

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Students' Speaking Ability

Speaking is one of four basic skills in English. According to Murcia, speaking in a second or foreign language has often been viewed as the most demanding of four skills.<sup>1</sup> There are some definitions about speaking that have been given by many theorists. Speaking skill that must be mastered by any foreign language learner is the ability to speak or communicate in the target language fluently. According to Hornby, speaking is defined to speak to somebody about something or speak up.<sup>2</sup> Speaking is a productive skill that can be directly and empirically observed.<sup>3</sup> It means, speaking is a skill that can be seen and practice directly and objectively. According to Orwig, Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. In conclusion, speaking is tool that is used to communicate in daily life. The students can express their idea easily when they are speaking, if they know what they want to speak.

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<sup>1</sup>Marianne Celce Murcia, *Teaching English as a Second or Foreign Language, Third Edition*, USA: Heinle & Heinle Thomson learning, 2001, p. 103

<sup>2</sup>Hornby and E. C. Parnwell An English Reader's dictionary. *English Indonesian dictionary*. Jakarta Pusat: Pustaka Ilmu. 1977, p. 308

<sup>3</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: San Francisco State University, 2003), p. 140.

According to Kalayo and Muhammad Fauzan Ansyari, speaking ability as the measure of knowing a language.<sup>4</sup> According to Bailey and Savage 1994 in Marianne Celce-Murcia, speaking is an activity which requires the integration of many subsystems. Speaking is seen as the central skill.<sup>5</sup> According to Bygate in Purmayasari, speaking is oral interaction in which participants need to negotiate meaning contained in ideas: feeling information and manage in term of who said to what, to whom, and about what.<sup>6</sup> In conclusion, speaking ability is the ability to express someone's ideas, information, feeling or something in their mind to another people. The students can express their idea easily when they are speaking, if they know what they want to speak.

So, students' speaking ability is the students' ability in using English as the language that they learn in their communication activities and communicative interaction orally.

Based on School-Based Curriculum, analytical exposition is one of the material in learning speaking. The students are able to express meaning in monologue text by using variety of oral language accurately, fluently, acceptably in daily life context in text form: report, narrative, and analytical exposition.

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<sup>4</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English As A Foreign Language( TEFL)*, Pekanbaru: Alaf Riau Graham Unri Press, 2007, p. 101

<sup>5</sup>Marianne Celce Murcia, *Loc Cit*

<sup>6</sup>Purmayasari, the *Effect of Think Pair Share (tps) strategy to Improve Students' Speaking Ability at the Second Year of Islamic Boarding School Bahrul 'Ulum Perhentian Raja District of Kampar Regency*. Thesis. Pekanbaru: Fakultas Tarbiyah dan Keguruan UIN Suska Riau, 1432/2011

#### a. Definition of Analytical Exposition

According to Astuti in English Zone textbook, Analytical exposition is a text which represents the attempt of the writer to have the address to do something or act in a certain way.<sup>7</sup> According to Ratnawati, an analytical exposition is a piece of writing that tries to convince the readers to agree with the writer's viewpoint by analyzing a certain issue within the text.<sup>8</sup> According to Widyaningsih, analytical exposition is one of the argumentative essays.<sup>9</sup> So, analytical exposition is a text that tells about someone's arguments based on his point of view about certain issue or thesis.

#### b. Purpose of Analytical Exposition

According to Widyaningsih, the purpose of analytical exposition is to analyze a topic and to persuade the readers that the thesis/opinion is correct by developing an argument to support it.<sup>10</sup> According to Sudarwati in look ahead textbook, the purposes of analytical exposition are to persuade by presenting arguments and to analyze or explain 'how' and 'why'.<sup>11</sup> So, the purpose of analytical exposition is to persuade someone by using some arguments.

