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IMPROVING SPEAKING SKILL OF SMP BUDI UTAMA KEROBOKAN STUDENTS THROUGH INSIDE OUTSIDE CIRCLE WITH VIDEO

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ABSTRACT

The study of this research was to figure out the improvement of speaking skill of the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020 through inside outside circle with video. The subjects were the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020. The passing grade of the eight grade students is 77. The design was classroom action research that carried out through inside outside circle with video technique in two cycles, on each cycle consisted of two sessions. The obtained data were collected by administering the instruments to the subjects, then qualitatively from the questionnaire. The result in each cycle showed that the pre-test was 65.5, than there was significant improvement in post-test 1 was 74.8, and last on post-test 2 was 82.7. It means that 75% of the subjects pass the passing grade. The result of the questionnaire showed that 99% of the students agree with implementation of this technique. In short, the present classroom action research showed that speaking skill of the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020 can be improved through inside outside circle with video.

Keywords: improving, speaking skill, and inside outside circle with video

MENINGKATKAN KEAHLIAN BERBICARA PADA SISWA SMP BUDI UTAMA KEROBOKAN MELALUI INSIDE OUTSIDE CIRCLE DENGAN VIDEO

ABSTRAK

Penelitian ini bertujuan pada upaya peningkatankeahlian berbicara siswa kelas VIII SMP Budi Utama Kerobokan tahun akademik 2019/2020 melalui inside outside circle dengan video. Subjek penelitian ini adalah siswa kelas VIII SMP Budi Utama Kerobokan tahun akademik 2019/2020. Batas nilai tuntas pada siswa kelas VIII adalah 77. Desain penelitian adalah penelitian tindakan kelas melalui teknik inside outside circle dengan video, dimana dirancang dengan dua siklus, setiap siklus terdiri dari dua sesi. Data diperoleh dengan cara memberikan instrument kepada subjek penelitian, kemudian memberikan kuesioner secara kualitatif. Hasil setiap siklus yaitu 65.5 pada pre-tes, kemudian hasilnya mengalami peningkatan signifikan pada pos-tes 1 yaitu 74.8 dan 82.7 pada pos-tes 2. Hasil ini berarti bahwa ada 75% siswa lulus batas nilai tuntas. Hasil kuesioner menunjukkan 99% siswa setuju dengan implementasi teknik ini. Singkatnya, penelitian tindakan kelas ini menunjukkan keahlian berbicara pada siswa kelas VIII SMP Budi Utama Kerobokan tahun akademik dapat ditingkatkan melalui teknik inside outside circle dengan video.

Keywords: peningkatan, keahlian berbicara, inside outside circle dengan video

A. INTRODUCTION

In this period of time, English as a foreign language has a special place in education. The students especially in junior high school level are required to be able to communicate in English, both spoken and written language. Speaking is one of the language skills that is frequently used by people all over the world and should be primarily taught to the learners. Turk (2003:9) states spoken language is the first form of communication and speaking is the direct way from one mind to another. In this way, speaking skill makes ideas and information easier to understand and process by the learners. It means that the speakers are able to explain their ideas and give direct feedback during the conversation to make the ideas clear to others.

The students who learned English sometimes might be bored with the teacher's monotone method. Each student has his or her own problem in learning how to speak because when they are speaking, they must think about idea, grammar, vocabulary, and pronunciation at the same time. Some students are very poor in grammar, others in vocabularies or confused in pronouncing the correct words in English. Most of students might not enjoy when they are attending the English class because the teacher does not present interesting materials that can motivate

them to speak more. They may just keep silent and let the material pass by, except if they were asked. Therefore, most of students think that English is difficult to master because of the reasons above that lead them to be unsuccessful in learning English.

Through the researcher's preliminary observation to the eighth grade students of SMP Budi Utama Kerobokan, it found that speaking is the most difficult skill while learning. The teacher used direct method when they were learning English in the classroom. Direct method is a method that teacher must encourage direct and spontaneous use of the foreign language in the classroom (Richards and Rodgers, 2001:11). This method that was used by the teacher did not make most students achieve the passing grade because it was difficult to connect words from their native language to the target language. In the class, the teacher used to teach them by giving some materials from the book and then asked them for answering some questions orally. Most students felt bored with the material but they could not answer the question further. It could be hard for them to speak what they thought through their lack of grammar and vocabulary which was related to the topic on the learning process.

Based on the interview with the teacher, speaking was difficult for the

eighth grade students of SMP Budi UtamaKerobokan. Furthermore, the way teacher explained the material to the students had been good and clear enough; however, teacher only focused on the book. The speaking skill task should not be focused on the book; there were five elements that students needed to complete if they wanted to master the speaking skill, such as grammar, vocabulary, pronunciation, comprehension, and fluency. It could be assumed that this way could reduce student's intensity in practicing their speaking skill. According to the teacher's method of teaching, the students need to have more exercises orally. Through this way, the teacher could take the topic from the other sources, or it might be made by the teacher as learning material too.

