

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

#### A. Previous Studies

The writer took some previous studies as the guideline to implement the research, they are:

Kamaliah (2018) in research entitled “Applying the Inside-Outside Circle (IOC) Towards Students’ Speaking Ability at The Second Grade of SMA Inshafuddin” explained that the objective of the study was to know whether Inside-Outside Circle (IOC) can improve the student’ ability. The research design in this research used pre-experimental design. Techniques for collecting the data were test and questionnaire. Then they were analyzed using numerical analysis of the t-test and percentage equation. The results of this study indicate that Inside-Outside Circle (IOC) could effectively improve the ability of talking students. Students' progress was achieved through discrepancies between pre-test and post-test. The median pre-test score was 66.11 and is up to 70.11. The t-test result is also endorsed as the measurement value gets t-score  $(4.381) > t\text{-table} (2.120)$ . It could be assumed that the speaking capacity of students after being trained using the Inside-Outside Circle (IOC) was significantly improved. The outcome of the questionnaire indicates that the students become more involved in teaching and learning process by using the Inside-Outside Circle (IOC).

Wijaya & Sari (2017) in the research entitled “Inside Outside Circle: Teaching Students’ Speaking Skill”. The aim of this study was to find out the

influence of using inside outside circle toward speaking skill. The research used quasi-experimental design. The researcher used the oral test method to collect the data and it was analyzed by using SPSS to compute independent sample t- test. Sig's test has been figured out.  $(P) = 0.012 < \alpha = 0.05$ . This means that  $H_0$  has been rejected and  $H_a$  has been approved. Therefore, the use of Inside Outside Circle in the second semester of the eighth grade of SMP N 2 Sumberejo Tanggamus in the academic year 2016/2017 had a significant influence on the speaking ability of students.

Sudrajad & Wijaya (2016) in the research entitled "The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students' Speaking ability at Seventh Graders". The objective of the study was to know whether Inside-Outside Circle method can be effectively for students' speaking ability. This research used experimental design. The collection of data used assessment (pre-test and post-test) to assess student outcomes. Research results would be counted using  $\alpha = 0.05$  T-test statistics. The study's finding was that  $T_{count} = 6.059$  and  $T_{table}$  was 2.007. This meant pushing aside  $H_0$  and welcoming  $H_1$ . From the findings, it could be summed up that the use of the Inside-Outside Circle by using a cue card was effective at seventh graders for students' speaking ability.

Wahyudi, Mukhaiyar, & Kusni (2014) Study entitled "Improving Student Speaking Skills Using Inside-Outside Circle Technology (At Teen Level 5, Lbpp Lia, Pekanbaru)" The aims of this study were to know what extent Inside- Outside Circle technique can improve students' speaking skill at ET-5/1 LBPP LIA Pekanbaru and to identify what factors that influence the

improvement of students on this skill. Classroom Action Research (CAR) was used in the research design. Based on the referring to the study and findings, the researcher concluded that Inside-Outside Circle Technique would boost the speaking skills of ET-5/1 students at LBPP LIA Pekanbaru in Cycle1.

Hannum, Ikhsan, & Antika (2017) in research entitled “The Effectiveness of Inside-Outside Circle Strategy toward Students’ Speaking Ability”. The aim of this study was to determine the effectiveness of the use of the Inside-Outside Circle strategy on the speaking ability of eighth grade students of MTs Darul Ulum Yapa Kombang Baru Tapus in East Pasaman. The design of this study was experimental research where one class was given treatment using the Inside-Outside Circle strategy and the other class used the Group Work strategy. The results showed that the Inside-Outside Circle strategy could improve the speaking ability of eighth grade students of MTs Darul Ulum Yapa Kombang Baru Tapus in East Pasaman. This was evidenced by  $t\text{-count} = 2.39$  greater than  $t\text{-table} = 1.68$  at the 0.05 level. Thus it could be concluded that the use of the Inside-Outside Circle strategy could improve the English speaking ability of students of class VIII MTs Darul Ulum Yapa Kombang Baru Tapus in East Pasaman.