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<sup>7</sup>Eka Mulya Astuti, *English Zone for Senior High School Students Year XI*, Jakarta: Erlangga, 2010, p.180

<sup>8</sup>Dewi Sri Ratnawati, *Buku Ajar Bahasa Inggris untuk SMA kelas XI*, Surakarta: Citra Pustaka, 2006, p.47

<sup>9</sup>Nuning Widya Ningsih, *Bahasa Inggris SMA/MA Kelas XI Semester Gasal.LKS KREATIF*, Viva Pakarindo, 2012,p.40

<sup>10</sup>*Ibid*

<sup>11</sup>Sudarwati, *Look Ahead An English Course For Senior High School Students Year Xi*, Jakarta: Erlangga, 2007, p.116

c. Generic Structure of Analytical Exposition

According to Ratnawati:<sup>12</sup>

- 1) Thesis: introduces topic and indicates writer's position. It also outlines the writer's arguments.
- 2) Arguments: support the thesis by presenting a series of arguments.
- 3) Reiteration: restates the writer's point of view.

d. Language features of Analytical Exposition

The use of simple present tense, words that qualify statements, words that link arguments, passive voice, modal auxiliaries and connectors.

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<sup>12</sup> Dewi Sri Ratnawati, *Loc Cit*

**Table II.1**  
**The Example of Analytical Exposition Text**

Title	<b>Old Enough?</b>
Thesis	<p style="text-align: center;">When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.</p>
Arguments	<p style="text-align: center;">The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believe that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW children’s court, describes how clever young offenders use this defence, saying that they are too young to understand that they have broken the law. Mr Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this move.</p> <p style="text-align: center;">Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel is too young. Fourteen, however, is too old. Is there anyone who believes that fourteen years old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.</p>
Reiteration	<p style="text-align: center;">Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years old to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.</p>

*(Taken from book “Buku Ajar LKS EKSIS”, page: 47)*

According to Murcia, there are many ways to promote oral skills in the ESL/EFL classroom.<sup>13</sup>

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<sup>13</sup> Marianne Celce Murcia, *Op Cit*, pp. 106-109

a. Discussion

In discussion activities, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

b. Speeches

Topic for speeches will vary depending on the level of the student and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks.

c. Role Plays

Role plays is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech acts and its variations prior to the role plays themselves.

d. Conversations

ESL/EFL students can benefit from a unit on and practice with informal conversation. One way to approach this activity is to assign students to find a native speaker (or near native speaker) they know – a friend, roommate, or colleague- and arrange to taperecord a 20- to 30-minutes interaction with this person.

e. Audio-taped Oral Dialogue Journals

Oral dialogue journals are one format where practice with fluency and attention to accuracy can be accomplished at the same time. The students give an audiocassette tape to the teacher, who starts the oral journal on the tape by giving some directions for the assignment and perhaps suggesting a topic.

f. Other Accuracy-Based Activities

Still other classroom activities can be used for accuracy practice. Speaking activities that focused on accuracy invariably involved drills, which have, for the most part, fallen out of favor in language teaching. A drill using the particular structure may prove useful as the first step on more communicative output.

So, the activities above can help students practice English in the classroom. The activities above can be implemented by the teacher in teaching speaking in the classroom.

The objective of teaching spoken language is the development of the ability to interact successfully in that language and to involve

comprehension as well as production. According to Hasibuan and Ansyari, the goal of teaching speaking skill is communicative efficiency.<sup>14</sup> Speaking involves three areas of knowledge as follows:<sup>15</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b. Functions (transaction and interaction): knowing when clarity of message is essential ( transaction or information exchange) and when precise understanding is not required (interaction or relationship building).
- c. Social and cultural rules and norms: understanding how to make into account who is speaking to whom, in what circumstances, about what, and for what reason.

So, being successful in speaking has many aspects such the mechanics, functions, and also about socio-culture. By analyzing the area of knowledge in speaking, teacher can help students to develop the ability to use grammar correctly, logically about connected sentences that are appropriate to specific context, and to use acceptable pronunciation.

In speaking, someone needs a language to make a communication with another people run well. People can get what they mean each other through language. Furthermore, to produce speaking, there are some necessary elements:<sup>16</sup>

- a. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *i would have gone*) but also to use fluently connected speech (as in *I'd've gone*).
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed. Shown by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes the ability to convey meaning.