Therefore, to improve the students' speaking skill, the researcher offered a method to overcome this problem that is teaching speaking through inside outside circle with video. Compared to the other methods, inside outside circle seems to be most interesting technique for the students. Inside outside circle could be assumed as a cooperative learning method in which teacher gives in teaching and learning process to improve the students speaking. Based on the theoretical background stated above, the researcher was motivated to

skill for sharing information at the same time to different partners and in such structural way. Thus, if the students found their errors or found difficult words in teaching and learning process, the researcher should explain the lesson by giving the students more examples of video that used familiar words for the students. As soon as the students were understand the lesson then they will be assigned to dialogue with their partner using their own words in front of the classroom.

Inside outside circle is a simple strategy to apply in the classroom. Through inside outside circle technique, students can discuss and share information and ideas to their classmates directly in a fun way. Students are able to share ideas and hear the different opinions or perspective from different partners. Kagan (2009:7.16) states that inside outside circle is used while students stand in two concentric circles around the room with the inside circle facing in and the outside circle facing out, so each student is facing a partner. Toward this technique, the students can take part in the creative process of learning and hold all students accountable for having something to say.

find out about the effectiveness of using inside outside circle technique with video

to improve speaking skill of the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020. This method was chosen to improve their speaking competence since it provided the students with practices in the target language directly and encouraged them to make use of the language naturally. Based on the explanation above, the researcher conducted the research “Improving Speaking Skill of The Eighth Grade Students of SMP Budi UtamaKerobokan in Academic Year 2019/2020 Through Inside Outside Circle with Video”.

METHOD

This present research applied classroom action research (CAR) as a method for solving the problems of teaching with objective and systematic way. Norton (2009:57) states that the pedagogical action research is a sustainable form of educational research, which can have social as well as pedagogical implications to help the academic world focus on which kinds of new epistemology and methodology are going to endure in higher education. Based on this statement, the classroom action research that the researcher would do was to enrich the knowledge of the teaching

learning technique that would be used by the teacher in the classroom through learning process.

Another statement for the action research is from Cohen et al. (2007:300) tells that action research establishes self-critical communities of people participating and collaborating in all phases of the research process: the planning, the action, the observation, and the reflection; it aims to build communities of people committed to enlightening themselves about the relationship between circumstance, action, and consequence in their own situation, and emancipating themselves from the institutional and personal constraints which limit their power to live their own legitimate educational and social values. It means the action research combine the knowledge with the social significance. On this research, the researcher would do was an implementation of cooperative learning strategy which had inside outside circle technique with video towards students speaking skill. This classroom action study concerned with improving student's speaking skill to change learning behavior of the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020 through inside outside circle with video.

According to Ary et al., (2010:519), classroom action research process involves: reflect, plan, act, observe, reflect, plan, act, and observe. The application of classroom action research that the researcher would use in this study was only planning, action, observation, and reflection. The explanation of those steps was:

1. Planning: a plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. This phase was also when the research collected and process result data for choosing the right method.
2. Action: the researcher implemented the plan or changed a practice and collects data. Data might be collected from a variety of teaching material.
3. Observation: the researcher synthesized and analyzed the data. Key issues related to the problem are identified. This led to reflection once more.
4. Reflection: the researcher reflected or and interpreted the information then communicates or reported it to others. A new understanding of the nature of the

problem was developed. Actions were taken and a new area of focus was identified.

The action research design, it could be divided into some cycles where each cycle consists of two sessions. Each session consisted of four interconnected activities, such as: planning, action, observation, and reflection. The reflection was conducted at the end of each cycle. The score of the initial reflection was compared to the response scores of the reflection that was administered at the end of each cycle to convince that there was an improvement of student's achievement in speaking skill.

FINDING AND DISCUSSION

The finding referred to the result of the obtained data after conducting the research. In this research, there were 24 students of the eighth grade students of SMP Budi Utama Kerobokan in academic year 2019/2020. They were selected as the subjects of this study because they had low ability in speaking skill. They were difficult to speak and think at the same time cause of their lack of vocabularies and confused in pronouncing the English words. They also got problem to continue speech fluency without too much hesitation and were disturbed by the

limited language to feel confident while speak English in front of the class. Mostly, the students were just still silent and did not rise their hand although they did not understand about the material that was explained. They might be difficult to speak in English through the teacher's monotone technique for motivating the students to speak and active while learning process. According to the problem of this present study, the researcher applied a new technique, the implementation of cooperative learning inside outside circle technique with video in order to improve the students speaking skill and made them to achieve the minimum passing grade in English.

