

**IMPLEMENTATION OF INSIDE OUTSIDE CIRCLE GAME TO
DEVELOP SPEAKING SKILL FOR THE FIRST GRADE OF *SMAN 1
TOROH* IN 2012/ 2013 ACADEMIC YEAR**



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DIAH FITRIA RAHMAWATI

A320090144

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama : Drs. Djoko Srijono, M. Hum (Pembimbing I)

NIP/ NIK : 1959 0601 1985 03 1 003

Nama : Drs. Agus Wijayanto, M. A. Ph. D (Pembimbing II)

NIP/ NIK : 978

Telah membaca dan mencermati naskah artikel publikasi ilmiah yang merupakan ringkasan skripsi (tugas akhir) dari mahasiswa:

Nama : DIAH FITRIA RAHMAWATI

NIM : A 320 090 144

Program Studi : Bahasa Inggris

Judul Skripsi : THE IMPLEMENTATION OF INSIDE OUTSIDE CIRCLE GAME TO DEVELOP SPEAKING SKILL FOR THE FIRST GRADE OF SMAN 1 TOROH IN 2012/ 2013 ACADEMIC YEAR

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Surakarta, 27 Maret 2013

Pembimbing I

Drs. Djoko Srijono, M. Hum

NIP/NIK: 1959 0601 1985 03 1 003

Pembimbing II

Drs. Agus Wijayanto, M. A, Ph. D.

NIP/ NIK: 978

APPROVAL

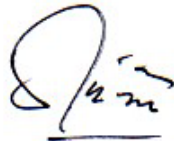
**THE IMPLEMENTATION OF INSIDE OUTSIDE CIRCLE GAME TO DEVELOP
SPEAKING SKILL FOR THE FIRST GRADE IN *SMAN 1 TOROH* IN 2012/ 2013
ACADEMIC YEAR**

By

DIAH FITRIA RAHMAWATI
A 320 090 144

Approved by

First Consultant



Drs. Djoko Srijono, M. Hum

Second Consultant



Drs. Agus Wijayanto MA, Ph. D

**IMPLEMENTATION OF INSIDE OUTSIDE CIRCLE GAME TO DEVELOP
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**Diah Fitria Rahmawati
A 320 090 144**

This research aims to know the implementation of inside outside circle game in improving the students' speaking skill, to know the effect of implementation of inside outside circle game in teaching speaking skill, and to know the students' response in the implementation of inside outside circle game. This research was implemented in SMAN 1 Toroh at the first grade especially in X^B in 2012/ 2013 academic year. This research used collaborative research. The method of collecting data were observation, interview, and document. In this method, the collaborator or the teacher helped the researcher in arranging the lesson plan. The collaborator also helped the researcher to solve the problem faced of the students during the implementation this research. The result of this research showed that the implementation of inside outside circle game could improve the students' speaking skill. It could be seen from the result of pre-test and post-test of the students. The mean score of pre-test of the students was 61,3 (fair) and post-test 74,9 (significant) and the prove result of the implementation was 13,6. Most of the students said that they interested with the technique. The students could easily learn English speaking. The students also felt confident and bravery to speak English in front of the class or with other friends in the class.

Key word : *Inside Outside Circle Game, Collaborative Research, Speaking Skill*

A. Introduction

In senior high schools curriculum, there are four English skills, namely: listening, speaking, reading, and writing skills. Teachers should develop four language skills in order to inforce their students to practice the skill in communication or express of their thoughts, and opinion in English. One of the skills is speaking. Speaking skill can improve daily communication for students.

By speaking skill the students can practise daily conversation to express the utterance and implication of their activity. For this reason, English speaking is taught in all senior high schools in Indonesia. The students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners. Actually, there are many senior high schools teacher which still use classical methods in teaching speaking. The teachers merely give the material and explain it, for instance, exercises and students practice. This method is not fully effective because the

students are bored and need much time to be able to master English speaking especially in communication or conversation. Indeed, there is an alternative mechanism which may be employed in order to enforce the quality of teaching learning process, particularly speaking skill.

The students at first grade of *SMA N 1 Toroh* especially X^B felt the way to teach English was monotonous and not interesting. Most of them have not enough vocabulary and self-confidence to speak. It makes the students have less motivation to develop their speaking skill.