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<sup>14</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op Cit.* 102

<sup>15</sup>*Ibid* p.101

<sup>16</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow:Pearson Education, 2001), p. 269.

- c. Lexis and grammar: spontaneous speech is method by using a number of common lexical phrases, especially in the performance of certain language function.
- d. Negotiation language: effective speaking is benefits from the negotiation language that someone used to seek clarification and to show the structure of what he or she is saying.

From the elements above, the teacher can encourage students to develop the ability to use the correct connected speech, correct expression, to learn about lexis and grammar, and also to show what someone is saying.

According to Orwig, micro-skills involved in speaking,<sup>17</sup> The speaker has to:

- a. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- b. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- c. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender. We can apply them by a correct grammar or tenses.
- d. Put words together in correct word order.
- e. Use vocabulary appropriately. Vocabulary is essential for successful foreign language use, because without an extensive vocabulary we will not be able to use the structure and function of words which have learned.
- f. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- g. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- h. Make the main ideas stand out from supporting ideas or information.
- i. Make the discourse hang together so that people can follow what you are saying.

In short, Micro-skills can help the speaker speak easily. It also helps someone's needs to speak in order to make someone easy to understand what she or he says. So, the speaker can share their ideas.

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<sup>17</sup>Carol J. Orwig. *Speaking Skill*. 23 October 1998. <http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlnngprgrm/SpeakingSkill.htm>. [ 13 November 2011]

One of the main concerns of language learners is how to improve their speaking proficiency in general and different components of speaking proficiency such as fluency, accuracy, accent, vocabulary, comprehension, and communication in particular.<sup>18</sup> So, in the process of teaching speaking in the class, the students still have some problems related to some aspects supporting speaking ability such as pronunciation, vocabulary, and grammar. The students are supposed to be able to speak English and hopefully students have speaking proficiency.

Speaking is a productive skill that can be directly and empirically observed. Furthermore, Hughes stated that there are three general formats of testing speaking as follows:

a. Interview

The most obvious format for the testing of oral interaction is the interview. Interview is a testing situation in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee. Then the interviewer assesses the language proficiency of the testee.

b. Interaction with peers

In this format, two or more candidates may be asked to discuss a topic, make plans, a quiz to work on together, a puzzle to work out, or a task. The point of this is not to find the right answer, but to stimulate speech for the tester to evaluate.

c. Response to tape-recordings

The format is presenting all candidates only with the same audio or video tape-recorded stimuli. There can also be economy where a language laboratory is available, since large numbers of candidates can be tested at the same time.

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<sup>18</sup>Taher Bahrani, and Rahmatollah Soltani. *Improving the Components of Speaking Proficiency*.2011.  
<http://cscanada.net/index.php/css/article/view/j.css.1923669720110703.012>. [13 November 2011]

In conclusion, there are three general formats to do testing speaking such as Interview, Interaction with peers, the last Response to tape-recordings.

Basic types of speaking:<sup>19</sup>

- a. Imitative  
At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- b. Intensive  
A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture)
- c. Responsive  
Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.
- d. Interactive  
Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
- e. Extensive (monologue)  
Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

So, in this research the writer used extensive or monologue type of speaking ability. It's oral presentation test.

Students' speaking ability will be measured by using oral language scoring rubric adopted from Adams and Frith quoted by Hughes. In this

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<sup>19</sup> H. Douglas Brown, *Op.Cit*, p.141

research, students' speaking ability got the score from the rater. So, the rater gave students' speaking ability score based on the indicators of the proficiency description from Adams and Frith quoted by Hughes. The indicators are:

- a. Students are able to speak in good accent.
- b. Students are able to speak in correct grammar.
- c. Students are able to speak in accurate vocabulary.
- d. Students are able to speak fluently.
- e. Students have a good comprehension.

## **2. Factors Influencing the Students' Speaking Ability**

To gain the ability of learning, it is very necessary for one to consider some factors, which can improve the ability. Muhabbin in Yunita's thesis divided the factors into three sections, namely<sup>20</sup>:

- a. The Internal Factors  
These factors come from students themselves that consist of physiological aspects as the organ of the body, and physical aspects such as intelligence, attitude, interest, talent and motivation.
- b. The External Factors  
These factors consist of social environment such as, family, teacher, society and friends and non- social environment such as; house, school equipment, and atmosphere.
- c. Approaching  
It consists of high approaching (speculative and activity), middle approaching (analytical and deep) and low approaching (reproductive and surface).