In the classroom action research, there were two kinds of instruments that used to collect the data of the students in the present study such as, test and questionnaire. They were administered to answer the research problem under the research. There were two kinds of tests; pre-test and post-test. Pre-test was administered in order to know the prior knowledge of the subjects in speaking before the technique was implemented. In addition, post-test was administered after the technique was implemented in which it was supposed to gather information whether the technique could improve the

subjects' ability in speaking. The questionnaire was administered in the last cycle of the study as the supporting data. It was used to know the subjects' responses toward the implementation of inside outside circle with video technique to improve their speaking skill.

The research instruments were administered to collect the data needed in the present study. Therefore, there were three sets of scores calculated in the present study to gain the result of the subjects' speaking skill. They were pre-test scores and post-test scores in two cycles. The researcher focused on the students' speaking skill especially in short dialog according to the topic they learnt while learning process; expressing and responding invitation and creating a greeting card.

The researcher administered questionnaire at the end of cycle II to collect the supporting data. The data from the questionnaire were used to know the subject's responses toward the use of inside outside circle with video to improving their speaking skill which was written in Bahasa Indonesia in the form of structured questionnaire. It consisted of ten items. The answer of the questionnaire was presented in the five choices: Strongly

Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Furthermore, the present study took two cycles and each cycle consisted of two sessions. In the whole processes of the present study consisted of three main phases: pre-cycle, cycle I, and cycle II in which each cycle consisted of four interconnected activities: planning, action, observation, and reflection. The explanation further about the whole process could be elaborated as follows:

In this part, the researcher would like to give a clear presentation of the data after being taught inside outside circle with video in teaching and learning process of SMP Budi Utama Kerobokan. The main finding of the present classroom action research showing the increasing comparative mean figures of pre-test and post-test mean score obtained in cycle I and cycle II and the responses of the questionnaire could be presented in the form of two graphs as follows:

To make the data analysis more understandable, it was needed to do deeper discussion in this sub-chapter. The improvement was not conducted in a single cycle, but there were two cycle conducted in order to make the subjects of the study could adapt the technique. In addition, to provide more clear

interpretation to the research findings in pre-cycle, cycle I, and cycle II, the findings would be discussed in attempting to answer the research problem.

According to the pre-test result, it was found that the mean score was 65.5, There was only 2 students who could reach the minimum passing grade. It meant that pre-existing speaking skill of the subjects were still low and needed improvement. The students did not speak with good fluency and they were not clear when speaking. They were difficult to comprehend conversation when they practiced with their friends. They were also still difficult to speak with correct grammar. The students did not follow the class well and they just disturbed each other when the teacher explained the material in front of the class. Moreover, they did not understand the material that the teacher gave and when the teacher asked them to practice, they still confused and did not know what they should do. Therefore, the researcher applied inside outside circle technique with video in teaching speaking skill in order to improve their speaking skill.

In cycle I of the present classroom action research, the researcher implemented inside outside circle technique in teaching speaking in which

more speaking exercises were given to the subjects under study to improve their speaking ability. After the implementation of inside outside circle with video technique was finished in cycle I, post-test 1 was administered to the subjects to know their improvement on speaking skill. The result of the post-test showed that there were significant improvements in their speaking skill. The mean score obtained from the result of post-test 1 was 74.8. The subjects were only able to improve their fluency, while their comprehension and grammar still needed to be improved. Therefore, the result showed that the subjects were difficult to understand the material completely and they were difficult to concentrate with the material which made them noisy in the class. There were 10 students who got the minimum passing grade in teaching and learning process. Therefore the researcher decided to continue the research by conducting cycle II and making some revision to help the students to get better improvement in teaching and learning process.

In cycle II, the data pointed out the improvement of the subjects' speaking skill as it can be seen from the result of post-test 2. It showed that the increasing mean score in post-test was 82.7. There were 22 of 24 subjects who achieved the

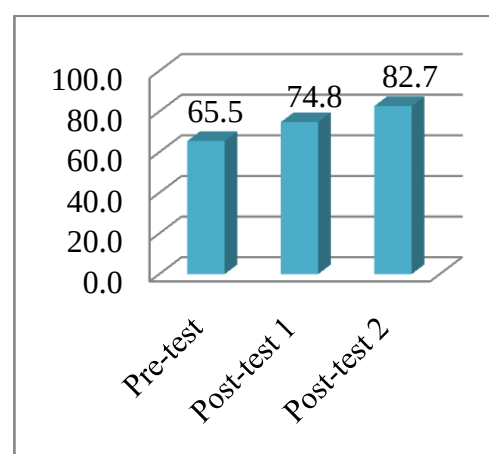
minimum passing grade. It can be seen from the result of their performance where they did only few mistakes in grammar. They were able to do conversation in English with their pair in front of the class. They also had a good pronunciation and fluency when they spoke in English. The subjects were also more confident when they practice their conversation in front of the class. Based on the observation, the subjects were more interested, active and focus in following teaching and learning process in the classroom. The result showed that the subjects were more active in the classroom, and they did not disturb each other and they were focused on the researcher's explanation. It could be concluded that the implementation of inside outside circle with video in teaching and learning process could improve the students' speaking skill because the success indicator of the present study had been achieved by the subjects. Therefore, the research can be stopped.