Therefore, in here the researcher designs a plan to collaborate with English Teacher by implementing the inside outside circle game in the speaking classroom activity. Inside outside circle game is one of methods teaching and learning English that can provide a conducive and different environment in teaching speaking. The researcher hopes that by using inside outside circle game, the students can improve their speaking skill.

B. Research Method

The type of this research is collaborative research. Collaborative research is numerous initiatives have been launched with the aim of developing collaboration among individual researchers (Katz and Martin, 1997: 2).

Besides, the method used to collect the data are observation, interview, and documentation.

1. Observation

The writer observes the classroom activities to collect the data by closely watching, noticing classroom activities, interacting of students in the classroom during the teaching and learning process.

2. Interview

Interview is verbal communication between researcher and the teacher to get more information. According to Arikunto (1992: 126) argues that interview is a dialogue done by the interviewer to get the information from the interviewee. Besides with the teacher, the researcher also does the interview with the students to get more information.

3. Document

Document involves collecting data from document and other materials. In a research the writer uses curriculum, methods of teaching, and picture during the observation.

From the method to collect the data, the research must do the research, because this research is collaborative research. The researcher must collaborate with the teacher of SMAN 1 Toroh to get the data of the first students. Actually the researcher also uses quantitative research because the researcher used numeric or score to analyze the result of the students' lesson like score of the student to distinguish the students' score who get lowest and highest score.

To know the process of implementation of inside outside circle game in teaching speaking at first grade of *SMAN 1 Toroh*, the steps in analyzing data are as follows;

1. Describing the process teaching and learning English especially speaking classroom before used inside outside circle game in teaching speaking at the first grade of SMAN 1 Toroh.
2. Describing the process of the inside outside circle game in teaching speaking at the first grade of SMAN 1 Toroh.
3. Collecting the data taken from the observation in the first grade of SMAN 1 Toroh, interview to the teacher and the students, and do the cycle I-III in this research.
4. Classifying the data of the observation in the first grade of SMAN 1 Toroh and then interview to the teacher and the students.
5. Discussing the finding of the research.
6. Drawing conclusion and giving suggestion from the research.

C. Research Finding and Discussion

The implementation of inside outside circle game had been conducted three cycle. In cycle consist two meeting. The problem are found in pre-test and cycle I has been solved in cycle 2 and 3. After cycle I-3 cycle were done, the researcher conducted a post-test. It aims to know the students' development of speaking skill. From all cycle, the researcher concluded that inside outside circle game is appropriate to be applied to students who passive characteristic, like in *SMAN 1 Toroh* especially class X^B and the inside outside circle game technique more interesting if it was done different ways for example the students can tell or share their story with their friends by face to face and one by one their friends in the class. The students became more active in understanding, memorizing, and responding with their friends.

From three cycle above, in the first cycle there were 24 students or 68,6%, in the second cycle there wee 28 students or 80%, and in the third cycle there were 30 or 85,7% who could practice inside outside circle game. Therefore, the implementation of inside outside circle game in improving the students' speaking skill was succesful.

There are five aspects that assessed the researcher in speaking activity of the students. The aspects consist of structure, comprehension and production, pronunciation, diction, and fluency. The score of students from Pre-test till Post-test