Based on some factors above, Inside-outside circle is a strategy that can be used to influence students' speaking ability. First, for the internal

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<sup>20</sup> Lola Siska Yunita, *A Comparison on Speaking Ability Between Students Taking English Courses and Those Relying on Classroom Courses at the Second Year of SMU 05 Pekanbaru*. (S1 Thesis Pekanbaru: 2011)

factors; the students can show their ability with their friends based on their knowledge and the students can build communication with their friends. So, they can be motivated and interested in learning speaking. Second, for the external factors; the students can communicate with their friends as the external factors. The last, for the approach, inside-outside circles is one of the cooperative learning that can be an approach in doing the activity. According to Kagan, inside-outside circles can improve the quality of students' responses, engaged with different questions and answers, encourages community building with movement and interaction, safer and easier to enter discussion with a classmate, can be easily incorporated into lessons, and provides an engaging way to practice vocabulary, formulas, things to be memorized.<sup>21</sup> So, inside-outside circles will influence students' speaking ability from the factors of influencing speaking ability.

In short, the teacher can use inside-ouside circles to be implemented in the class toward students' speaking ability. So, inside-outside circles is a great strategy to get students to interact with each other to share their ideas in learning speaking.

### **3. The Nature of Inside-Outside Circles Strategy**

According to Kagan quoted by Rigor, inside- outside circles is a simple strategy for students to share information when questioning, sharing, or problem solving in class.<sup>22</sup> Students stand in pairs in two concentric

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<sup>21</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*. San clemente, CA: Kagan Publishing, 2004, p.12

<sup>22</sup> Meredith Rigor, *English Language Arts: Second Six Weeks*. San clemente: ESC region. 2009. p.1

circles. The inside circle faces out, the outside circle faces in. Students use flash cards or respond to teacher questions as they rotate to each new partner.<sup>23</sup> In conclusion, inside-outside circles strategy is the strategy to help students communicate with each other. There are two circles in this strategy. Teacher gives the topic to the students. The students discuss the topic with their partners and then the students share to another partner. So, the students will move around and interact with each other.

According to Kagan, the advantages of using inside-outside circles strategy:<sup>24</sup>

- a. Appropriate think time improves the quality of students' responses
- b. Engaged with different questions and answers
- c. Encourages community building with movement and interaction
- d. Safer and easier to enter discussion with a classmate
- e. Can be easily incorporated into lessons (no materials necessary)
- f. Provides an engaging way to practice vocabulary, formulas, things to be memorized.

In short, the advantages of using inside-outside circles strategy can help students' speaking ability to practice vocabulary, grammar, accent, fluency, and comprehension. The students can improve their speaking ability and can build students movement and interaction.

According to Kielvan, the purposes of inside-outside circles are:<sup>25</sup>

- a. Facilitating dialogue.
- b. Building community.
- c. Providing for movement and interaction.

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<sup>23</sup>Thomas C., Boysen, *Teaching/Assessment Strategies*. 1995. [online] available: <http://www.eed.state.ak.us/tls/frameworks/sstudies/part3a5.htm>. [20 january 2013]

