



**IMPROVING STUDENTS' SPEAKING ABILITY  
THROUGH INSIDE-OUTSIDE CIRCLE MODEL AT  
GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfilment of the Requirement for Graduate Degree of  
Islamic Education (S.Pd.I) in English*

**Written By:**

**DESI TIAISAH**  
**Reg. Number. 10 340 0045**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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**2015**

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Desi Tiaisah

Padangsidempuan, September 2015

To :

Dean Tarbiyah and Techer Training  
Faculty

Item : 7 (seven) Exemplars

in -

Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to DESI TIAISAH, entitled "**Improving Students' Speaking Ability Through Inside-Outside Circle Model at Grade VIII SMP N 5 Padangsidempuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikumWr. Wb.

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Grade VIII SMP N 5 Padangsidimpuan

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Declaration Maker



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**LEGALIZATION**

Thesis : **IMPROVING STUDENTS' SPEAKING ABILITY  
THROUGH INSIDE-OUTSIDE CIRCLE MODEL AT  
GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN**

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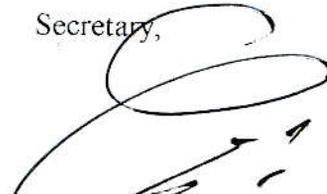
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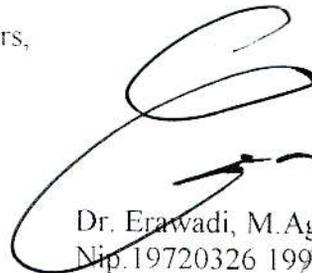


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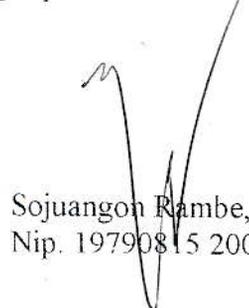
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**Year : 2015**

#### **ABSTRACT**

This research is done to solve the students' problems in speaking ability. The purposes of this research are: to describe the students' speaking ability through inside-outside circle model at grade VIII SMP Negeri 5 Padangsidempuan and to identify the factors which influence students' speaking ability through inside-outside circle model at grade VIII SMP Negeri 5 Padangsidempuan.

Research methodology that used in this research is classroom action research by implementing the Hopkins design which consists of four steps. Those are planning, action, observation, and reflecting. To solve the students' problems in speaking the researcher applies interview inside-outside circle model. The researcher uses two cycles, every cycle consists of three meetings. Moreover, the participants of this research are the class of VIII-b (26 students) and there is collaboration with an English teacher. Meanwhile, the data is derived among from speaking tests, observation, and interview.

. Based on the research result showed the improvement mean score of the students in first test in the first cycle 1 is 57.68 (7.69%) and students' score in cycle 2 is 18.80 (69.23%). From the students' mean score in background of the problem and in cycle 1, it doesn't show improvement. Then, the researcher continuous to cycle 2. Based on the research result in cycle 1 and cycle 2, it shows the improvement of students' mean score and students' percentage. So, students' improvement in speaking ability by using inside-outside circle model is very good category (very high). Students' problem in accent is difficult in pronouncing the words. Problems in grammar are difficult in building sentence and using auxiliary verb. Problem in vocabulary is difficult in searching adequate words. Problem in fluency is difficult in grouping words. Problem in comprehension is difficult in understanding words.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 28<sup>th</sup> September 2015

Researcher



**DESI TIAISAH**

**Reg. Number. 10 340 0045**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the problem**

Speaking is one of the four language skills that is used to communicate orally to express idea and feeling. Speaking should be mastered by students besides listening, reading and writing. In order to be able to achieve these aims, they should master a number of speaking. It can be made a powerful vehicle for conveying our feelings and emotions for expressing our hopes, illusions, fears, or wisdom and also speaking was helpful to build up oral communication among the people from different areas.

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Speaking is one of the language skill beside listening, writing, reading. Many people think speaking is harder than other skills for everybody in daily activity especially a student who is learning. Teacher is motivator to improve skill especially speaking. Speaking is an important skill in our life. The following illustration some of significances of speaking in our life.

First, it can transfer idea, thinking, and opinion. Many ideas can be transferred to other people. This is the way to transfer ours idea, by asking information or asking opinion. We can express the thinking by speaking. Therefore, it can transfer or tell to other people about opinion. Speaking is a

productive skill in language. Speaking is important to be learned mastered by every individual. Speakers use language to communication ideas and thought to others. The interaction has the purpose of influencing the listeners. Speaking also can be defined as fundamentally instrumental in conveying meaning. Speaking is not as simple as it looks. Speakers have to formulation their ideas grammatically acceptable sentence. They can exchange views and opinions in their life.

Second, it can take and give the information and knowledge. Many information and knowledge can be received. It gives information and knowledge to other people and they was receive the new information. Indeed, it can also take the information and knowledge from other people. Therefore, it can be developed by speaking.

The last, students's can activate of brain directly. Because, in speaking they do not have much time for thinking what said to other people. It is directly without prepatation. English can be improve because they need good English skill when we want to speak well. Then, it must be practiced every day whenever and wherever.

Based on the illustration above, it has showed that speaking is ,necessary for everybody in daily activity especially as a student's who is learning English. However, speaking is problematical at SMP Negeri 5 Padangsidimpuan in aspect or achievement speaking ability on inside outside

circle. The fact is revealed in the following illustration. It has found from the school especially the English teacher and from the students.

The teacher has said that students' speaking ability is low. The proof is from the result of the students. They got the result average in 60-75 English skill score in SMP N 5 Padangsidempuan . It can be conclude that the students' speaking achievement is still low. The teacher want to improve it with telling and teacher must use the good method improve their result in English used to inside-outside circle. In addition, the information from the teacher has said that there are some problems. They are about the speaking ability is low, accuracy and fluency are bad, speak self- confidence, interest and motivation.

The students come from different ethnic group. Some of them are Batakness, Javanese. The accent is different each other. The phenomenon in the field, the Batakness is difficult to speak English smooth. Sometimes, their accent is very low when they speak out. It relates to the pronunciation. Actually, not only Batakness has the problem in accent but also javaness. The students' fluency and the accuracy are bad. Many students feel tremble, tight, and worry.

The next is about the comprehension and the grammar. The students' comprehension and grammar is bad enough. It relates to the vocabulary. When the teacher gives the instruction to comprehend a text but the students do not know some of the meaning of the words. In grammar, the students are

difficult to arrange the sentence. They feel hard to speak up because they have lack of vocabulary. Therefore, they do not know what they want to speak out.

Actually, It was also found that the students have lack of self confidence. Based on the researcher observation and information from the school especially from the English teachers, they say that not many students are bravely to speak. More than just four until five who has self confidence to speak out. It has found the reasons. The first, they are afraid to do mistake for speaking. So that, they seldom do it especially when the teacher ask them to speak out in front the class. The second, they have high anxiety. They always said that English learning difficult when they want to speak. The third, they have lack of self confidence. They do not want to speak out. They do not support their selves. Then, they do not practice it everyday. Meanwhile, that is very important to improve and enrich their English.

In addition, the English teacher in SMP Negeri 5 Padangsidimpuan still use traditional or conventional technique to teach speaking. Conventional technique usually makes students bored because when teacher teaching this subject only using explanation technique and the students are not active so it makes the learners get bored. One the ways to effective teaching speaking is making the students active so they enjoy learning and they can improve their speaking ability easily and interest. Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. Every school has to create the good output students. It means that, they can be easy

to communicate with all exemplary by all people if the teachers are able to make it real. They must be good in teaching English process.

From conclude which has been served above, the researcher choose inside-outside circle model technique in research class at SMP Negeri 5 Padangsidimpuan to overcome the speaking problems in the classroom. It was due to inside-outside circle model is a communicative than an others technique, accountability and the role of teachers.

Firstly, inside-outside circle model is used to teaching oral skill because it develop students' communicative competence. The teacher in which the teacher inside-outside the subject or materials that discussed in learning process. So, the students can be more understand to their subjects or materials but also deeply, in inside outside the teachers are teaching not only the subjects or materials but also they show the things and telling what is happening or what has happened that involved within it.

Secondly, inside-outside focuses on independent teaching technique. Nowadays, teaching should prepare on students independence in learning process. Independences can guarantee the successfulness achieving teaching and learning goals. Independences force the students understand and comprehend all material because they feel that it was their need.

Finally, inside-outside can be in teaching and learning process. Inside-outside dominantly is handle by the teacher. The teacher tries to inside-outside the material before giving the class to the student's. The students will be free

in expressing their feeling and thought. This condition will make a strong motivation and self confidence. This condition is assumed was increase students speaking ability.

Based on the background of problems above, the researcher was conducted a classroom action research in language class on titled ‘‘Improving Students’ Speaking Ability Through Inside-Outside Circle Model At Grade VII SMP Negeri 5 Padangsidempuan’’.

### **B. Identification of the Problem**

Based on the background of this research, there were some problems in speaking ability at grade VII SMP Negeri 5 Padangsidempuan as following:

1. The students’ speaking ability is low.
2. The students’ accuracy and the fluency are bad.
3. The students’ are afraid to speak out because they are lack of self-confidence
4. The students are lack of interest and motivation.

### **C. Focus of the research**

Based of the formulation of the prolems above the there are many problems include in Speaking. However, the researcher just focus on inside-outside circle model technique to improve students’ speaking ability. This research was conducted by classroom action research. In order to be more direct, this research focused on exploring improvement of speaking in the case

of accent, grammar, vocabulary and communication at grade VII SMP NEGERI 5 Padangsidimpuan.

#### **D. Formulation of the problem**

Based on limitation of problem mentioned above, the problem of the research was students' speaking ability at grade VII SMP Negeri 5 Padangsidimpuan can be improved by using inside-outside circle model and there were factors which influenced the speaking ability.

#### **E. Research Question**

Based on formulation of problem, the research question:

1. To what extent does inside-outside circle model improve the students' speaking ability at grade VII Negeri 5 Padang sidimpuan?
2. What factors influence students' speaking ability at grade VII SMP Negeri 5 Padang sidimpuan?

#### **F. Purposes of the research**

Based on the question above, researcher answered the question as purposes of the research.

1. To describe how inside-outside circle model technique improved the students' speaking ability at grade VII SMP Negeri 5 padangsidimpuan.
2. To identifying the factors of students' speaking ability at grade VII SMP Negeri 5 Padangsidimpuan.

### **G. Significances of the research**

Research significant are large in contribution depending on whatever and whoever a result of the research of the result of the research being useful in terms of education. Significant of this research are in the following:

1. One of the research contribution on study for developing the English language teaching focus.
2. consideration for teacher to achieve the English learning to improve the process and result of students' reading comprehension.
3. one of the research literatures that can be a source to get information about the research focus for other researcher who will be interesting in conducting research relates to this research.

### **H. Definition of the key terms**

To avoid the sense of term contained in this research, the research was explain:

1. Improving

Improving means become better than before.<sup>1</sup> Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a

---

<sup>1</sup> A.S. Hornby, *Oxford Advanced Learned Dictionary 7<sup>th</sup> Edition*(New York: Oxford University Press, 2005), p.781.

different way with a great quality and correctly. Follows By crossing these in step by step process is called improving.

## 2. Inside – Outside Circle

Learning model in the Inside and outside circle (IOC) system is a model of learning with a small circle and a large circle (Spencer Kagan,1994), in which students share at the same time with a different partner with a brief and ordely.<sup>2</sup>

This learning model introduce by Spencer Kagan with the following steps:<sup>3</sup>

- a. Two students were in pairs of small and large circle of sharing information.
- b. This information exchange can be done by all couples in the same time.
- c. Then the students were in small circles stand still while students who are in the circle..

## 3. Speaking Ability.

The Webster in New World Collage Dictionary, speaking is the act or art of the person who speaks that which in spoken: utternce, discourse. Speaking is the productive skill and consists of producing systematic

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<sup>2</sup>Istarani,58 *model pembelajaranInnovatif*,(Medan:Media Persada,2011),p.129

<sup>3</sup>ZainalAqib,*Model-model danstrategipembelajarankontekstualInnovatif*,(Bandung:Yrama Widya,2013),p.30.

verbal utterances to convey meaning.<sup>4</sup> Speaking is very natural and in other language than our own is anything but simple. Therefore, speaking is an interactive process in producing, receiving, and processing information.