No	Name	Pre-Test	Cycle I	Cycle II	Cycle III	Post-Test
1	Adhi Priyambodho	56	68	68	72	72
2	Ahmad Yannu Dwiky R	56	56	68	68	68
3	Ajeng Pratiwi	80	80	80	84	84
4	Andreas Cristyawan Dwi A	80	80	80	80	88
5	Anny Pramita	60	72	64	72	80
6	Ayu Diah Rahmawati	56	68	68	60	76
7	Cindyana Bella Iswandani	60	64	64	72	80
8	Danang Tomy Prabowo	60	60	64	76	76
9	Dewanti Lutfiana	56	56	60	68	68
10	Dheni Fajar Kisnanda	52	72	60	64	72
11	Eka Putri Hardiyanti	72	72	76	80	80
12	Elisa Primadewi	80	84	80	88	88
13	Gigihaditya Nugroho	60	80	76	68	80
14	Hanif Nanda Syahputra	56	64	60	64	76
15	Ifi Badratul Wafiroh	52	72	60	60	72
16	Indriana	52	64	68	76	80
17	Joni Tri Atmojo	56	56	60	68	64
18	Lathifatul Ula Kukuh	48	48	60	60	60
19	Luluk Hidayah	68	68	60	72	76
20	Mei Liana Dewi	72	-	80	80	80
21	Mochammad Ibnu F	52	48	60	76	68
22	Novia Devi Purnamasari	40	48	68	72	68
23	Novita	60	-	76	80	72
24	Nur Witaningsih	72	76	76	80	80
25	Onny Pramita	60	64	80	80	80
26	Peri Kurniawan	52	-	60	72	64
27	Revika Audina	60	64	76	68	76
28	Rini Mustika Sari	80	80	76	80	80
29	Rizky Arief Ramadhan	76	72	80	80	80
30	Septya Ningsih	48	48	68	64	72
31	Sulistiyono	60	64	68	68	72
32	Titis Indah Mawarni	64	72	60	64	64
33	Trio Sukmo Katon	68	44	68	76	76
34	Yasmin Ika Yuli Arni	60	48	60	72	72
35	Yoga Feby Nugraha	60	56	60	80	76

The Average score	61,3	59	68,3	72,7	74,9
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Speaking achievement in the implementation of inside outside circle game increased. It can be seen from the pre-test and the post-test, the average score of structure is 117 point and in the post-test becomes 131 point, comprehension and production increased from 109 point becomes 136 point, pronunciation increased from 100 point becomes 129 point, diction increased from 115 point becomes 134 point, and the fluency increased from 95 point becomes 125 point.

The average of pre-test score before treatment was 61,3. Whereas the average score after the treatment in post-test is 74,7 and the improvement result of the implementation are 13.4. It showed the teaching speaking by using inside outside circle game is successful.

The effect of this technique, the students do not feel bored, but more active and enthusiastic to follow the teaching and learning process. The students looked braver and more confident to speak up in front of the class and express their feeling. They are also motivated to speak English correctly with their friends in the class.

But actually in this technique also have some problem faced when the researcher was implement this technique. The problem faced that found of the researcher like as follow; sometimes the students were noisy when the researcher asked them to move in the right side in the implementation of inside outside circle game, some of the students still ashamed to speak up in front of the class, the timing in every cycle is limited so the students only have limited timing to speak up with their friends in the inside outside circle game. So, to rehearse speaking ability, there are three ways of teaching speaking used by the writer, namely; Repetition, Manipulation, and Reproduction (Dobson 1983 in Wulandari 2010: 77). Repetition is the teacher will command to the students to repeat what the material or utterance conveyed. Manipulation is the students try to make the manipulation of sentence structure. Reproduction is the students are given opportunities to carry out what was commanded by the teacher or the students repaired the teacher command.

D. Conclusion

Based on the research finding and discussion, the researcher can draw the conclusion of the implementation of inside outside circle game to develop speaking skill for the first grade of *SMAN 1 Toroh* in 2012/ 2013 academic year.

1. The implementation of inside outside circle game should be done different ways in order to develop speaking skill. This technique avoid the students' boredom, and avoid the monotonous in implementation some material in the speakingg class. Therefore, the implementation of inside outside circle game can develop spekaing skill of the students.
2. By implementation of inside outside circle game in teaching spekaing, the students have chance to be active to speak up with their friends in the class.
3. The improvement of the students speaking skill can be seen in the improvement of the students' scores. The result of the pre-test and post-test showed the significant improvement. The average of the pre-test score is 61,3, and the average of the post-test score is 74,9. And the improvement result of the implementation is 13,4. It showed that teaching sepaking by using inside outside circle game is successful.
4. The inside outside circle game is very appropriate to be applied to the students who have passive characteristic. Because it make the students more be active in teaching and learning process.

The students' responses are possitive. The students do not fell bored, but more enthusiastic to follow the teaching and learning process. The students look braver and more confident to speak up and easy understand. The students also admitted that they become active and enjoy with this technique.

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