Based on the some previous studies above, the aims of the research are to know the implementation, influence and investigation Inside Outside Circle (IOC) to improve students’ speaking skill. Some of the researchers use Classroom Action Research (CAR) as the design of the research. The other researchers use experimental, pre-experimental and also quasi-experimental design. In this research, the researcher will discuss about the effectiveness of



Inside Outside Circle (IOC) to improve students' speaking skill. The research will be conducted on MTs N 2 Jepara and the population is eight grade students of MTs N 2 Jepara. The design of the research will be used that is True-Experimental. The researcher hopes that Inside Outside Circle (IOC) can improve students' speaking skill at eighth grade students of MTs N 2 Jepara in academic year 2019/2020.

## **B. Theoretical Background**

### **1. Speaking**

#### **a. Definition of Speaking**

Speaking is the way for having communication someone to somebody else. It can share their idea to others. As the modern era English is needed to get a job. It will be used in for communicating in all around the world. It is the process of creating meaning that begins to produce, obtain and process information. Tiwery (2019:33) stated that as one of productive skills, speaking plays an important role in communication. It is the oral component of the language analysis. Speaking is the important thing in learning language. Language is the way for communication and it applies in speaking. According to Hannum et al (2017:89), speaking is used for communication and to convey meaning from the speaker to the hearer.

According to Sudrajad & Wijaya (2016:60), speaking is a one of speech activity by using oral speech. It is one part of the language skills that people can use to express their ideas orally in a foreign language, learning how to organize their ideas, expressing their

language in a spoken language. It is also the active use of language in order to give meaning to others. People are expressing their thoughts and discussing verbally what they want. That is why speaking is very important because speaking is the intentional use of language in order to give meaning to other people. Speaking is part of the language used to communicate with the other language.

Speaking in the social community is the first way to interact with others. It can be applied in speaking. In fact, the effectiveness of first learning a language can be seen from the learner's ability to speak. Hussain (2017:15) stated that learning language can be success if the learners can speak well so that it can be benchmark in learning language because someone will see not how to write, listen or read but how to speak majority of languages even with writing scripts use their spoken forms more than the written ones.

#### b. Elements of Speaking

According to Ali (2018:12), there are two elements of speaking, they are:

##### 1) Language features

The following is among the elements required for spoken production (as opposed, for example, to the development of realistic examples in language drills).

##### a) Connected speech

Good English speakers must be able to produce not only the individual English phonemes (as I would have gone) but also to

use them fluently. “connected speech” (as in Idea gone). Sounds are modified (assimilation), omitted (elision), added (linking r) or weakened (by contractions and stress patterning) in connected speech. This is why we should include students in activities expressly designed to improve their related voice.

b) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these tools helps to express meanings. They allow emotion and strength to be expressed extra. In order to be fully successful communicators, students should be able to incorporate at least some of these supra-segmental features and tools in the same way.

c) Lexis and grammar

Spontaneous speech is characterized by the use of a number of common lexical phrases, especially in certain language function performance. Therefore, teachers should provide a number of phrases for various functions such as agreeing or disagreeing, expressing surprise, anger, or approval. When students are engaged in speaking situations such as a job

interview, we can also prime them with some useful phrases that can be generated at different stages of communication.

d) Negotiation language Effective

Effectively speaking, the language we use to seek clarification and to show the structure of what we say.

2) Mental/social processing

If part of speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a) Language processing

Heads and puts it in a logical order so that it comes out in ways which are not only understandable, but also express the intended meanings. Language processing involves recalling words and phrases from memory and arranging them into sequences that are syntactically and suggestively relevant. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.

b) Interacting with others Most

Most of the talk involves one or more people talking. It means that successful talking often involves a lot of listening, recognizing how the other participants feel, and knowing how to transform or encourage others to do linguistically.