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<sup>4</sup>David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003) p.48.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

Review of related literature involved the systematic identification, location, and analysis of document containing information related to the research problems. This research reviewed the theories of speaking, teaching speaking and teaching technique inside-outside circle model as in the following.

##### 1. The Description theory of Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariable colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an production test<sup>1</sup>. Speaking score exclusively a measure of oral production without the potentially frequent clarification of an interlocutor? This interaction of speaking and listening chalanges the designer of an oral production test to tease a part, as much as possible, the factors accouted for by aural intake. Speaking is the product of creative construction of linguistics strings, the speaker makes choice of lexicon, structure and discourse.

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<sup>1</sup>H. Douglas Brown, Language Assesment, principle and classroom practice, ( New York: Person Education,2004), p. 268

### a. Definition of speaking ability

According to the Webster New World Collage Dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance;discourse.<sup>2</sup> David Nunan states speaking is the productive aural/ oral skill, it consist of producing systematic verbal utterances to convey meaning.<sup>3</sup> Speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and knowledge on the spot.<sup>4</sup>

Based on definition above, the researcher can conclude that speaking is exspressing ideas,opinions,or feelings to other by using words or sounds of articulation in order to inform, to persuade, and entertain that can be learn through teaching and learning process. Speaking is the action of conveying information or expression one thought and feeling in spoken language. There is a process of communication, which conveys message from a speaker to listener. A speaker has to encode the message and listener have to decide or interpret the massage, which contain information.

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<sup>2</sup> Victoria N. Webster New Collage Dictionary-3 rd (New York: Simon & Schuter Ine,1995) p. 1217

<sup>3</sup> David Nunan, pratical English Language Teaching, ( singapura:Mc. Graw Hill) p.48

<sup>4</sup> Jeremy Harmer, the practice of English Language Teaching ( London:Longman,2001) p. 269.

Ability is the fact that somebody is able to do something.<sup>5</sup> The ability is used in essentially normal communication situation the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speaker of the language. Therefore, speaking ability is ability in expressing idea, information, opinion, feelings by oral language.

#### **b. Principle for Teaching Speaking**

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaration in addition, ‘‘Oral skill classes all levels are often structured around functional uses of language.’’<sup>6</sup>

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are the following.<sup>7</sup>

- 1) Students’ cognitive learning process should be engaging in plenty of repetition of a limited number of words, phrases and sentences and getting students to used practiced language for genuinely meaningful purposes.

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<sup>5</sup> A.S. Hornby, *Advances Learner Dictionary Current English* (London: Oxford University, 1974), p.800.

<sup>6</sup> Anna Lazaraton, ‘‘ Teaching language skill’’ , Marianne Celce-Mercia (ed) *Teaching English as a second or foreign language*, (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

<sup>7</sup> H.Douglas Brown, *op. cit.*, p. 111-113.

- 2) The role of the teacher; is the only initiator of language.  
Pair work and group work are effective technique for taking students focus off of teacher and for getting them into an interactive frame of mind.
- 3) Teacher talk: teacher input in the class in crucial. Teacher English need to very clearly articulate.
- 4) Authenticity of language: the language should be authentic. Utterances a limited to short, simple phrases.
- 5) Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear of being corrected. Teacher need to give some treatment of selected grammatical and phonological errors.
- 6) Students' creativity: teacher gets students to be creative within the confines or a highly controlled repertoire of language.
- 7) Teaching: group and activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- 8) Speaking goals: speaking function are meaning full and authentic communication tasks.

### c. Evaluation of Speaking

Evaluation is a manner of judging the fitness of something for a particular purposes.<sup>8</sup> Speaking is the nature of oral language. There are four characteristics of spoken language.<sup>9</sup> First, speaker does not typically use complete sentences when speaking, and they use less specific vocabulary. Second, speaker use syntax in a loosely organized manner and make frequent use of discourse markers. Third, information is packed less densely. In addition, depending on the age, gender, and dialect of the speaker.

According to Arthur Hungles there are six categories to measure speaking ability. They are accent, fluency and accuracy, comprehension grammar, and vocabulary.<sup>10</sup>

#### 1) Accent

Accent is a way of pronouncing the words of a language that shows which country, area, or social class a person is from.<sup>11</sup> The term accent is used to refer to the speech of someone who speaks a language non-natively. For example, a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a

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<sup>8</sup> Tom Hutchinson and Alan Waters, *English for specific Purposes*, (New York : Cambridge University, 1986), p. 139

<sup>9</sup> Michael J. Omalley. *Authentic Assessment For English Language Learners* ( New York: McGraw Hill Companies Inc, 2003) p.58.

<sup>10</sup> Tom Hutchison and Alan Water, *Op. cit.*, p. 96

<sup>11</sup> Micheal J. Omalley, *Op. cit.*, p.58

particular syllable or word when it is spoken. Accent refers to the characteristics of speech that convey information about the speaker's dialect, which may reveal in what country or part of the country the speaker grew up or to which sociolinguistics group the speaker belong.<sup>12</sup>

The accent can be identified looks like this:

- (a) Pronunciation frequently unintelligible.
- (b) Frequent gross errors and a very heavy accent make understanding difficult.
- (c) "foreign Accent" requires concentrated listening and mispronunciations leads to occasional misunderstanding and apparent errors in grammar or vocabulary.
- (d) Marked "foreign Accent" and occasional mispronunciation, which do not interface with understanding.
- (e) No capacious mispronunciation, but would not be taken for a native speaker.

## 2) Fluency and Accuracy

Fluency is the quality of doing something in a smooth and skill full way.<sup>13</sup> Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses,

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<sup>12</sup> A.S. Hornby, *Op. cit*, p. 58.

<sup>13</sup> Nirmala Sari. *An Introduction to Linguistics* (Jakarta: Departement Pendidikan dan Kebudayaan, 1998) p. 138

false start, word searches. Teachers must provide with fluency-building practice and realize that making mistakes is a natural part of learning a new language.<sup>14</sup> Accuracy is the state of being correct: the ability to do something skillfully without making mistakes.<sup>15</sup> The learners must be given opportunities to develop both their fluency and accuracy.

Fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven expect for short or routine sentences.
- c) Speech is frequently hesitant and which says the sentences may be left uncompleted.
- d) Speech is occasionally hesitant, with some unandevenness caused by rephrasing and grouhping for words.
- e) Speech is effortless and smooth, but perceptible non-native in speed and evenness.

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<sup>14</sup> A.S. Hornby. *Op.Cit*, P.P. 330

<sup>15</sup> David Nunan, *Op.cit*, p.55.

### 3) Comprehension

Comprehension is the mind's act or power of understanding. It is the capacity for understanding ideas and facts. A longer definition of comprehension will be as the act of understanding of meaning.

Comprehension can be identified looks like this:

- (a) Understands too little for the simplest types of conversation.
- (b) Understands only slowly, very simple speech or common social and tourist topics: requires constant repetition and rephrasing.
- (c) Understands careful, somewhat simplified speech direct to him or her, with considerable repetition and rephrasing.
- (d) Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

### 4) Grammar

Grammar is the rules in a language for changing the form of words and join them into sentences.<sup>16</sup>

Grammar can be identified looks like this:

- (a) Grammar almost entirely inaccurate phrase.
- (b) Constant error showing of very few major patterns and frequently preventing communication.

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<sup>16</sup> A.S. Hornby, *Op.cit*, p.p.7.

- (c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- (d) Occasional errors showing imperfect control of some pattern but not weakness that causes misunderstanding.

#### 5) Vocabulary

Vocabulary is all the words in a particular language.<sup>17</sup> It be is used for communication or expression, in particular art or skill. Vocabulary is more of target language of words. A spoken word is a sound or sequence of sounds, which communication those” ideas” precisely, a speaker should express them a with precise words rather than general words.

Vocabulary can be identified looks like this:

- (a) Vocabulary inadequate for seven the simplest conversation.
- (b) Vocabulary limited to basic personal and survival areas.
- (c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- (d) Professional vocabulary adequate to discuss special interest.
- (e) Professional vocabulary adequate to discuss special interest.
- (f) Professional vocabulary broad and precise.

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<sup>17</sup> A.S. Hornby, *Op.cit* p.p. 375.

#### d. Teaching Speaking in the Classroom

Teaching speaking in the classroom should be considered the member of essential factors which in fluency the learners' behavior in learning language. They are including contexts of teaching which deal with proficiency, age, and socio-culture factors; principle of teaching, and objective of teaching speaking.

##### a. Context of Teaching Speaking

1) Proficiency : ACTEL ( America Conical on Teaching Foreign Language) proficiency guidelines described elementary stages which are cited in Brown in term of low, mid and high as follows.<sup>18</sup>

- a) Low : oral production consist of isolated words and perhaps a few high frequency phrases.
- b) Mid : oral production continues to continue to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased.
- c) High :able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple combination of their elements. Students can ask questions or make statements involving learned material.

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<sup>18</sup> H. Douglas Brown,*Op.cit*, p. 102-103.

- 2) Age : teaching across age is being consideration absolutely by practioners' now-days. It is according to shummin that age is one of the most commonly cited determinant factors of success or failure in second language or foreign language learning.<sup>19</sup> Accordingly to the age level, teaching between belong to high school age children whose ages range between 12 and 18.
- 3) Social : foreign language learners' categories placed students' learning in various challenges for EFL students at secondary school teachers' guidelines based on Brown in the following can be considered.<sup>20</sup>
- a) Using class time for optimal authentic language input and interaction.
  - b) Not wasting class time on work that can be done as homework.
  - c) Providing regular motivation-simulating activities.
  - d) Helping them to see genuine uses for English in their own lives.
  - e) Playing down the role of tests and emphasizes more intrinsic factors.
  - f) Providing plenty of extra class learning opportunities.

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<sup>19</sup> Kang shummin, "Factors to consider: developing Adult EFL, students' Speaking Abilities", jack C. Richards & Willy A. Renadya (eds) *Methodology in Language Teaching: An Antology of current Practice*, (Cambridge: Cambridge University Press, 2001), p. 205.

<sup>20</sup> Anne Lazaraton, "Teaching language skill", Marianne Celce-Mercia (ed.) *iTeaching English as a second or foreign language*, (USA: Heinle-Heinle Thomson Learning, 2001), p.105.

- g) Encouraging the use of learning strategies outside class.
- h) Forming a language club and schedule regular activities.

**e. Objectives of teaching Speaking**

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skill they have in order to make a sense of the flow of new information. So, Hutchinson said learning is just not a mental process: it is a process of negotiation between individuals and society.<sup>21</sup> Similarly, Silberman commented that when learning was active, the learner was seeking something that we called by learning as had been proposed to be conducted in teaching oral skill.<sup>22</sup>

The objective of teaching speaking ability is communicative efficiency. The National Capital Language Resource center cited that in speaking activities learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

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<sup>21</sup> Tom Hutchinson & Alan Waters, *English For Specific Purposes: A Learning-Centered Approach*, (Cambridge University Press, 1986), p. 72-74.

<sup>22</sup> Mel Silberman, *Active Learning* (Massachusetts: Allyn & Bacon, 1996), p.4.

## 2. Inside-Outside Circle

Inside-outside circle (Kagan, 1994) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. The other half of the students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he/she can monitor students' responses.

The inside-outside Circle (Kagan, 1994) is a technique in which students move around and interact with each other; it can be used as a cooperative strategy and a summarizing strategy. Here's how it works:<sup>23</sup>

- a. Students divide into four groups, usually by numbering off.
- b. One group forms a circle and turns around to face outwards.
- c. The other group of students creates an outside circle by facing a peer from the inner circle

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<sup>23</sup> Instani, 58 model pembelajaran inovatif, (Medan Persada, 2011), p.129.

- d. The teacher provides prompts or discussion topics. ( if the teacher stands in the center, he or she can monitor students responses)
- e. After allowing time for discussion, the teacher has the students in the outside circle move on or more peers to their right or left, therefore greeting a new partner.
- f. Steps 4 and 5 are repeated with new set of partners until time or question are ex-husbands.

