¹

The aim of Inside or Outside Circles is allows students the opportunity to interact with a variety of other students and to build collective knowledge and understanding.

Inside-outside circle is one of the most versatile structures. It appears under the categories Class building, Mastery and Information sharing. It is very good for getting the pupils or students to feel relaxed with each other in a new class, where one can, for example, use it to get them to talk about themselves in English.

The first activity in inside or outside circle is the students work in teams on certain material. The second is the students form two big circles on the floor, one inside the other. If, for example, there are 6 teams of 4 students, 3 team from the inner circle and the other 3 the outer circle. The inner circle looks outwards, the outer circle inwards. Each person in the inner circle has a partner in the outer circle. The students now exchange material or discuss with their partner, and the third is the students in the outer circle (or inner circle) move 4 persons to the

²⁰<http://www.kaganonline.com/Newsletter/index.html>. Kagan, S. *Kagan Structures for Emotional Intelligence*. Kagan Online Magazine, 2001. Accessed on 19 October 2012.

²¹ <http://www.kaganonline.com/Newsletter/index.html>. *Kagan Structures: Research and Rationale*. In: Kagan Online Magazine, 2001. Accessed on 1 may 2012.

right (or left), so that everyone is now facing a new partner. Material is exchanged with the new partner.

The activity can well become quite noisy as many people are standing close together and speaking, but it is perfectly possible to quieted things down, 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.

1. The Application of Inside or Outside Circle

- a. Students sit in two concentric circles
- b. Arrange students in pairs, facing each other.
- c. Each pair exchanges information about the visit or field trip to their local area to show what they observed, investigated and learned
- d. After a given time each circle moves one place.
- e. Repeat the exchange in a new pair.
- f. Continue until students have shared information on a number of occasions.
- g. Reform as one large circle.
- h. Move around the circle, each student contributing one piece of information they learnt from another student.
- i. Transfer information onto cards.²²

4). Role of the teacher

1. The teacher as controller

A role that is sometimes expected in traditional educational institution is that of master controller, always in charge of every moment in the classroom. Master controllers, determine what the students do, when they should speak, and what language forms they should use.

2. The teacher as counselor

²²<http://www.wettropics.gov.au/TeachingStrategies/InsideOutsideCircles.html>. Accessted on 1 may 2012.

The teacher give advice, assistance, support, problem solving. This role is very important to give student support to develop their bravery in develop their skill. And it will help the students that have problem in their learning

3. The teacher as manager

This metaphor captures your role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

4. The teacher as facilitator

A facilitator capitalized on the principle of intrinsic motivation by allowing the students to discover language through using it pragmatically, rather than by telling them about language. It mean that the teacher guide of his students learning. And the students are as communicators.

5). The strength and weakness of inside or outside circle.

The strength of inside or outside circle:²³

- a. When students have appropriate "think time" the quality of their responses improves.
- f. Students are actively engaged in thinking with different question and different partner.
- g. The activity encourages community building among student while incorporating movement and interaction.
- h. Many students find it safer and easier to enter into a discussion with another classmate rather than with a large group
- i. No specific materials are needed for the strategy, so it can be easily incorporated into lessons

The weakness of inside or outside circle

b. Argument on hypothesis:

²³ Cooperative Learning Activities. Pdf-Adobe Reader.

Students taught using inside or outside circle strategy have better achievement in speaking skill than the students before given the treatment, because the students taught using inside or outside circle model of strategy can guide the students have bravery to express their idea, so the researcher believes that it can improve the students' speaking ability.

A. RESEARCH METHOD

1. Research Design

In this research, the researcher use quantitative approach. According to *Creswell*, quantitative research is describing a research problem base on trends in the field or a need for an explanation of the relationship among variables²⁴. This research uses experimental research because the researcher wants to establish possible cause and effect between dependent and independent variables. Then the researcher wants to know the effectiveness of inside or outside circle on students' speaking skill.

Researcher True-Experimental design, because the population consists of two groups. One group as control group no treatment and second group as experimental group that use treatment. Here, the researcher uses two test namely pre-test and post test to measure the effectiveness of inside or outside circle in students' speaking skill. Than the researcher use statistical method, namely t-test to analyze the data.

There are two kind of variable, namely independent and dependent variable. In this research independent variable (x) is inside or outside circle technique at teaching speaking. While dependent variable (y) is on students' speaking skill.

The experimental design will describe as follow systematically :

Table 1:

²⁴ Creswell, *Educational Research* (University of Nebraska-Lincoln: Pearson, 2012),p., 13

Group	Pre-test	Treatment	Post-tense
Experimental Group	S1e	X	S2e
Control Group	S1c	0	S2c

S1e : Students' speaking skill of experimental group in Pre-test.