<sup>24</sup>Spencer Kagan and Miguel Kagan, *Loc Cit*

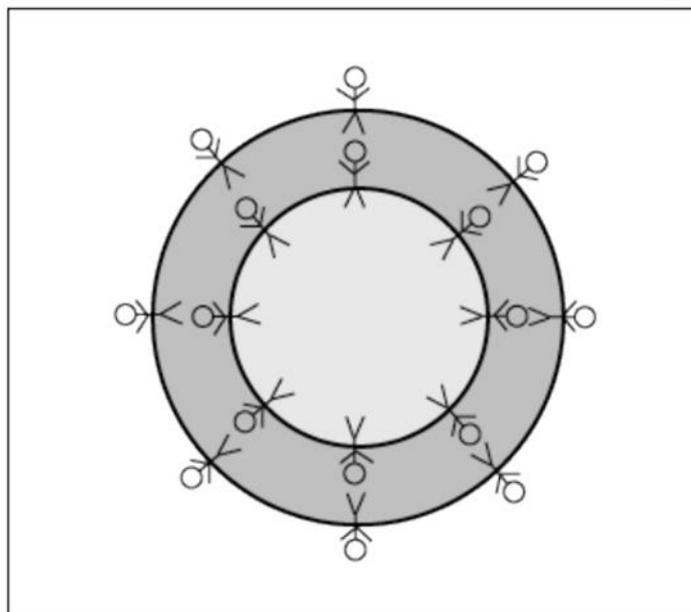
<sup>25</sup>Jan Kielven, *The Artful Science of Instructional Integration*. Barrie Bennett / Carol Rolheiser, 2001, p. 19

So, the purposes of Inside-outside circles in learning speaking are: to facilitate students to communicate with each other and share their ideas; to build students' interactions when they are moving around: provides students to communicate in English.

Inside-outside circles is one of cooperative learning. Cooperative learning is an extensively researched instructional method in which students are divided into small groups (2-6 members) to achieve a common goal or task. Cooperative learning helps to eliminate competition between students and facilitates the achievement of group goals that could not be achieved individually.<sup>26</sup>

In short, inside-outside circles is one of the cooperative learning that helps students in learning.

Illustration of Inside-Outside Circles strategy:



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<sup>26</sup> Thomas C., Boysen, *Loc Cit*

#### 4. Using Inside-Outside Circles Strategy on Teaching Speaking towards Students' Speaking Ability

There are so many procedures of inside-outside circles. Here are some procedures about inside-outside circles. According to Kielven, the procedures of inside-outside circles strategy are:<sup>27</sup>

- a. it can be employed with groups of 6 or more.
- b. Place students in two circles – one circle within the other.
- c. Students Face each other between circles.
- d. Put a question on the board.
- e. Ask students to think about it; allow reasonable wait time.
- f. Then say, “person on the inside, tell the person on the outside how you would attempt to solve it. When you are finished sharing, say, ‘pass’, and then the outside person will share or extend the thinking of the inside person.
- g. When finished, outside people rotate one to the left or right.
- h. Now they are ready for the next question.

According to Kagan, the procedures:<sup>28</sup>

- b. Students form pair. One student from each pair moves to form one large circle in the class facing outward.
- c. Remaining students find and face their partners ( class now stands in two concentric circles).
- d. Inside circle students ask a question from their question card; outside circles students answer. Inside circle students praise or coach. ( alternative: the teacher asks the question and indicates inside or outside students to answer to their partner).
- e. Partners switch roles: outside circles students ask, listen, then praise or coach.
- f. Partners trade questions cards.
- g. Inside circle students rotate clockwise to a new partner.( the teacher may call rotation numbers:”rotate three ahead”. The class may do a “choral count” as they rotate).

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<sup>27</sup>Jan Kielven, *Loc Cit*

<sup>28</sup> Spencer Kagan and Miguel Kagan, *Op Cit. 27*

According to Rigor, the steps of inside-outside circles:<sup>29</sup>

- a. Students form pairs. One student from each pair moves to form one large circle in the class facing out ward.
- b. Remaining students find and face their partners. (The class is now standing in two concentric circles)
- c. Inside circle students ask a question from their card or prompt; outside students answer pairs discuss. (an alternative the teacher asks the question and then indicates for either the outside or inside student to answer and discuss with his/her partner).
- d. Partner switch roles: outside circle students ask the question and listen. Inside circle students answer the question. Partners discuss.
- e. Partners trade quest cards.
- f. The inside students rotate clockwise to pair with a new partners.

According to Thomas, the procedures:<sup>30</sup>

- a. Students number off.
- b. Odd-numbered students form a circle and turn around and face outward.
- c. Even-numbered students stand in front of a peer.
- d. The teacher provides prompts or discussion pieces.
- e. After allowing time for discussion, the teacher has the students in the outside circle move a few peers to their right or left, therefore greeting a new partner.
- f. The process is repeated with a new set of partners.