**a. Procedure Inside-outside circle**

Inside-outside circle strategy has several procedures; these procedures can be followed by the teacher who wants to apply this strategy in his or her classroom.

According to Erwin<sup>24</sup> mentions some procedures of inside-outside circle : they are as follows:

1. Have students count off by twos.
2. Direct the first count (1s) to stand in a circle
3. Once they have arranged themselves in circle, ask them to turn around so that they are facing out.
4. Now direct the second count (2s) to face the first count (1s) so that they create an outer circle.

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<sup>24</sup> Accessed from [Http:// Erwin, Cooperative Learning- Inside-outside circle](http://Erwin, Cooperative Learning- Inside-outside circle), on 18 october 2014, 13.30 p.m

5. Give the students a directions such as ‘shake hands with the person you are facing and say ‘good morning’.
6. Give the students a questions or problem to discuss and a time parameter. For example : for the next 2 minutes, discuss everything you know about the civil war’’
7. After the time limit, direct
8. Direct one of the circles to move the right or left a certain number of people. For example : outer circle move three people to you right. Please say “ hi to the people you walk past.
9. Either given them the same question or problem, or ask them to discuss something different.
10. Repeat steps 5-10 as needed

Based on the explanations above, the writer can conclude that inside-outside circle has several procedures. First, the teacher asks students to stand in two circles ( inner and outer circles) : both of students of inner and outer circles are facing each other. Second , the teacher gives a problem or a question. After that the students in pair discuss or having conversation about the question/problem for a short time. The teacher ask one circle to move to the right or the left and stops. Last, repeat the second steps to the last as needed.

### **b. Strategy Inside-Outside Circle**

Through inside-outside circle strategy, the students can discuss and share information and ideas to their classmates directly. This statement is supported by Chosen that inside-outside circle strategy is a strategy that teacher may use to get students both up and moving and interactively answering question. Consequently, the students' knowledge about the subject will be enriched. The different opinion about something.<sup>25</sup>

Furthermore, McCafferty state that inside-outside circle strategy is a students engagement strategy that require partner responses. Where, in this strategy two concentric circle partners talk for a short time. Then outer circle rotates one position to the left to face a new partner. And the conversation continues for several rotations. In this strategy each students will have conversation with different partner during activities.<sup>26</sup>

In addition, inside-outside circle strategy is a strategy that can be use by the students to give and get the information easily. As Hedrick states that Inside-outside circle strategy is a simple strategy for students share information when questioning, sharing or problem solving in class. It means that, this strategy is simple to apply in the classroom and the students will know the opinion from their classmate.<sup>27</sup>

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<sup>25</sup> Accessed From [Http://30](http://30) strategi-cooperative learning on 18 Oktober 2014, 13.30 p.m

<sup>26</sup> Zainal Aqib, Model-model media dan strategi pembelajaran kontekstual innovative, ( Bandung:Yrama Widiya,2013(, p.30.

<sup>27</sup> Zainal Aqib,*Op.cit*,p.35

It can be conclude that inside-outside circle circle Strategy is a simple strategy to apply in the classroom. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

#### **B. Review of related findings.**

Researcher that has done a research same with the writer. The first research was done in English Educational Departement in stain Padangsidimpuan. The researcher name is Rica Umrina Lubis<sup>28</sup> with the title “improving Students’ Speaking Skill Through Debate at SMA Negeri 1 Padangsidimpuan.” The result was the students’ score of speaking taught by using through Debate technique is better. The second. The researcher’ name is Ida Royani<sup>29</sup> with the title “Improving Studetns’ speaking skill by using Simulation to technique. “ the result was the students’ score of speaking taught by using simulation technique is better. The second was done in English Education Department of STAIN Padangsidimpuan. The researcher’ name is Siti Hijrah<sup>30</sup> with the title “ Improving students’ speaking ability through Song at Grade XI SMK Swasta Panca Dharma Padangsidimpuan.” The result was the students’ score of speaking skill taught by song is better.

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<sup>28</sup>Rica UmrinaLubis , Improving Students’ Speaking Skill Through Debate at SMA Negeri 1 Padangsidimpuan), P. 42.

<sup>29</sup> Ida Royani, Improving Students’ Speaking Skill by using Simulation Technique (STAIN PADANGSIDIMPUAN,2012), P. 36

<sup>30</sup> Heni Syafitri Hasibuan, Improving Students’ Skill by using Demonstration Method ( SMA NEGERI 1 BATANG ANGKOLA, 2014 ), P. 44

### **C. Conceptual Framework**

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thought, opinions, perception. It is necessary to find a way in teaching speaking in order to improve students' speaking ability and propused to get communication well. Have well fluently in speaking make students and teacher work together in the class. So, the purpose of teaching English can be researched.

Indicator of students' speaking ability they are accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. Grammar is the part of the study of language which deals with the forms and structure of words, phrase and sentence, language sound, and word meanings. Vocabulary is an interrelated group of nonverbal system, symbol, signs, and gesture. Fluency us the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false start, word searches. Comprehension is the capacity for understanding ideas and fact.

By paying attention to the above discussion particulary on theoretical description the researcher comes to his own conclusions or concepts. By using through inside-outside circle model the process of teaching speaking will be researched because or things that relates to the materials. So, that, the students

can be more understand to their lessons especially in learning speaking practice.

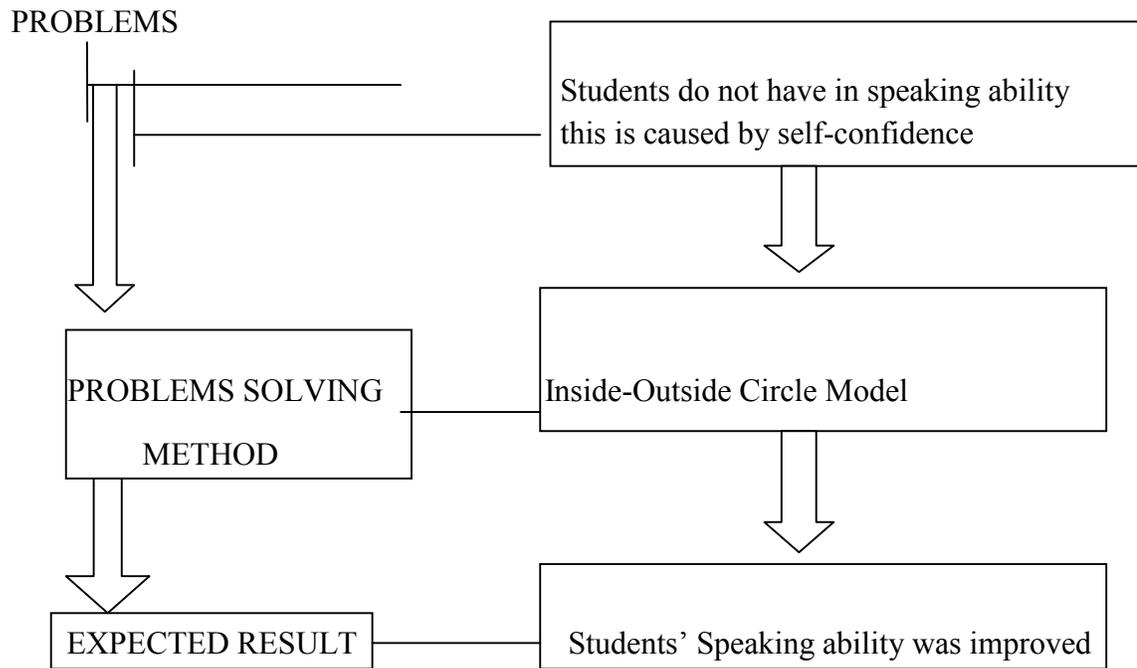


Figure 2: Research Conceptual Framework

## CHAPTER III RESEARCH DESIGN

### A. Research Design

In this research, classroom action research was applied. Wallace states that classroom action research is different from more conventional types of research. It was be focused on individual or small group professional practice and it is not concern with making general statement.<sup>1</sup> Rochiati Wiratmaja tells that classroom action research is a research, which is, combined the procedures is substantive action, be inquiry discipline, or someone's effort to understand what is happening while include in the improving and changing.<sup>2</sup> Therefore, according to rapoport , classroom action research for helping someone to overcome is practically in an emergency problem and holds the cooperation.<sup>3</sup>

Classroom action research concerns to four steps, namely, planning , acting, observing, and reflecting. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation while writing what is being done. Reflection is to propose what have done. It would be done to recover the problems happen in the previous cycle.

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<sup>1</sup> Michael J. Wallace . Action Reseach For Language Teacher, ( USA: Cambridge University Press, 1998), p. 18

<sup>2</sup> Rochiati Wiratmaja, Metode Penelitian Tindakan Kelas (Bandung: Rosda,2005).p.11

<sup>3</sup>*Ibid*, p. 11

Additionally, classroom action research is a research which combines the procedure in substantive action as inquiry discipline in the process of improving and changing.<sup>4</sup> Classroom Action Research is part of a broad movement that has been going on in education generally for some time. Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process.

## **B. Place and Time of the Research**

### 1. Place of the research

The place of the research was at SMP NEGERI 5 Padangsidimpuan. It is located on Perintis Kemerdekaan street, Padangsidimpuan.

### 2. Time of the Research

This research was conducted in academic year 2014/2015. The research was June until September

## **C. Participants**

The participants in this research were the students at grade VIII-8, in academic years 2014/2015 SMP Negeri 5 Padangsidimpuan, because the researcher found the problems of speaking ability in this class. The total of the students in VIII-b were 26 students. Moreover, there was collaboration with an

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<sup>4</sup>RochiatiWiriaatmadja, *Metode Penelitian Tindakan Kelas* (Bandung: Rosda, 2005) p. 11.

English teacher at grade VIII-8 SMP Negeri 5 Padangsidempuan, her name is Nurhayati Siregar.

#### **D. The Instrument**

Instrument of collecting data is very important to support every research. Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research. In this research, the researcher used three instruments of collecting data, as follow:

##### 1. Test

Test: researcher used speaking test, which is give the question and then give the time to inside-outside circle. Brown defined test” a method of measuring a person’s ability; knowledge or performance in a given domain.<sup>5</sup> Test in speaking is rubric speaking. “oral presentation based on weir is expected to have candidate giving a short talk which he has either asked to prepare beforehand or has been informed of shortly before the test.”<sup>6</sup> Because the test was orally, researcher observed speaking in five criteria. The indicators of test there are; accent, grammar, vocabulary, fluency and comprehension.

1. Accent
2. Grammar
3. Vocabulary

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<sup>5</sup> H. Douglas Brown, Language Assessment, Principle and Classroom Practice .( San Fransisco: Longman,2004), p.3

<sup>6</sup>Cyril J. Weir, Communication Language Testing, ( UK: Prentic Hall,1990),p.75

4. Fluency
5. comprehension
2. Observation

Researcher used observation type field notes, Gay and Airasian pointed out field notes “ are the observer’s record of what she/he will have been seen, heard, experiences and thought about during an observation session.”<sup>7</sup> To describe the result improving students speaking ability by using inside-outside circle.

What making field notes, a simple protocol for observation include these topics as Gay and Airasian suggested.<sup>8</sup>

- a) Who has being observed? How many people were involved, who they are, and what individual roles and mannerism are evident?
- b) What is going on? What is the nature of conversation? What are people seated, and where? How do the participants interact with each other?
- c) What is the status or rules of people: who lead, who follow, who is decisive, and who is not? What is the tone of the session? What beliefs, attitudes, values, etc. seem to emerge?
- d) How did the meeting and? Was the group divided, united, upset, bored, or relieved?
- e) What activities or intersection seemed unusual or significant?
- f) What was the researcher doing during the session?

The question had guided researcher to collect the required data from the field, in the process of observing, writing, reflecting on field notes, qualitative researcher engaged in a process of evolving data analysis.

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<sup>7</sup> Mary Louse Holly, et all, Action Research For Teacher: Travelling the yellow Brick Road,( New jersey : person Merril Prentice Hall,2005),p.144

<sup>8</sup> L.R. Gay Peter,Educational Research: Competencies For Analysis and Application ( New Jersey: Prentice Hall, 2000),p. 593

### 3. Interview

The researcher used the interview to know the condition of the students'. Hornby stated that interview ‘‘ is to talk somebody and asked them question at a formal meeting to find out if they are suitable for job or study .’’<sup>9</sup> to find out inside-outside circle model.