S1c : Students' speaking skill of control group in pre-test

S2e : Students' speaking skill of experimental group in Post-test.

S2c : Students' speaking skill of control group in post-test.

X : Treatment (Teaching speaking by using inside or outside circle model)

2. Population and sample

Creswell state that population is a group of individuals who have the same characteristic²⁵. Base on the definition, the population of this research is all of students in second grade senior high school MA. Al-amien Prenduan that Include XIBI class consists of 25 students and XIB2 class consists of 25 students.

²⁵ Creswell, *educational research* .p,.142

While, sample is a subgroup of target population that the researcher plans to study for generalizing about the target population²⁶. In this research the sample are XIB1 class as an experimental group and XIB2 class as a control group. Then the researcher use random sampling by selecting experimental group and control group. They are XIB1 and XIB2 that consist of 25 students and the researcher choose 40 students randomly, 20 students as experimental group and 20 students as control group.

3. Research instrument

Research instrument is a tool which use by researcher to collect the data.²⁷ According to *Creswell*, research instrument is a tool for measuring, observing, or documenting quantitative data²⁸. An instrument is a device to get the data. The instrument that researcher use are follow:

1) Test

The instrument of this research are test. Test is a list of question or assignment with another tool which use the measure knowledge intelligence. Individual ability or group.²⁹ There are two test that use the researcher, they are pre-test and post-test. Pre test is conducted in order to know students' ability before given treatment. And post-test is conducted after given treatments.

a. Validity of the Test

A test should have validity in the sense that if it measures what it intends to measured.³⁰ The validity of the test always depends on situation and purpose of the test used. The test contain of two type

²⁶ Ibid. p., 142

²⁷ *Pedoman Karya Tulis Ilmiah, Sekolah Agama Islam Negry Pamekasan*, (pamekasan: STAIN PMK Press). 2011. P.,23

²⁸ Ibid. p.,151

²⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P., 150

³⁰ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2009), P., 173.

of validity, first is construct validity.³¹ It means that the test is used to measure specific knowledge or skill. Second is content validity.³² It means that in conducting test, and the material will be test included the material that was taught by the teacher. To know the validity of the instruments, the researcher uses product moment formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \text{Coefficient cupellation between two variables (X and Y)}$$

$$\sum xy = \text{Sum of multiply x and y}$$

$$\sum x^2 = \text{Sum of x quadrate}$$

$$\sum y^2 = \text{Sun of y quadrate}^{33}$$

b. Reliability of the Test

Creswell state that reliability means that scores from instruments are stabile and consistence. Score should be nearly the same when researcher administers the instrument multiple times at different time³⁴. To have confident measuring instrument we would need to be assured. For instance, test reliability is affected by a number of factors such as, rater factor, examinees factor, test factor, situation, and etcetera. To know reliability of test the researcher used the formula K - R. 21, as follows:³⁵

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{k.Vt} \right)$$

³¹ Creswell, *Introduction to Research in Education*, (New York: Pearson, 2012) P., 163

³² Ibid, P., 162

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P., 150

³⁴ Creswell, *Introduction to Research in Education*, (New York: Pearson, 2012), p., 159

³⁵ Creswell, *ibid*, P., 161

Where:

r_{11} : The reliability coefficient of items

k : The number of item in the test

M : Mean of total score

V_t : Total Variance³⁶

Calculation result of r is compared with r of product moment by 5% degree of significance. If r is higher than r , the item of question is reliable.

2). Documentation

Documentation is a written thing, in documentation the researcher research written like: books, magazine, document, regulation, etc³⁷.

To collect the data from documentation, the researcher will take the data about students name list in second grade of MA. Al-amien Prenduan especially A class that use inside or outside circle and B class that use non inside or outside, and it use to collect the data of the students' score of speaking skill. The students' score are gotten from the result of test that is given by the English teacher.

2) Data collection procedure

According to Creswell, Data collection procedure to identify and select individual for a study, to obtain their permission to study them and together information by asking people question or to observe their behavior³⁸.