According to Grill and Hoven , the procedures:<sup>31</sup>

- a. students are divided into two group: half the class forms a circle looking out (inside circle) and the other half stands in front of someone of the inner circle (outside circle) students may be seated if preferred.
- b. Students are given the information (written, illustration, etc.) and asked a question or directed to perform a task in regards to the information.
- c. The students in the inner circle answer first while the outside circle listens; then the outer circle responds while the inner circles listens
- d. When each has finished, students can give a silent signal to the teacher to indicate that they are finished.

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<sup>29</sup>Meredith Rigor, *Loc Cit*

<sup>30</sup>Angela Thomas, *Strategies To Probe Deeply Into The Text: Learning "More When We Work Together"*. 2005. [online] available: [http://www.ohiorc.org/adlit/In Perspective Issue 2005-11/Article/vignette.aspx](http://www.ohiorc.org/adlit/In%20Perspective%20Issue%2005-11/Article/vignette.aspx). [26 September 2013]

<sup>31</sup>Elizabeth Grill and Bridget Van Hoven, *Inside-Outside Circle Strategy Used In Classrooms; Particularly Useful For Ells*. 16 May 2013, <http://prezi.com/6qygsbesmmn/inside-outside-circle/>. [26 September 2013]

- e. Once both have shared, the teacher gives a signal and the inner circle stays in place while the outer circle rotates one person clockwise

In short, the teacher can use the procedures of inside-outside circles to be implemented in the class. So, inside-outside circles is a great strategy to get students to interact with each other to share their ideas.

Based on the some procedures above, the writer makes a conclusion to use this strategy that is quoted by Kielvan. The procedures are:

Pre-teaching:

- a. The teacher explains to the students the materials based on the topic given.
- b. The teacher demonstrates the topic and tries to make the students understand.

While-teaching:

- a. Divides students into some groups. One group consists of 6 persons.
- b. Place students in two circles – one circle within the other.
- c. Face Students each other between circles.
- d. Put a question on the board.
- e. Ask students to think about it; allow reasonable wait time.
- f. Ask the students on the inside to share the answer to the outside and the outside person will share or extend the thinking of the inside person.
- g. When finished, outside people rotate one to the left or right.
- h. Now they are ready for the next question.

Post-teaching:

- a. Asking students' difficulties during the lesson.
- b. Correcting the students' speaking.
- c. Concluding the material studied.

## **B. The Relevant Research**

In order to avoid plagiarism, the writer states some researches dealing with the use of inside-outside circles strategy in learning process as follows:

1. This is a research done by Armi Sanytasari, school of teacher training and education Kusumanegara Jakarta University entitled "Improving The Students' Ability In Writing Short Functional Texts Through Inside-Outside Circle Strategy". The design used was true experimental design (pre test-post test control group design). The result showed the pre test mean of the control group was 16.22 while test mean of the control group was 17.78. Whereas, the pre test mean of the experiment group was 16.89 while the post test mean of the experiment group was 19.16. In case of index of difficulty between control and experimental group in the pre test showed that the t-test (1.867) was higher than t-table (1.668) while in the post test showed that t-test (4.351) was higher than t-table (1.668). Whereas, in term of index of improvement between pre test and post test in the control group showed that the t-test (6.5) was higher than t-table (1.691) while in the experimental group showed that the t-test (10.229) was higher than t-table (1.691). thus, it was obtained from the computation that the result of the t-test of the difference pretest and posttest between

experimental and control groups was 2.171. since the t-test (2.171) was higher than t-table (1.668), it means that there was a significant difference in terms writing achievement between the students who were taught without using inside-outside circles strategy.<sup>32</sup>