Beside, administering pre-test and post-test, the researcher in the present study also administered a questionnaire to know the subjects' responses on the implementation inside outside circle with video in teaching and learning speaking skill. From the result of the questionnaire, it could be obtained that 99% of the

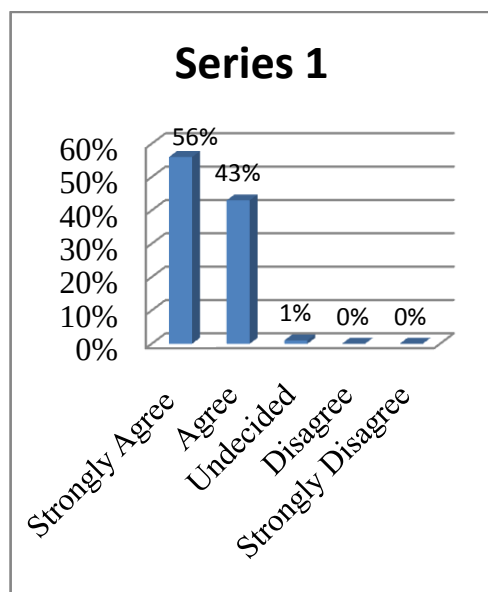
responses showed that the students agreed the implementation of inside outside circle with video could improve their speaking skill. The result showed that the subjects' responses toward the implementation of inside outside circle with video were positive. The subjects showed positive responses and they were more interested and active in teaching learning process conducted through inside outside circle with video technique. It was a good technique to engage and stimulate them and explore their ideas. In line with the result of questionnaire, inside outside circle with video could gain the subjects' ideas and let them being creative thinker. Inside outside circle with video made them easier to construct the topic given by the teacher into a good conversation. The subjects were more enthusiastic and active in following the teaching and learning process. The most significant improvement showed that the subjects can create a good conversation and they can also perform in front of the class with a good performance.

Based on the data and the elaboration above, the present classroom action research was regarded successful to achieve the success indicator. It indicated that there was significant improvement of the students' speaking skill. It can be seen

from the obtained data from pre-test, post-test 1, and post-test 2. Furthermore, the result of the questionnaire also revealed that the subjects had positive responses toward the implementation of inside outside circle with video. In conclusion, speaking skill of the eight grade students of SMP Budi UtamaKerobokan in academic year 2019/2020 could be improve through the implementation of inside outside circle with video technique. video technique.



Graph 0.1 Depicting the Subjects' Progressing Means of Speaking Skill After the Implementation of Inside Outside Circle with Video in Cycle I and II



Graph 0.2 Depicting the Subjects' Responses after the Application of Inside Outside Circle with Video in Teaching Speaking

CONCLUSION

In the present study, the researcher used classroom action research. It helped the subjects to improve their speaking skill. As the preliminary study, the research was conducted at the eighth grade students of SMP Budi UtamaKerobokan in cademic year 2019/2020. The teaching and

In addition, the students of the study also responded positively toward the implementation of inside outside circle with video technique in teaching speaking skill. The result of the test which had been categorized as successful achievement was also supported by the result of the questionnaire. The questionnaire clearly showed that 99% of the responses showed

learning processes were conducted into two cycles where each cycle consisted of two sessions. In addition there were four steps conducted chronologically to solve the subjects' problem such as planning, action, observation, and reflection. In addition, pre-cycle was also conducted to find the subjects problem in speaking skill.

Based on the findings of this study, it could be obtained that the mean scores of the pre-test, post-test 1, and post-test 2 were respectively 65.5, 74.8, and 82.7, the number of the subjects under who could pass the minimum passing grade also increased in which there were 22 students who could pass the minimum passing grade in cycle II. The increasing of the mean score and the students who achieved the minimum passing grade showed that the students' speaking skill could be improved by implementation of inside outside circle with video.

that the subjects agreed toward the implementation of inside outside circle with video in teaching and learning process of speaking.

Based on the finding that have been explained above, the implementation of inside outside circle with video could improve the subjects' ability in speaking. It can be seen from the subjects' scores.

Inside outside circle with video can make the subjects more active and interested in teaching and learning process. In conclusion, speaking skill of the eighth grade students of SMP Budi UtamaKerobokan in academic year 2019/2020 could be improve through the implementation of inside outside circle with video.

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