The indicators interview there are:

1. The problem accent in 6 students
2. The problem grammar in 3 students
3. The problem vocabulary in 2 students
4. The problem fluency in 4 students
5. The problem comprehension in 4 students
6. The s problem distrubence in the classroom in 2 students
7. The problem often permission in 2 students
8. The problem difficult in learning speaking ability in English in 3 students.

#### **E. The Procedures For Classroom Action Research**

The resrach used two cycles to improve students speaking ability by using inside-outside circle. There had been planning, acting, observation and reflecting step in the research proced

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<sup>9</sup> A.S. Hornby. Oxford A dvanced Learners Dictionary (New York: Oxford University Press, 2000),p. 234

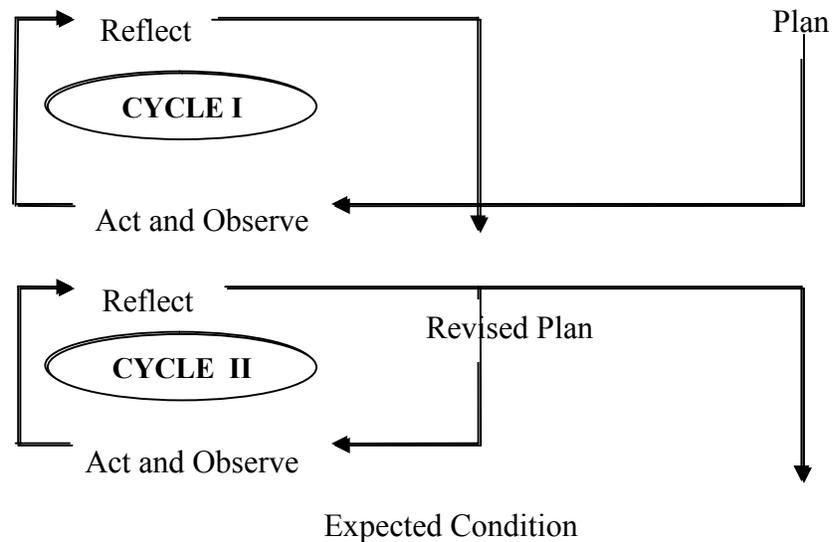


Figure 2: Action Research Spiral by Kemmis<sup>10</sup>

In this research, the researcher will apply two circles, each cycle consists of 90 minutes. So, there are four during the research process. Each cycle consists of four steps: planning, acting, observing, and reflecting.

Cycle 1: consists of two meetings, the research procedures are:

First meeting

a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material is about speaking ability, which is that is about communication practice.

<sup>10</sup> Ortrun Zuber-Skerrit, *Op.cit*, p.14

- 3) Designing a procedure teaching speaking ability by using inside-outside circle technique.
  - 4) Preparing the test first meeting
  - 5) Preparing instrument to be used by students
- b. Action
- 1) Explaining the purposes of the research technique inside-outside circle model.
  - 2) Giving learning material to students
  - 3) Introducing the procedures of inside-outside circle
  - 4) Monitoring every step that had been planned
  - 5) Monitoring time allocation with all activity was done
  - 6) Preparing the solution if have problem when the action was done.
  - 7) Discussing together the inside-outside circle
  - 8) Grouping into two groups
- c. Observation
- 1) Observing the execution of the inside-outside circle technique.
  - 2) Observing the students' speaking ability
  - 3) Evaluation students' speaking ability the score of students' speaking ability based on inside-outside circle,

d. Reflection

- 1) Discussing with teacher about the action
- 2) Making any decision for the next meeting
- 3) Reflecting developing another inside-outside circle technique was used.
- 4) Analyzing the found data
- 5) Clarifying the found problems in the activity whether in the case of students or teacher.

CIRCLE 2 : consists of two meeting, the research procedures are :

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing the problem. The researcher also conducted two meetings and every meeting did for 90 minutes.

a. Planning

- 1) Arranging lesson plan
- 2) Determining the lesson material is about communication practice that is pronunciation.
- 3) Designing procedures of teaching
- 4) Preparing the instrument for students, teacher and observer.

b. Action

- 1) Eliminating found problems in circle 1 by motivating, controlling and managing the class.
- 2) Rearranging the classroom arrangement
- 3) Changing the scenario
- 4) Explaining that the students; students' speaking ability must be better than cycle 1.
- 5) Celebrating the achievement together.

c. Observation

- 1) Discussing the problem in process learning and giving the solution.
- 2) Observing the procedure that had been arranged whether worked
- 3) Observing students' speaking ability is that better that before or not

d. Reflection

- 1) Discussing with the teacher about the action
- 2) Making any decision for the next meeting
- 3) Developing another environment to inside-outside circle.
- 4) Analyzing the found data
- 5) Clarifying the found problems in the activity whether in the case of students or teacher.

## F. Techniques of Data Collection

In collecting data, the writer as the key instrument also used speaking test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is a first method. It is an instrument set of techniques, procedures, or items-that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measure a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skill that domain is overall proficiency in a language-general competence in a all a language.<sup>11</sup>

The kind of speaking test was oral presentation. " the students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test."<sup>12</sup> In means the students have asked to prepare the topic before they present about it. This is different from "Spoken Essay" describe above in so far as the students are allowed to prepare for the task. To know students' speaking ability improved, there were some criterions that must be considered.

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<sup>11</sup> H. Douglas Brown, *Op.cit.*, p.3

<sup>12</sup> Cyril J. Weir, *Op.cit.*, P.75.

## G. The Techniques of Data Analysis

In analysis the data, the writer used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data.<sup>13</sup> The qualitative data is analyzed from observation sheet.

Quantitative data is used to analyzed the score of students. The quantitative data is collected and analyzed by computing the score of speaking test.

To know the means of students' score for each cycle, the writer will apply the following formula :

$$M = \frac{\sum X}{N}$$

Explanation:

M : the mean of the students

$\sum X$  : the total score

N : the number of the students

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<sup>13</sup>*Ibid* ,p 190

Moreover, to count the percentage of students through inside-outside circle, the researcher used the formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Where P: the percentage of students who get the score 75

R: the number of students who get the score up 75

T: total numbers of students do test

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table below:<sup>14</sup>

**Table 4**  
**Classification Quality of Students' Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

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<sup>14</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p. 89.

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:<sup>15</sup>

- A. If the value of mean score 81 – 100%, it can be categorized into very high.
- B. If the value of mean score 61 – 80%, it can be categorized into high.
- C. If the value of mean score 41 - 60%, it can be categorized into enough.
- D. If the value of mean score 21 - 40%, it can be categorized into low.
- E. If the value of mean score 0 - 20%, it can be categorized into very low.

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<sup>15</sup> *Ibid...*,p 89

## **H. Thesis Outline**

The formation of this research could be divided into five chapters. Moreover, every chapter consisted of sub chapters with detail as follow:

Chapter I was introduction that consisted of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes of the research, significances of the research, and indicator of action.

Chapter II was review of related literature that consisted of theoretical descriptions, review of related findings, conceptual framework and hypotheses of the action.

Chapter III was research methodology that consisted of research design, location and schedule of the research, participants of the research, instrument of collecting data, procedures of the classroom action research, and technique of analyzing data.

Chapter IV was result of the research that consisted of the findings/data presentation, data discussion, and treats of the research.

Finally, Chapter V was conclusion and suggestions.

## CHAPTER IV

### RESULT OF THE RESEARCH

Research result is the important things that present the quantitative and qualitative data of Classroom Action Research (CAR) in term of triangulation. It discussed the way to improve students' speaking ability through inside-outside circle model at grade VIII SMP NEGERI 5 Padangsidimpuan. In this chapter presented the finding/the data presentation, the data discussion, and threats of the research.

#### **A. Findings/Data Presentation**

##### **1. Students' Achievement**

The conduction for this research was two cycles. Each cycle consisted of 2 meetings which it was about 90 minutes for each meeting; there was 180 minutes for each cycle. Then, each cycle consisted of four stages they were planning, acting, observing and reflecting. In this section would described learning process and students' achievement in cycle 1 and cycle2.

##### **a. Cycle 1**

###### **1) Learning Process of Cycle 1**

Learning process as in teaching activities had some stages from opening the learning until closing the class. Every activity of teaching - learning run chronologically. Researcher would describe the learning process and the activity of teacher in cycle 1. There

were five criterias of teaching learning process every cycle especially in cycle 1. They were the teacher's physic appearance and written, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's reinforcement and interaction with students.

Teacher's physical appearance and written were unperfect. The first, teacher dressed cleanly and neatly. The second, teacher stood and wrote face to students. The third, teacher taught the learning energetically and enthusiastically. The fourth, teacher wrote and explained integratedly. The fifth, teacher's writing was nice and readable. The last, teacher had certain sequence system. But, the teacher's writing could not be read from the all roomside because the teacher's writing was to small.

Teacher's sound and classroom management have not been achieved. The first, teacher's sound was audible. The second, teacher talked intelligibly so that the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The last, teacher controlled neatness. It meant before starting learning, the teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it. But, teacher didn't control noisy of class and arrangement

of class formation was less effective and too narrow caused students made noisy in the class.

Teacher explained the material was good. The first, teacher explained the learning objectives. It meant the teacher explained the aims of learning topic, the material that would be taught by the teacher. The second, teacher explained the learning benefit. It meant the teacher explained the benefit learning by using inside-outside circle and the learning topic. The third, teacher's explanation was relevant to objectives and procedure. Explanation of teacher was appropriate the objective and procedure of learning. The fourth, teacher's explanation was brief presentation. The all explanations were explained by teacher briefly and clearly. The last, teacher's explanation was detail and united explanation. But, the teacher didn't relate the explanation with the students' experience. It meant when the teacher explained the learning and the topic, the teacher didn't relate with the students' knowledge and students' experience.

Teacher did the all activities of procedures well. (a). Teacher explained learning objectives that targetted. It meant the teacher explained the objectives of learning by using inside-outside circle technique and also the objectives of learning material by using inside-outside circle technique. (b). Teacher explained language context that targetted. The teacher explained the language context

that used in doing interview activity through the title habit watching TV. (c). Teacher drew the seat formation in the white board and arranged the seat formation. (d). Teacher divided students into some groups, the group was about four groups. (e). Teacher gave worksheet of inside-outside circle to students. It consisted of the list of interview points that would be questioned by the students (interviewer). (f). Teacher explained the worksheet of interview. The teacher gave explanation about the list of interview points that has given by the teacher. (g). Teacher ordered the students to do interview activity in the classroom. (h) After doing inside-outside circle activity, teacher ordered the students to tell the result of interview performance. The students told the result of their interview with their partners.

Teacher's reinforcement and interaction with students were less perfect. The first, teacher did individual performance reward. It meant when students gave responses to the teacher's questions in pre-teaching, while teaching, and post teaching so that the teacher gave reward to them. The second, teacher stimulated students' responses. When the teacher explained the learning material, the teacher gave some questions to the students about the material and also about their knowledge or their experience. The third, teacher stimulated students' questions. When the teacher taught the learning

material, the teacher asked the students to give questions related the learning material or related to their comprehension to the learning material or to the activity of learning process. The last, the teacher responded students' questions. It meant the teacher answered the students' question when the teaching learning was run. But the teacher didn't do group performance reward or celebration. Reward was important to make students were motivated. It made them enthusiasm in following learning activity and it made them interested in learning material. After finishing to do interview activity, the teacher might give reward or celebration for their performance so that they felt pleasant and diligent to learn the material especially to learn English.