## 2. Inside Outside Circle (IOC)

### a. Definition of Inside Outside Circle (IOC)

The aim to teach English is to improve speaking skill. The teacher should use the good strategy to teach it. According to Tiwery (2019:36) Inside Outside Circle (IOC) is very useful to establish communication between students and build community in the classroom. This strategy made the possibilities for students to talk to each other. They can exchange their thoughts on the subject, motion, or pictures that given by the teacher. It also interacts with their friends. They will be interested in improving their speaking and the learning process.

S. Wijaya (2017:117) said that Inside Outside Circle (IOC) is used to make the students know their knowledge and capability in speaking. The students can practice and improve their speaking in daily activities. According to Hannum et al (2017:90), this strategy can make the students more active because they will move into different partner. Inside outside circle strategy can make the students be active in learning speaking, and then it can give opportunity for the students to improve their speaking. The students will share the idea to their partner without feeling bored. Kamaliah (2018:107) said that the study is aimed to revealing and describing the effectiveness of the use of Inside-Outside Circle (IOC) technique towards students' speaking ability.



b. The Procedure of Inside-Outside Circle (IOC) technique in Teaching Speaking Skill.

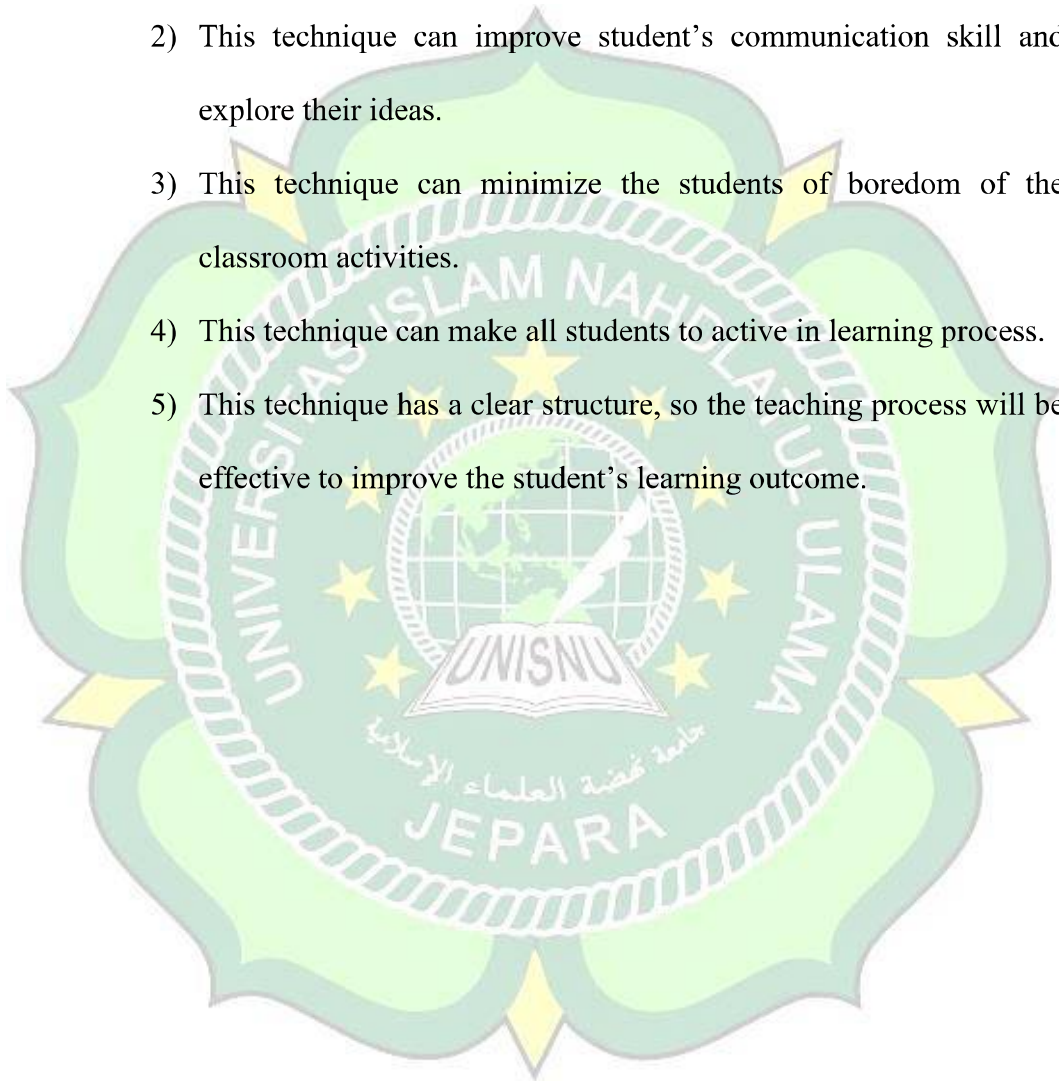
Inside Outside Circle (IOC) is a technique that can be applied to teach speaking skill. It is a good strategy that is used to encourage discussion among students to build speaking skill in English. Inside Outside Circle IOC will be a fun technique for the teacher to use in the classroom because it will build more trust and excitement for the students Kamaliah (2018:107)