It is one of the ways to collect and get the valid data. In this research, the researcher will uses technique to collect the data namely

³⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P., 189

³⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p., 158

³⁸ Creswell, *Introduction to Research in Education*, (New York: Pearson, 2012), P.,140.

a. pre-test

Pre-test was implemented in order to find the students' speaking ability before giving the treatment. The researcher gives test by asking students to practice their speaking in front of class one by one. Pre-test is given to the experimental and control classes in same way. Speaking test was the instrument for the study. The procedure of the test are the students were given a certain topic such as about TV and The student asked to answer the teacher question orally.

b. Conducting treatment

This research was conducted to see the effect of the two groups namely experimental and control group. The experimental group given treatment namely inside or outside circle as a strategy in teaching learning speaking. While the control group was given non treatment. The treatment was designed for three meeting to the experimental group.

c. post-test

Post-test was done after giving treatments. The result of the post-test was used to compare with the data of the pre-test and analyze the effectiveness of inside or outside circle in students' speaking skill. The procedure was the same as pre-test.

c. Documentation

The researcher use documentation to collect the data score of speaking. The students' score are gotten from the result of test that is given by the English teacher.

3) Data analysis

The research data will be analyzed by using statistical method. The statistical analysis is suitable with quantitative data characteristic, namely numerical form. The data of this research will be analyzed by using t-test.

$$t =$$

explanation :

: Mean of sample 1

: Mean of sample 2

: Standart deviation of sample 1

: Standart of deviation of sample 2

n : sum of sample

4. RESULT OF THE RESEARCH

This chapter presents the findings of the research conducted to investigate the effect of the Inside or Outside Circle strategy on students' speaking skill at the second grade of MA Al-Amien Prenduan. The researcher employed a true experimental design involving two groups: an experimental group taught using the Inside or Outside Circle strategy and a control group taught through conventional methods. Each group consisted of 20 randomly selected students.

Both groups were administered a **pre-test** to assess their initial speaking ability prior to the treatment. The experimental group then received three sessions of treatment using the Inside or Outside Circle strategy, while the control group continued learning through conventional instruction. After the treatment, both groups were given a **post-test** to evaluate their improvement. The data from these tests became the basis for the analysis in this chapter.

A. Description of the data

1. Pre- Test Scores

The pre test was conducted to determine the student's speaking ability before the application of the treatments. The results revealed that the speaking abilities of both groups were reatively similar.

Experimental Group means Score: 60.15 and Control group mean Score: 59.80. These results indicate that both of them were comparable at the starting point of the research, fulfilling the requirement for a valid experimental comparison.

Group	N	Mean
Experimental Group	20	60.15
Control Group	20	59.80

2. Treatment Process

The experimental group received treatment using the Inside or Outside Circle strategy for three sessions. During each session, students engaged in structured partner rotations, which allowed them to practice speaking repeatedly with different peers. They discussed assigned topics, responded to questions, and exchanged ideas orally. This cooperative learning strategy encouraged active participation, increased student confidence, and provided multiple opportunities for oral communication. Meanwhile, the control group was taught using conventional speaking activities, such as teacher-led explanations, pair work without rotation, and textbook-based speaking exercises.

3. Post – Test Scores

After the treatment, both groups took the post-test using the same assessment procedures and scoring rubric as the pre-test. The results showed notable differences between the two groups.

Group	N	Mean
Experimental Group	20	79.95
Control Group	20	67.85

This data illustrates that the experimental group achieved a significantly higher improvement compared to the control group.

4. Gain Score

To measure the extent of improvement, the gain score (post – test) of each group was calculated:

Group	Pre- test Mean	Post- test Mean	Gain Score
Experimental Group	60.15	79.95	+19.80
Control Group	59.80	67.85	+8.05

These gain scores show that the experimental group improved more than twice as much as the control group.

B. Statistical Analysis

To determine whether the difference in improvement between the two groups was statistically significant, the researcher used a t-test. This analysis was performed on the post-test scores of both groups.

1. T- test Result

Statistic	Value
t-observed	7.214
t-table (0.05)	2.024
Conclusion	Significant

t-value (t_o) : 7.214

t-table value (0,05) sig level, df = 38) : 2.024

The t-test value was higher than the t-table value, this proves that there is a statistically significant different between the two groups.

2. Hypothesis Testing

The criteria for hypothesis testing are as follows:

If $t_o > t\text{-table}$, then H_1 is **accepted** and H_0 is **rejected**.

If $t_o \leq t\text{-table}$, then H_1 is **rejected** and H_0 is **accepted**.

Since: $7.214 > 2.024$,

The null hypothesis (H_0), stating that there is no significant effect of using the Inside or Outside Circle strategy on student's speaking skill, is **rejected**.

The alternative hypothesis (H_1), stating that the strategy does have significant effect, is **accepted**. Thus, the t-test confirms that the different in student's speaking improvement between the two groups is statistically significant.

C. CONCLUSION

The Inside or Outside Circle strategy proved effective in improving students' speaking skill at MA Al-Amien Prenduan. Students became more confident, fluent, and active in communication. The strategy is recommended for English teachers seeking to enhance speaking performance.

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