## **2) Students' Speaking Score of Cycle 1**

After doing the test, the researcher had analyzed students' achievement based on their interview activity. The researcher had found the students' speaking skill scores in the first cycle as the following table below:

**Table 1**  
**Students' Speaking Score in Cycle 1<sup>1</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	3	2	3	2	14	56
2.	AR	4	2	1	2	2	11	44
3.	AY	4	3	2	1	2	12	48
4.	BY	4	3	3	2	1	13	52
5.	BJ	3	4	2	3	2	14	56
6.	DK	4	3	2	2	2	13	52
7.	<b>EM</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>17</b>	<b>68</b>
8.	EZ	4	3	1	3	3	14	56
9.	ERS	4	3	3	3	3	16	64
10.	FT	4	4	2	1	3	14	56
11.	FTT	4	4	1	3	3	15	60
12.	<b>IP</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>20</b>	<b>80*</b>
13.	KA	3	4	2	2	3	13	52
14.	MR	2	3	2	2	3	12	48
15.	NA	4	2	2	2	3	13	52
16.	NZZ	4	3	2	3	3	15	60
17.	NAK	2	1	2	3	1	9	36
18.	NF	3	3	3	3	3	15	60
19.	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
20.	RS	4	4	2	3	2	14	56
21.	RIS	3	4	2	3	1	13	52
22.	RP	4	5	2	3	3	17	68
23.	RM	4	3	2	2	3	14	56
24.	RI	4	4	2	2	3	15	60
25.	RH	4	5	2	3	3	17	68
26.	TN	4	4	2	3	3	16	64
<b>Total score</b>		<b>96</b>	<b>84</b>	<b>57</b>	<b>69</b>	<b>66</b>	<b>375</b>	<b>1268</b>
<b>Mean</b>		<b>3,69</b>	<b>3,23</b>	<b>2,19</b>	<b>2,65</b>	<b>2,53</b>	<b>14,42</b>	<b>57.68</b>
<b>Percentage</b>								<b>7.69%</b>

\*Students who passed the KKM (75) in cycle 1.

From the above table, it could be concluded that students' achievement in speaking was very low. In cycle 1, there were only six students passed the KKM (75). From the above table, the mean score of students in cycle 1 was 57.68 and the percentage of students' score was about 7.69%. From the students' mean score

<sup>1</sup> Approved by Co-teacher (Nurhayati Siregar, S.Pd) and Observer (Nurhayati Siregar, S.Pd).

in background of the problem and students' mean score in cycle 1, it didn't show improvement. So, the researcher would continuou to cycle 2.

## **b. Cycle 2**

### **1) Learning Process of Cycle 2**

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chronologically. Researcher would describe the learning process and the activity of teacher of cycle 2. There were five criterias or stages of teaching learning process in cycle 2. They were the teacher's physic appearance and written, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's reinforcement and interaction with students.

Teacher's physical appearance and written has been perfect. The first, teacher dressed cleanly and neatly. The second, teacher stood and wrote face to students. The third, teacher taught the learning energetically and enthusiastically. The fourth, teacher wrote and explained integratedly. The fifth, teacher's writing was nice and readable. The fourth, the teacher's writing was read from the all roomside. The teacher has written by the large letter so that

the all students could read the teacher writing from the all roomside.

The last, teacher had certain sequence system.

Teacher's sound and classroom management have been achieved by the teacher. The first, teacher's sound was audible. The second, teacher talked intelligibly so that the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The fourth, teacher controlled neatness. It meant before starting learning, the teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it. The last, teacher has controlled noisy of class and arrangement of class formation has been less effective and widely.

Teacher explained the material has been complete. The first, teacher explained the learning objectives. It meant the teacher explained the aims of learning topic, the material that would be taught by the teacher. The second, the teacher has related the explanation with the students' experience. It meant when the teacher explained the learning and the topic, the teacher has related with the students' knowledge and students' experience. The third, teacher explained the learning benefit. It meant the teacher explained the benefit learning by using inside-outsidecircle and the learning topic. The fourth, teacher's explanation was relevant to

objectives and procedure. Explanation of teacher was appropriate the objective and procedure of learning. The fifth, teacher's explanation was brief presentation. The all explanations were explained by teacher briefly and clearly. The last, teacher's explanation was detail and united explanation.

Teacher did the all activities of procedures well. (a). Teacher explained learning objectives that targetted. It meant the teacher explained the objectives of learning by using inside-outside circle technique and also the objectives of learning material by using interview. (b). Teacher explained language context that targetted. The teacher explained the language context that used in doing interview activity throuh the title Ramadhan Pray. (c). Teacher drew the seat formation in the white board and arranged the seat formation. (d). Teacher divided students into some groups, the group was about four groups. (e). Teacher gave worksheet of interview to students. It consisted of the list of interview points that would be questioned by the students (interviewer). (f). Teacher explained the worksheet of interview. The teacher gave explanation about the list of interview points that has given by the teacher. (g). Teacher ordered the students to do inside-outside circle activity in the classroom. (h) After doing interview activity teacher ordered the

students to tell the result of interview performance. The students told the result of their interview with their partners.

Teacher's reinforcement and interaction with students has been perfect. The first, teacher did individual performance reward. It meant when students gave responses to the teacher's questions in pre-teaching, while teaching, and post teaching so that the teacher gave reward to them. The second, the teacher did group performance reward or celebration. After finishing to do interview activity, the teacher has given reward or celebration for students' performance so that they felt pleasant and diligent to learn the material especially to learn English. The third, teacher stimulated students' responses. When the teacher explained the learning material, the teacher gave some questions to the students about the material and also about their knowledge or their experience. The fourth, teacher stimulated students' questions. When the teacher taught the learning material, the teacher asked the students to give questions related the learning material or related to their comprehension to the learning material or to the activity of learning process. The last, the teacher responded students' questions. It meant the teacher answered the students' question when the teaching learning was run.

## 2) Students' Speaking Score of Cycle 2

After doing the test, the researcher had analyzed students' achievement based on interview activity. The researcher had found the students' speaking skill scores in cycle 2 as the following table below:

**Table 2**

**Students' Speaking Score in Cycle 1<sup>2</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	3	4	4	3	19	76*
2.	AR	4	3	4	3	4	19	76*
3.	AY	4	4	3	3	4	18	72
4.	BY	4	4	3	4	3	19	76*
5.	BJ	4	4	4	3	3	19	76*
6.	DK	4	3	4	3	3	18	72
7.	EM	4	4	4	4	3	19	76*
8.	EZ	4	3	4	3	4	19	76*
9.	ERS	4	4	3	3	4	19	76*
10.	FT	4	4	3	3	4	19	76*
11.	FTT	4	5	3	4	3	19	76*
12.	IP	4	4	3	4	3	19	76*
13.	KA	3	4	3	4	4	19	76*
14.	MR	4	4	3	4	3	19	76*
15.	NA	4	4	3	2	4	18	72
16.	NZZ	4	3	3	3	4	20	80*
17.	NAK	4	3	4	3	3	18	72
18.	NF	4	3	4	3	4	19	76*
<b>19.</b>	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>80*</b>
20.	RS	4	4	3	4	4	19	76*
21.	RIS	4	4	3	4	3	19	76*
22.	RP	4	5	3	3	3	18	72
23.	RM	4	4	3	3	3	18	72
24.	RI	4	4	2	3	4	18	72
25.	RH	3	5	3	3	4	18	72
26.	TN	3	4	3	4	4	19	76*
<b>Total score</b>		<b>101</b>	<b>95</b>	<b>86</b>	<b>88</b>	<b>92</b>	<b>470</b>	<b>1880</b>
<b>Mean</b>		<b>3.88</b>	<b>3.65</b>	<b>3.30</b>	<b>3.38</b>	<b>3.53</b>	<b>18.70</b>	<b>69.23%</b>
<b>Percentage</b>								

\*Students who passed the KKM (75) in cycle 2.

<sup>2</sup>Approved by Co-teacher (Nurhayati Siregar, S.Pd) and Observer (Nurhayati Siregar,S.Pd).

From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 57.68 and the percentage of students' score in cycle 2 was 3.84%. Students' achievement in speaking was categorized very good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 2 was 57.68 (7.69%) and cycle 2 was 18.80 (69.23%).

**c. Comparison of Students' Achievement in Cycle 1 and Cycle 2**

This research was done two cycles. Every cycle was done three meetings. The first meeting and the second meeting of cycle one were done for opening, briefing, explaining material, acting (doing interview working), reporting, debriefing, and closing. The teacher did teaching in the classroom. The third meeting of cycle one was done for interviewing students based on list of interview in appendix, the teacher didn't do teaching in the classroom. The first meeting and the second meeting of cycle 2 were done for opening, briefing, explaining material, acting (doing inside-outside circle activity), debriefing and closing. The teacher also did teaching in the classroom in the first and the second meeting. The third meeting was used for telling the result of students' performance. In the third meeting, the teacher didn't do teaching in the classroom. The students' score in the first meeting and the second meeting in cycle 1 and cycle 2 as follow:

**Table 3**  
**Students' Speaking Score in the First Meeting of Cycle 1<sup>3</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	3	2	1	2	2	10	40
2.	AR	3	2	1	2	2	10	40
3.	AY	3	3	2	1	3	12	48
4.	BY	3	3	2	3	3	14	56
5.	BJ	3	3	2	2	2	12	48
6.	DK	2	3	3	2	2	12	48
7.	<b>EM</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>80*</b>
8.	EZ	4	3	3	3	2	15	60
9.	ERS	4	2	3	3	3	15	60
10.	FT	3	4	2	3	2	14	56
11.	FTT	4	4	3	3	3	17	68
12.	<b>IP</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>20</b>	<b>80*</b>
13.	KA	3	4	2	3	2	14	56
14.	MR	2	4	3	2	3	14	56
15.	NA	3	3	2	3	3	14	56
16.	NZZ	4	2	2	3	3	14	56
17.	NAK	3	3	2	3	2	13	52
18.	NF	3	3	3	3	2	14	56
19.	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
20.	RS	4	3	2	3	3	15	60
21.	RIS	4	3	2	3	3	15	60
22.	RP	4	3	3	3	2	15	60
23.	RM	4	4	3	2	2	15	60
24.	RI	3	3	2	2	3	13	52
25.	RH	4	4	3	4	3	18	72
26.	TN	4	3	2	3	3	14	56
<b>Total score</b>		<b>85</b>	<b>85</b>	<b>64</b>	<b>70</b>	<b>69</b>	<b>393</b>	<b>1.395</b>
<b>Mean</b>		<b>3.26</b>	<b>3.26</b>	<b>2.46</b>	<b>2.69</b>	<b>2.65</b>	<b>15.11</b>	<b>60.44</b>
<b>Percentage</b>								<b>11.53%</b>

\*Students who passed the KKM (75) in the first meeting of cycle 1.

<sup>3</sup>Approved by Co-teacher (Nurhayati Siregar, S.Pd) and Observer (Nurhayati Siregar, S.Pd).

**Table 4**  
**Students' Speaking Score in the Second Meeting of Cycle 1<sup>4</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.		3	3	2	3	3	14	56
2.		4	4	3	3	3	16	64
3.		3	4	2	2	3	14	56
4.		3	4	3	2	3	15	60
5.		4	3	2	3	3	15	60
6.		3	3	2	2	2	12	48
7.		4	4	4	5	3	20	80*
8.		4	4	3	3	3	17	68
9.		3	3	4	3	3	16	64
10.		3	4	3	3	3	16	64
11.		4	4	3	4	2	18	72
12.		4	5	4	4	3	20	80*
13.		3	4	3	3	3	17	68
14.		4	4	3	3	3	18	72
15.		4	3	2	2	3	14	56
16.		4	3	3	3	2	15	60
17.		4	3	3	3	2	15	60
18.		4	3	4	3	3	17	68
19.		4	4	4	4	3	19	76*
20.		3	3	3	4	3	13	52
21.		4	4	3	2	3	16	64
22.		3	4	2	3	3	15	60
23.		4	3	3	4	3	17	68
24.		3	4	3	3	3	16	64
25.		4	4	3	4	3	18	72
26.		3	3	3	2	3	14	56
<b>Total score</b>		<b>93</b>	<b>80</b>	<b>59</b>	<b>76</b>	<b>74</b>	<b>374</b>	<b>1.496</b>
<b>Mean</b>		<b>3.57</b>	<b>3.07</b>	<b>2.26</b>	<b>2.92</b>	<b>2.84</b>	<b>14.38</b>	<b>57.52</b>
<b>Percentage</b>								<b>11.53%</b>

\*Students who passed the KKM (75) in the second meeting of cycle 1.

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<sup>4</sup>Approved by Co-teacher (Nurhayati Siregar, S.Pd) and Observer (Nurhayati Siregar,S.Pd).