2. This is a research done by Muhammad Yunus, alumnus of Islamic University of Malang entitled “Improving Students’ Speaking Skill Through Guided Questions With Inside-Outside Circle Technique at The First Grade of SMA Wahid Hasyim Malang” This study is categorized as a classroom action research (CAR). This study proposed guided questions through inside outside circle as the strategy in the teaching English at the first grade students of SMA Wahid Hasyim Malang to solve the students’ incompetency on speaking skill. As the result of the preliminary study indicated that the students’ problems on their speaking competence can be grouped into four problems: (1) lack of vocabularies, (2) the poorness of producing utterances, (3) the lack of ideas to speak, and (4) being afraid of speaking. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by repeating conversation for many times in the activity of guided questions through inside outside circle and also demanding the students to involve actively, the students’ speaking

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<sup>32</sup>Armi Sanytasari,. “*Improving The Students Ability In Writing Short Functional Texts Through Inside-Outside Circle Strategy*”, 14 March 2011. [Http://Skripsi.Unnes.Ic.Id/Skripsi\\_V1'asset/Images/Unnes.Jpg](http://Skripsi.Unnes.Ic.Id/Skripsi_V1'asset/Images/Unnes.Jpg). [19 January 2013]

skill improved and the students' participation in the classroom was highly positive.<sup>33</sup>

Based on the explanation above, it shows that the difference between the previous researches from this research is that both of the previous researches aimed at knowing the improvement of the students' speaking skill by using inside-outside circles strategy. Besides, in this research, the writer aims at knowing the significant effect of using Inside-outside circles strategy on students' speaking ability in certain topic. Furthermore, based on the research findings of both previous researches, it indicates that the use of inside-outside circles strategy was successful and could be applied on students' speaking ability.

### **C. The Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research, there are two variables, they are (1) using inside-outside circles strategy as the independent variable and it is symbolized by X and (2) students' speaking ability as the dependent variable, it is symbolized by Y. the data were taken through the test, it was the oral test. The indicators are as follows:

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<sup>33</sup>Muhammad Yunus, *Improving Students' Speaking Skill Through Guided Questions With Inside-Outside Circle Technique at The First Grade of SMA Wahid Hasyim Malang*, 14 March 2011. [http://www.academia.edu/1301850/Improving\\_Students\\_Speaking\\_Skill\\_through\\_Guided\\_Questions\\_with\\_Inside\\_Outside\\_Circle\\_Technique\\_at\\_the\\_First\\_Grade\\_of\\_SMA\\_Wahid\\_Hasyim\\_Malang](http://www.academia.edu/1301850/Improving_Students_Speaking_Skill_through_Guided_Questions_with_Inside_Outside_Circle_Technique_at_the_First_Grade_of_SMA_Wahid_Hasyim_Malang), [19 January 2012]

1. Using Inside-outside circles is classified with the indicators as follows

(X):

Pre-teaching:

- a. The teacher explains to the students the materials based on the topic given.
- b. The teacher demonstrates the topic and tries to make the students understand.

While-teaching:

- a. Divides students into some groups. One group consists of 6 persons.
- b. Place students in two circles – one circle within the other.
- c. Face Students each other between circles.
- d. Put a question on the board.
- e. Ask students to think about it; allow reasonable wait time.
- f. Ask the students on the inside to share the answer to the outside and the outside person will share or extend the thinking of the inside person.
- g. When being finished, outside people rotate one to the left or right.
- h. Now they are ready for the next question.

Post-teaching:

- a. Asking students' difficulties during the lesson.
- b. Correcting the students' speaking.
- c. Concluding the material studied.

2. Students' speaking ability (Y Variable)
  - a. Students are able to speak in good accent.
  - b. Students are able to speak in correct grammar.
  - c. Students are able to speak accurate vocabulary.
  - d. Students are able to speak fluently.
  - e. Students have a good comprehension.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

Based on the relevant research above, the writer assumes that:

- a. Students' speaking ability is various.
- b. The better using inside-outside circles strategy, the better students' speaking ability will be.

##### **2. The Hypothesis**

$H_0$ : Students' speaking ability taught without by using inside-outside circles strategy is low.

$H_a$ : Students' speaking ability taught by using inside-outside circles strategy is high.

$H_a$ : There is a significant effect of using inside-outside circles strategy on students' speaking ability.