- 1) The teacher prepares questions, or provides a question card for each student.
- 2) Students form pairs. One student from each pair moves outward to form a large circle in the class.
- 3) Remaining students find and face their partner (class now stands in two concentric circles).
- 4) Inside students ask a question from their question cards; outside circle answer. Inside circle students praise or coach (alternative: the teacher asks a question and indicates inside or outside to answer to their partner)
- 5) Partners switch roles: outside circle students ask and inside circle students answer.
- 6) The teacher gives the limit time for speaking.

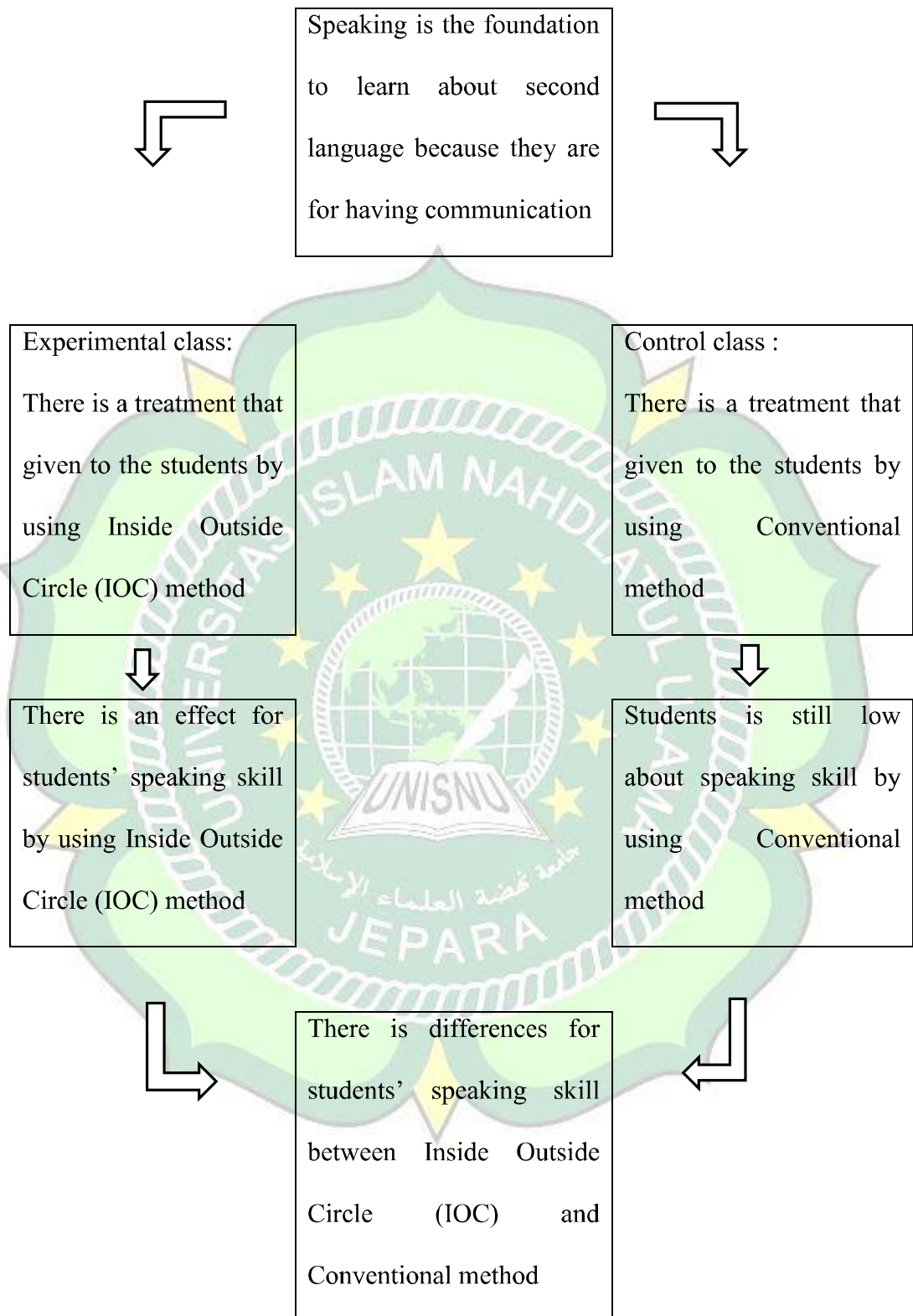
c. The Advantages of Inside-Outside Circle (IOC) Technique

According to Ali (2018:149) As one of cooperative learning technique which give the students chance to work in group, Inside-outside circle technique has some advantages, Such as:

- 1) Inside-outside circle technique gives the students opportunity to share the information with different partner in the same time.
- 2) This technique can improve student's communication skill and explore their ideas.
- 3) This technique can minimize the students of boredom of the classroom activities.
- 4) This technique can make all students to active in learning process.
- 5) This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.