**Table 5**  
**Students' Speaking Score in the First Meeting of Cycle 2 <sup>5</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	5	2	4	3	18	72
2.	AR	4	4	2	4	3	17	68
3.	AY	4	4	3	4	3	18	72
4.	BY	4	4	3	3	3	17	68
<b>5.</b>	<b>BJ</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
6.	DK	4	4	2	3	3	16	64
7.	EM	5	4	3	5	3	20	80*
8.	EZ	4	4	3	4	3	18	72
<b>9.</b>	<b>ERS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
10.	FT	4	4	2	4	3	17	68
<b>11.</b>	<b>FTT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
<b>12.</b>	<b>IP</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>24</b>	<b>96*</b>
13.	KA	4	4	4	5	3	18	72
14.	MR	4	4	3	4	3	18	72
15.	NA	3	4	3	4	3	17	68
16.	NZZ	4	3	3	4	3	17	68
17.	NAK	4	3	3	4	3	17	68
18.	NF	4	4	3	3	3	18	72
<b>19.</b>	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>19</b>	<b>76*</b>
20.	RS	4	4	3	3	3	18	72
21.	RIS	4	3	3	4	3	17	68
22.	RP	4	4	4	3	3	16	64
23.	RM	4	4	4	3	3	18	72
24.	RI	4	4	3	3	3	17	68
<b>25.</b>	<b>RH</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
26.	TN	4	3	3	4	3	17	68
<b>Total score</b>		<b>103</b>	<b>122</b>	<b>79</b>	<b>98</b>	<b>80</b>	<b>345</b>	<b>1.792</b>
<b>Mean</b>		<b>3.96</b>	<b>4.69</b>	<b>3.03</b>	<b>3.76</b>	<b>3.07</b>	<b>13.26</b>	<b>53.04</b>
<b>Percentage</b>								<b>26.92%%</b>

\* Students who didn't pass the KKM (75) in the first meeting of cycle 2.

<sup>5</sup>Approved by Co-teacher (Nurhayati Siregar,S.Pd) and Observer (Nurhayati Siregar,S.Pd).

Table 6

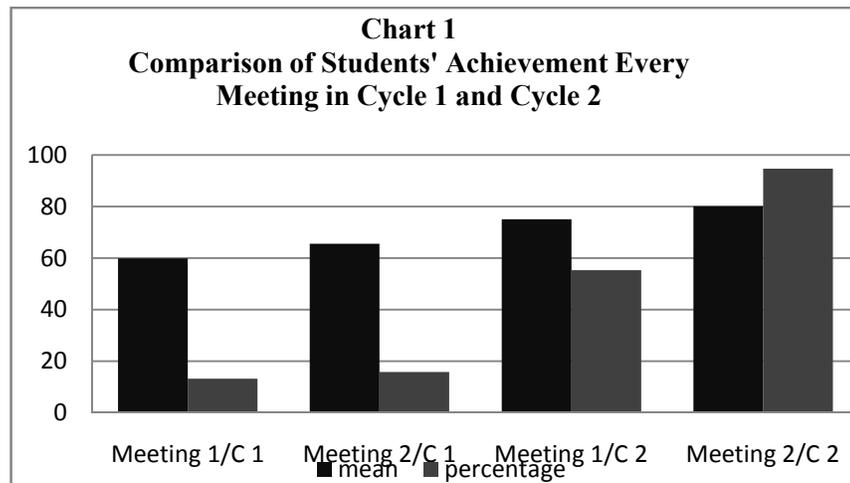
Students' Speaking Score in the Second Meeting of Cycle 2<sup>6</sup>

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	4	4	4	3	19	76
2.	AR	5	4	3	4	3	19	76
3.	AY	4	5	3	4	3	19	76
4.	BY	5	4	3	4	3	19	76
5.	<b>BJ</b>	5	4	4	4	3	20	80
6.	DK	4	4	2	4	3	17	68*
7.	<b>EM</b>	5	5	4	4	4	23	92
8.	EZ	4	5	4	4	3	20	80
9.	<b>ERS</b>	5	4	3	4	3	19	76
10.	FT	4	5	3	4	3	19	76
11.	<b>FTT</b>	4	5	4	4	4	21	84
12.	<b>IP</b>	5	5	4	4	4	23	92
13.	KA	4	5	3	5	3	21	84
14.	MR	5	5	4	4	3	21	84
15.	NA	4	4	3	5	3	19	76
16.	NZZ	5	4	3	4	4	20	80
17.	NAK	4	4	4	3	3	18	72*
18.	NF	4	4	4	3	3	18	72*
19.	<b>NK</b>	4	5	3	4	3	19	76
20.	RS	4	4	4	3	3	18	72*
21.	RIS	4	4	4	4	3	19	76
22.	RP	4	3	4	3	3	17	68*
23.	RM	4	3	3	4	3	17	68*
24.	RI	4	4	3	4	3	18	72*
25.	<b>RH</b>	4	4	3	4	3	18	72*
26.	TN	4	4	4	3	3	16	64*
<b>Total score</b>		<b>112</b>	<b>111</b>	<b>89</b>	<b>111</b>	<b>82</b>	<b>406</b>	<b>1.896</b>
<b>Mean</b>		<b>4.30</b>	<b>4.26</b>	<b>3.42</b>	<b>4.26</b>	<b>3.15</b>	<b>15.61</b>	<b>62.44</b>
<b>Percentage</b>								<b>61.53%</b>

\*Students who didn't pass the KKM (75) in the first meeting of cycle 2.

Based the above tables, the comparison of students' achievement could be seen in the following chart:

<sup>6</sup>Approved by Co-teacher (Nurhayati Siregar,S.Pd) and Observer (Nurhayati Siregar,S.Pd).



After knowing the score of students achievement in speaking ability in every meeting in cycle 1 and cycle 2, Researcher would compare the achievement of students' speaking ability in cycle 1 and cycle 2 as below:

**Table 11**  
**Comparison of Students' Achievement in Speaking Ability**  
**in Cycle 1 and Cycle 2**

No.	Code	Grade		State
		Cycle 1	Cycle 2	
1.	AF	56	76*	Improved
2.	AR	44	76*	Improved
3.	AY	48	72	Improved
4.	BY	52	76*	Improved
5.	<b>BJ</b>	56	76*	Improved
6.	DK	52	72	Improved
7.	<b>EM</b>	<b>68</b>	<b>76*</b>	Improved
8.	EZ	56	76*	Improved
9.	<b>ERS</b>	64	76*	Improved
10.	FT	56	76*	Improved
11.	<b>FTT</b>	60	76*	Improved
12.	<b>IP</b>	<b>80*</b>	<b>76*</b>	Improved
13.	KA	52	76*	Improved
14.	MR	48	76*	Improved
15.	NA	52	72	Improved
16.	NZZ	60	80*	Improved
17.	NAK	36	72	Improved
18.	NF	60	76*	Improved
19.	<b>NK</b>	<b>76*</b>	<b>80*</b>	Improved
20.	RS	56	76*	Improved
21.	RIS	52	76*	Improved
22.	RP	68	72	Improved
23.	RM	56	72	Improved
24.	RI	60	72	Improved
25.	<b>RH</b>	68	72	Improved
26.	TN	64	76	Improved
<b>Total score</b>		<b>1740</b>	<b>1880</b>	Improved
<b>Mean</b>		<b>66.92</b>	<b>72.30</b>	Improved
<b>Percentage</b>		<b>7.69%</b>	<b>69.23%</b>	Improved

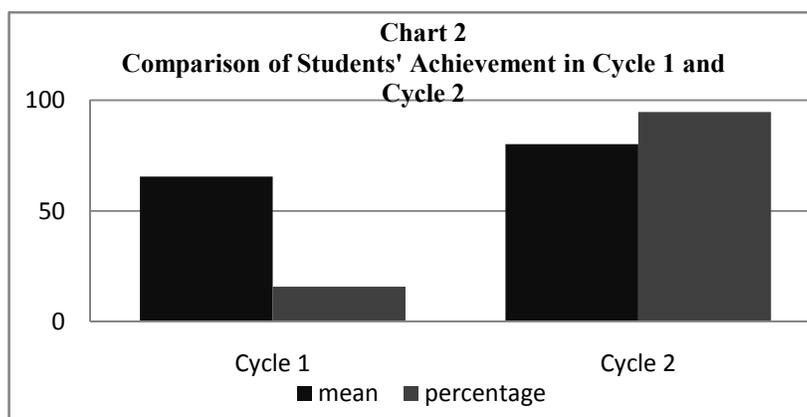
\*The students who passed the KKM (75) in cycle 1 and cycle 2.

Based on the above table, students got improvement on their score.

From the students' mean score; the first cycle students' mean score were 66.92 and the second cycle students' mean score were 72.30

From the students Percentage; the first cycle, there were twenty six students got score 75 points (7.69%). The second cycle, there were twenty six students got score 75 (69.23 %).

Based the above tables, the comparison of students' achievement could be seen in the following chart:



So, from the above tables and charts could be concluded that students speaking ability by using interview could improve by using inside-outside circle technique.

## 2. Influencing Factors

This research was done two cycles. There were many problems that found in every meeting until to get the improvement of students' speaking ability. the problems were appeared because some factors that influenced students. Researcher would explain some problems was appeared in every indicator of speaking as below;

a. Accent

There were five criterias in indicator of accent. In cycle 1, from 26 students in the classroom, 4 students had frequent gross errors and a very heavy accent make understanding difficult. 10 students had 'foreign accent' required concentrated listening and mispronunciations, which did not interfere with understanding. 12 students had 'marked foreign' accent and occasional mispronunciations which did not interfere with understanding. Mean score this indicator was 3.69.

Problems faced by the students were difficulty to pronounce the words; they spoke the writing of the words so that they were often wrong in pronouncing the English word; and they didn't know how to pronounce the words.

In the interview, 2 of them RM, and JT admitted that their difficulties in pronouncing the English words. Which caused they were often wrong in pronouncing words. Their reason were because they felt difficulties in speaking English because the language is foreign language. Their tongue was stiff. By consulting back to the test items, the researcher found that their statements were reasonable.

ER, NS, FH, NAK, RI, NK, RZ, RI, DK, IH, and NZ admitted that their difficulties in pronouncing the English words. Which caused that sometime they were still in pronouncing the words. Their reasons were;

they were less training in speaking English and they seldom read English books so that they felt difficulties in pronouncing words.

RS, NAL, KF, FT, RIS, FD, AR, MR, I, RM, B, TN, RI, and RM admitted that their difficulties in pronouncing the difficult English words. Which caused that sometimes they still pronounce the wrong words but it didn't bother the meaning. They were difficulties in pronouncing the words that never used by them words.

In conclusion, students' problems were difficulty in pronouncing the English word because they never trained their pronunciation so that their tongue was stiff; difficulty in pronouncing words because they were lazy to train their pronunciation and they were less interested in speaking English; and difficulty in pronouncing the difficult English word that seldom used by them and they just could pronounce the familiar words.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher gave ways in training their pronunciation not only in the school but also in the house such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little; researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it's aim was to get their interest in

training their pronunciation generally in learning English; and teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting, it's aims to help them preparing theirselves before doing execution of interview activity.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias of speaking test of cycle 2. From 26 students in the classroom 10 students had 'marked foreign' accent and occasional mispronunciations which did not interfere with understanding and 16 students had not conspicuous mispronunciation, but would not be taken for a native speaker. Mean score of their grade in this indicator were 3.88

b. Grammar

There were five createrias in indicator of grammar. In cycle 1, from 26 students in the classroom, 10students had frequent errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 12 students had occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 4 students had few errors, with no patterns or failure. Mean score this indicator was 3.23

Problems faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not

mastered the grammar well especially about auxiliary verb with the subject.

In the interview, 10 of them: AR, MR, FD, RIS, FT, KA, NZ, NA, IH, and RS admitted that their difficulty in building words because they were less in mastering words and patterns used to form the words. The problem was related to mastery of tenses or the patterns of tenses. Which caused their sentences were uncomplete and their grammar in the sentences were wrong. Their reasons were; they forgot the pattern of tenses used in the sentence especially they forgot the pattern of simple present tense and simple past tense and they could not to arrange words in complete sentence.

RIS, DK, P, NK, NAK, FH, NS, EZ, BJ, RM, RZ, and BY admitted that their difficulties in using the auxiliary verb in a sentences. Their grammatical patterns were inaccurate. Which caused their sentences were wrong because the helping verb that used not suitable with the subject. They know the theory of auxiliary verb but in practicing it in their speaking, they still forgot to use the helping verb but the respondents could understand what they said.

Students' mistakes in grammar were in using 'to be' in nominal sentences, in using to be 'is', in using to be 'are', in using 'because', in using preposition 'in' to show place, in using negative sentences, in

using plural noun, in using past sentences, in arranging sentences, in using 'have', and in using possessive pronoun.

The students' mistakes in using 'to be' in nominal sentences. For examples: what ramdhan pray ( what is ramdhan pray).

The students' mistakes in using 'because'. The usage of because is because + S + V + O/C or because + of + Adj. For examples: is ramadhan selected this choosefor me because a good (my is ramadhan selected this choose for me because of good/because it is good), my is ramadhan selected this choose for me because in the best (is ramadhan selected this choose for me because it is the best), and is ramadhan selected this choose for me because is chooseramadhan is (is ramadhan selected this choose for me because it is the of my is ramadhan pray).

In conclusion, students' problem were difficulty in building sentences because they less mastered grammar well. Theory were learned by them, they did not practice it in theirlife; and difficulty in using auxiliary verb with the subject, their grammatical patterns were wrong because they did not know well the usage of the auxiliary verb such as 'is' for subject 'he,she,it', 'am' for subject 'I', and 'are' for subject 'you, we, they'.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher gave more explanation about the language context that targetted in the next

meeting clearly. Teacher reclarified the usage of auxiliary verb in the sentences so that the students didn't wrong in their speaking and motivated them to practice their knowledge in their life so that it could not lose.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias in indicator of grammar of cycle 2. From 26 students in the classroom, 16 students occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 10 students had few errors, with no patterns or failure. Mean score of their grade in this indicator were 3.65.

c. Vocabulary

There were five createrias in indicator of vocabulary. In cycle 1, from 26 students in the classroom, 3 students had vocabulary inadequate for even the simplest conversation. 12 students had vocabulary limited to basic personal and survival areas. 6 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 5 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. Mean score this indicator was 2.19.

Problems faced by the students were difficulty in searching adequate words. They used the necessary words to express the simple words. Their vocabularies were almost same with the most people in the classroom.

In the interview, 2 of them: AR and NAK admitted that their difficulty in searching adequate words. Which caused their sentences were simple and it caused to their speaking fluency because they might think what they might say to the interviewer. Their reason were because they did not know the word meaning in English.

MR, FH, I, LZ, AR, EM, MS, BJ, NZ, RM, DK, B, ERS, RS, NAK, and AES admitted that their difficulty searching words. Which caused to their respond. They were difficulty in determining words to answer the interviewer's question. Their reason were because their vocabulary were limited. Their vocabularies were less/low.

KA, RIS, TN, NA, RI, FD,,NH, and O admitted that their difficulties in searching adequate words. Which caused to the meaning of their sentences because they wer difficulty in determining the suitable vocabulary to answer the interviewer's questions.

FT, NK, and F admitted that their difficulty in mastering the specific vocabulary. They could just know the familiar words.

Students' mistakes in vocabulary were:<sup>7</sup> I **life** in Padang matinggi street (I live in Padang matinggi street), my address in **Jalan** Tengku perintis kemerdekaan (my address is in Tengku Perintis kemerdekaanstreet), I am stwenty years **no**(I am twenty years old), I know family surname is **Batak and Jowo** (I know my family surnames are Batakness and Javaness), my parent job are **wiraswasta**(my parent job are entrepreneur), and my job, my mother job and my father job is **FARMER** (my mother and my father job).

In conclusion, students' problem were difficulty in searching adequate words and mastering the specific words.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher gave tips in memorizing vocabularies; researcher gave methods to memorize vocabularies such as semantic mapping, using pictures, and using key words that could be practiced by them in the school or in the house: and researcher gave some vocabularies related to the learning material before starting learning process for the next meeting.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias in indicator of grammar of cycle 2. From 26 students in the classroom, 5 students had vocabulary limited to basic personal and survival areas. 14 students

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<sup>7</sup>Students' mistakes and limited in vocabulary.

had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 26 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. Mean score this indicator was 3.30.

d. Fluency

There were five criteria in indicator of fluency. In cycle 1, from 26 students in the classroom, 11 students' speech were very low and uneven except for short or routine sentences. 10 students' speech were frequently hesitant. sentences may be left uncompleted. 2 students speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 4 students' speech were effortless and smooth, but perceptibly non native in speech and evenness. Mean score this indicator was 2.65.

Problems faced by the students answered the interviewed questions, utterances generally were hesitant and often incompleted. Most of students had disjointed sentences and restricted in length, slower caused by word searching. Halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. Some students felt something blocked their mouth has a result heavily to speak.

In the interview, 11 of them:MR, FH, EZ, AR, EM, NS, BJ, NS, RM, DK, and B admitted that they were difficulty in speaking fluently. They spoke slowly because of searching of words.

ERS, RS, NAK, AES, KA, RIS, TN, NA, RI, and O admitted that they were difficult in speaking English fluently. Their utterances were hesitant and jerky. Because most of students had disjointed sentences and restricted in length, slower caused by word searching and searching words.

FD, FT, RP, NK, and I admitted that they were difficult in speaking English fluently. Their utterances were occasionally hesitant because of grouping of words.

Students' mistakes in fluency were; my sis... she is ...Oo...fifteen years old; she is twen ... twenty years old; my personality family member are...are good, my brother... my mother is good, my sister good, my brother is good, and I am good; my preselect this name for me me be me because is good; my pre job is ... teacher; my parent selected selected this name for me for me because good; my personally member my personally family member are my father nature is good, my mother is good, my sister is so angry, my brother angry, and I am so good; I was born in Janji Manaon, twen ... twenty may one hundred and ... ninety and ninety eighty; I was born in Padangsidempuan and twenty three juli july eighty and eight eighty and eighty eight eh.. ninety ninety eight; my

address in jalan Imam Bonjol my address in Imam Bonjol; I was born in Sikapas I was born in Sikapas, six february twenteen and twenty seven; yes, I he... I, yes I have brother mn...Anwardin and sister are Seri and Nur Hayani, she is I don't have sister; I was born in Janji Manaon eleven july ninety nineteen, nine nineteen nine eight; and my name parent select select this name for me because this name is good.

In conclusion, students' problem were difficulty in speaking English fluently because their utterances low, hesitant and jerky, and occasionally hasitant becauseof grouping words.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher motivated them to train their speaking and to record their speech so that the could know about their abilty; and teacher gave peer help and necessary instrument when learning process was running such as using filler in their speech so that their spech became coherence and understandable speech.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias in indicator of fluency of cycle 2. From 26 students in the classroom, 3 students' speech were frequently hesitant and jerky, sentences may be left uncompleted. 30 students speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 6 students'

speech were effortless and smooth, but perceptibly non native in speech and evenness. Mean score this indicator was 3.38.

e. Comprehension

There were five createrias in indicator of comprehension. In cycle 1, from 26 students in the classroom, 1 students understood too little for the simplest type of conversation. 8 students understood only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing. 19 students understood careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.. Mean score this indicator was 2.53

Problems faced by the students had difficulty to utter or to understand words even it was a familiar word.

In the interview, 1 of them: MR admitted that they were difficult in understanding words because they didn't the meaning of the questions.

FH, I, LZ,AR, EM, NS, BJ, NZ, and RM admitted that they could understand the words slowly and simple topics because they just understood a little English words.

DK, B, ERS, RS, NAK, RS, AFS, KA, RIS, TN,NA, RI, FD, FT, RP, NK, and O admitted that they could understand the words careful because they thought the meaning of the words and thought what they wanted to say.

Students' mistakes in comprehension were; students were low in answering the question from interviewer and students could not answer the the questions from the interviewer by saying I don't know or I don't know about that.

In conclusion, students' problem were difficulty in understanding or uttering words because their mastery of vocabulary were still limited.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher motivated students to memorize more vocabularies. They didn't understand word event it was familiar words because of less in mastering vocabulary and they didn't know the meaning of the word.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias in indicator of fluency of cycle 2. From 26 students in the classroom, 20 students understood careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4 students understood quite well normal educated speech when engaged in a dialog, but required occasional repetition conversation or rephrasing. 2 students understood everything in normal educated conversation except for very colloquial or low frequency items, or expectionally rapid or slurred speech. Mean score this indicator was 3.53.

From the above explanation problem solving for all indicators could be seen in the following table:

**Table 12**  
**Problems and Solutions**

Indi Ca Tor	Problems	Solutions	Re Sult	
			S	Us
A C C E N T	<ol style="list-style-type: none"> <li>1. Difficult in pronouncing the English word because they never trained their pronunciation so that their tounge was stiff.</li> <li>2. Difficult in pronouncing words because they were lazy to train their pronunciation and they were less interested in speaking English.</li> <li>3. Difficulty in pronouncing the difficult English word that seldom used by them and they just could pronounce the familiar words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Researcher gave ways in training their pronunciation not only in the school but also in the house such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little.</li> <li>2. Researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it's aim was to get their interest in training their pronunciation. Generally in learning English.</li> <li>3. In teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting, it's aims to help them preparing themselves before doing execution of interview activity.</li> </ol>	✓	
G R	<ol style="list-style-type: none"> <li>1. Difficult in building sentences because they</li> </ol>	<ol style="list-style-type: none"> <li>1. Researcher gave more explanation about the</li> </ol>	✓	

A M M A R	<p>less mastered vocabulary and grammar well. Theory were learned by them, they did not practice it in their life.</p> <p>2. Difficult in using auxiliary verb with the subject, their grammatical patters were wrong because they did not know well the usage of the auxiliary verb.</p>	<p>language context that targetted in the next meeting clearly.</p> <p>2. researcher reclarified the usage of auxiliary verb in the sentences so that the students didn't wrong in their speaking and motivated them to practice their knowledge in their life so that it could not lose.</p>		
V O C A B U L A R Y	<p>Difficulty in searching adequate words and mastering the specific words</p>	<p>1. Researcher gave tips or methods to memorize vocabularies such as semantic mapping, using pictures, and using key words that could be practiced by them in the school or in the house.</p> <p>2. Researcher gave some vocabularies related to the learning material before starting learning process for the next meeting.</p>	✓	
F L U E N C Y	<p>Difficulty in speaking English fluently because their utterances low, hesitant and jerky, and occasionally hasitant because of grouping words.</p>	<p>1. Researcher motivated them to train their speaking and to record their speech so that the could know about their abilty.</p> <p>2. Researcher gave peer help and necessary instrument when learning process was running such as using filler in their speech so that their spech became coherence and understandable speech.</p>	✓	
C O M P R E H E	<p>Difficulty in understanding or uttering words because their mastery of vocabulary were still limited.</p>	<p>Researcher motivated students to memorize more vocabularies. They didn't understand word event it was familiar words because of less in mastering vocabulary and they didn't know the meaning of the word.</p>	✓	

N S I O N				
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**\*S: Solved and Us: Unsolved**

From the above table could be concluded that the problems of students' speaking ability in indicator of accent, grammar, vocabulary, fluency, and comprehension have improved by applying researchers' solution.

## **B. Data Discussion**

### **1. Students' Achievement**

The research findings had shown students' speaking ability improved well. It can be proven by students' mean score and percentage.

Based on the related findings of this research in chapter II, the students' achievement were: the first, Rica Umrina Lubis had done a research by the title "Improving Students' Speaking Skill through Debate at SMA Negeri 1 Padang Sidempuan". She said that Debate could improve students' speaking skill. It had found that the improvement of students' achievement through debate. In cycle 1 was 46.78 (0%) and in cycle 2 was 77.81 (100%). So, cycle 2 was bigger than cycle 1 (100% > 0%).