### C. Framework of the Present Study



According to Tiwery & Threesje (2019:3), as one of productive skills, speaking plays an important role in communication. How to support speaking needs vocabulary. The aims of this material are that the students can communicate with their friends, English teacher and foreigners. By speaking, students will be very confident when they meet the people from other countries because they can speak with them but some of the students in junior high school are difficult in speaking, if the teacher uses conventional method. It can make the students bored and lazy. So, the teacher should use the effective method to solve the problems and make the students interesting about speaking skill. Using Inside Outside Circle (IOC), it can help to Increase the students' speaking skill because after implementing Inside Outside Circle (IOC) Method, the students can get the points well. The conclusion is there is differences effect of using conventional method and Inside Outside Circle (IOC) method. Inside Outside Circle (IOC) method can increase Students' speaking skill in MTs N Jeparu.

#### **D. Hypothesis**

Based on the framework that has been described thinking it can be formulated research hypothesis as follows:

Ha : There is significant effect of Inside Outside Circle (IOC) to students' speaking skill

Ho : There is no significant effect of Inside Outside Circle (IOC) to students' speaking skill

The Alternative Hypothesis ( $H_a$ ) and the Null Hypothesis ( $H_0$ ) which is described to the following statistical hypothesis:



- a) If  $t_{\text{test}} (t_0) > t_{\text{table}} (t_t)$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.
- b) If  $t_{\text{test}} (t_0) < t_{\text{table}} (t_t)$ , the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted.