The second, Ida Royani Hasibuan had done research by the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidempuan". She said that simulation technique could improve students' speaking skill. In this study, it had found that the improvement of students' achievement by using simulation

technique. Cycle 1 was 13 (54.2%) and cycle 2 was 18 (75%). So, cycle 2 was bigger than cycle 1 (75%-54.2%)

Siti Hijrah had done research by the title “Improving Students’ Speaking Ability through Song at Grade XI SMK Swasta Panca Dharma Padangsidimpun”. She said that Songs could improve students’ speaking ability. It had found that the improvement of students’ achievement through songs. In cycle 1 was 57.68 (7.69%) and cycle 2 was 18.80 (69.23%). So, cycle 2 was bigger than cycle 1 (86%>27.77%).

In this study, researcher also had found that the improvement of students’ achievement through the title “Improving Students’ Speaking Through Inside-outside Circle Model at Grade XI SMP Negeri 5 Padangsidimpun”. In cycle 1 was 57.68 (7.69%) and in cycle 2 was 18.80 (69.23%). So, cycle 2 was bigger than cycle 1 (18.80%>7.69%).

To look the different of the result could be seen the following table:

**Table 13**

**Comparison of Result in Relative Findings**

<b>No.</b>	<b>The Title of Research</b>	<b>Mean Score</b>	<b>Percentage</b>
1.	Rica Umrina Lubis “Improving Students’ Speaking Skill through Debate at SMA Negeri 1 Padangsidimpun”	46.87 - 77.81	0%-100%
3.	Siti Hijrah “Improving Students’ Speaking Ability through Song at Grade XI SMK Swasta Panca Dharma Padangsidimpun”	60.55 - 73.47	27%-86%
4.	Ida Royani Hasibuan “Improving Students’ Speaking Skill by Using	13 -18	54%-75%

	Simulation Technique at Grade XI SMK Negeri 1 Padangsidempuan”		
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Based on the students' achievement in the above researches, researcher could be concluded that the the first research had done by Rica Umrina was higher than the second, the third, and the fourth research. It could be explained the improvement based on the classification quality of students' score in chapter III. The first research had done by Rica Umrina was categoried very good, the percentages of cycle 1 and cycle 2 ware 0%-100%. The second research had done by researcher (Nurmadinah Hasibuan) was categoried very good, the percentage of cycle 1 and cycle 2 were 15.78%-94.73%. The third research had done by Siti Hijrah was also categoried very good, the percentages og cycle one and cycle 2 ware 27%-86%. The fourt research had done by Ida Royani Hasibuan was categoried good. The percentage of cycle 1 and cycle 2 were 54%-75%. So, the implementation of the above techniques could improve students' speaking skill in the schools. The result of the students' achievement shown the high improvement.

## **2. Influencing Factors**

Researcher has found some problems of students in speaking ability and also in related findings that have been done by the researchers.

The first of related finding Rica Umrina by the title “Improving Students' Speaking Skill through Debate at SMA Negeri 1 Padangsidempuan”, problems of students in speaking skill were; some of

students' didn't know how to pronounce word well so mispronunciation happened between speaker and listener, some of students dis not know the vocabulary of English and they still confused to express the word; and some of students did not know fluent in expressing their idea and they were less in motivation.

The second of related findings Ida Royani Hasibuan by the title "Improving Students' Speaking Ability through Song at Grade XI SMK Swasta Panca Dharma Padangsidempuan", the problems of students in speaking skill were; narrowness of students' seat formathion; interacting by using simple utterances to be more understandable; batakness use and hand help dominance; word searching difficultives; and pronunciation of difficult word.

The third of the related finding, Siti hijrah by the title "Improving Students' Speaking Ability through Song at Grade XI SMK Swasta Panca Dharma Padangsidempuan", students' problem in speaking skill were; students were afraid to express their ideas; students' motivation were less in learning English because weakness to undrstand vocabularies; students were difficultin memorizing a long list of words; and the students were not able to speak well.

Researcher also had found some problems of students in speaking ability, they were; students were difficult in pronouncing the English word because studentshad never trained their pronunciation so their tounge was

stiff and they were also less interested in speaking English; students were difficult in building sentences and using auxiliary verb with the subject; students were difficult in searching adequate words and mastering the specific words; students were difficult in speaking English fluently because their utterances low, hesitant and jerky, occasionally hesitant and grouping words; and students were difficult in understanding or uttering words because their mastery of vocabulary were still limited.

Based the above problems, it can be concluded that there were some similarities and differences problems. The similarities of above problems were; in the first and the second related finding had the same problems in accents, grammar, vocabulary, and fluency. The differences of above problems were; in the first related finding, researcher had not found problem in comprehension and just found problems in accent, grammar, vocabulary, and fluency; in the second related finding, researcher had found problem in arranging the seat formation and had not found problem in comprehension; in the third related finding, researcher just found problems in vocabulary, fluency, and internal factor such as students' confidence and students' motivation.

Researcher has also found some solution of the students' problems in speaking ability and also in related findings that have been done by the researchers.

The first of related finding, the solutions of students' speaking skill that found by the researcher (teacher) were; the teacher mentioned the vocabulary that they did not know and the teacher gave more motivation to them.

The second of related finding, the solution of students' speaking skill that found by the researcher (teacher) were; teacher arranged seat formation appropriately; teacher understood them that they had their own time in simulation; teacher motivated them to use suitable word longer by using some conjunction or clauses; teacher clarified obligatively having batakness reflected their bad attitude. Using hand while speaking was admitted but not to be function as sign language; and teacher motivated students to use optimally the instrument to help vocabulary enrichment including how to pronounce the word.

The third of related finding, the solution of students' speaking skill that found by the researcher (teacher) were; teacher motivated students in learning English; teacher gave some alternatives to memorize vocabulary and gave vocabularies that they did not know; and students motivated them in speaking well and fluently.

Researcher also found some solutions of students' problems in speaking ability, they were; researcher gave ways in training their pronunciation such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little; researcher

motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English; in teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting; researcher gave more explanation about the language context that targetted in the next meeting clearly; researcher reclarified the usage of auxiliary verb in the sentences and motivated them to practice their knowledge in their life; researcher gave tips or methods to memorize vocabularies such as semantic mapping, using pictures, and using key words; researcher motivated them to train their speaking and to record their speech so that the could know about their ability; researcher gave peer help and necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech; and researcher motivated students to memorize more vocabularies.

Based the above problems, it can be concluded that there were some similarities and differences solutions. The similarities of the solutions were; firstly, in related finding 1, related finding 2 and researcher also gave the same solution in vovabulary. The researchers gave some vocabularies to students when they didn't know. Secondly, in related finding 1, related finding 2, related finding 3, and researcher also gave the same solution to gave motivation in solving their problems or their difficulties. Thirdly, in related finding 3 and researcher gave the same solution to student in

vocabulary, the researchers gave alternatives or tips in memorizing vocabulary.

The differences of the solutions were; firstly, in related finding 2, researcher gave the different solutions in arrangement seat formation and in comprehension. The differences were; teacher arranged seat formation appropriately, teacher understood them that they had their own time in simulation, teacher clarified obligatively having batakness reflected their bad attitude, and using hand while speaking was admitted but not to be function as sign language. Secondly, researcher also gave the different solutions in accent, grammar, fluency, and comprehension. The all of solutions based the students' problems. The differences solutions were; researcher gave ways in training their pronunciation such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little, researcher gave more explanation about the language context that targetted in the next meeting clearly, researcher reclarified the usage of auxiliary verb in the sentences, and researcher gave peer help and necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech.

### **C. Threats of the Research**

In doing the research, the researcher found some threats in this research, they were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.
2. The tool that used in collecting the result of students' speaking was uncomplete because the researcher just used tape recorded.
3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing interview activity, some students still use indonesian language or sometimes used mix language when they wanted to ask their friends especially when learning process was running.

Even though, interview technique gave chance to the students to use target language. It means that the students were able to speak appropriately to the situational context. The researcher hoped interview technique can be applied in teaching the students at SMP Negeri 5 Padangsidimpuan.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

From the result of this research, researcher can be concluded that:

1. Inside-outside circle model can improve students' speaking ability at grade VIII Padangsidempuan. Based on the analyzing of research data, the mean score of students' speaking ability in cycle 1 is 57.68 (7,69%) and cycle 2 is 18.80 (69.23%). The students' improvement can be categorized into very high improvement (very good).
2. Some factors that influence students' speaking ability by using inside-outside circle model is very good category (very high). Students' problem in accent is difficult in pronouncing the word. Problems in vocabulary is difficult in searching adequate word. Problem in fluency is difficult in grouping words. Problem in comprehension is difficult in understanding words. Problem in accent is solved by motivating them in training their pronunciation. Problems in grammar are solved by giving more explanation about the language context and auxiliary verb. Problem in vocabulary is solved by giving tips in memorizing vocabulary and giving vocabularies related to the related to the learning material. Problem in comprehension is solved by motivating them to memorize vocabulary so that they can understand the meaning of the sentences or questions. Students' motivation,

students' interest, students' enthusiasm in learning process, teacher's ways in teaching, teacher's ways in explaining learning material, teacher's ways in motivating students, and teacher's ways in controlling the classroom.

## **B. Suggestions**

Based on the above conclusion, researcher has some suggestions as below:

1. Based on the first conclusion, students' speaking can improve by using inside-outside circle model at grade VIII SMP Negeri 5 Padangsidempuan, researcher suggests to the teacher to apply this technique in teaching speaking skill by looking at the students' problem in speaking ability, give solutions to the students' problem, and looking at the teacher's ways in teaching. To another researchers, the researcher suggests to improve students' speaking ability through inside-outside circle model until 100%. The other researcher can use the other creative solutions in solving students' speaking ability and can do research in two or three cycles so that the improvement can achieve until 100%.
2. Based on the second conclusion, in improving students' speaking ability there are some factors that influence students' speaking ability by using inside-outside circle model, the researcher suggests to the teacher and to another researchers who wants to do the same research can control and look at the factors that influence students' speaking ability by using inside-outside circle model. The teacher and the another researchers must give the good motivation, increase students' interest, and increase students' enthusiasm in

learning process. Beside it, the teacher and the another researchers must be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' speaking ability can improve with the very high improvement.

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## APPENDIX 1

### Initial's Names of Students

No.	Code	Gender	
		Female	Male
1.	MR		✓
2.	FH		✓
3.	I		✓
4.	EZ		✓
5.	AR		✓
6.	NS	✓	
7.	EM	✓	
8.	BJ	✓	
9.	RM		✓
10.	DK	✓	
11.	B		✓
12.	ERS	✓	
13.	RS	✓	
14.	NAK	✓	
15.	NES	✓	
16.	KA		✓
17.	NS	✓	
18.	RIS	✓	
19.	TN		✓
20.	NA	✓	
21.	RI		✓
22.	FD	✓	
23.	FT	✓	
24.	RP		✓
25.	NK	✓	
26.	O		✓

## APPENDIX II

### Rubric of speaking or Speaking skill assessment criteria\*

No.	Criteria	Score
1.	<p><b>Accent :</b></p> <ul style="list-style-type: none"> <li>0. Pronunciation frequently unintelligible.</li> <li>1. Frequent gross errors and a very heavy accent make understanding difficult.</li> <li>2. “Foreign accent” requires concentrated listening and mispronunciations, which do not interfere with understanding.</li> <li>3. “Marked foreign” accent and occasional mispronunciations which do not interfere with understanding.</li> <li>4. No conspicuous mispronunciations, but would not be taken for a native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ul>
2.	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>0. Grammar almost entirely inaccurate phrases.</li> <li>1. Constant errors showing control of very few major patterns and frequently preventing communication.</li> <li>2. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.</li> <li>3. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.</li> <li>4. Few errors, with no patterns or failure.</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ul>
3.	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>0. Vocabulary inadequate for even the simplest conversation.</li> <li>1. Vocabulary limited to basic personal and survival areas.</li> <li>2. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.</li> <li>3. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.</li> <li>4. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ul>

4.	<p><b>Fluency :</b></p> <p>0. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>1. Speech is very low and uneven except for short or routine sentences.</p> <p>2. Speech is frequently hesitant and jerky, sentences may be left uncompleted.</p> <p>3. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>4. Speech is effortless and smooth, but perceptibly non native in speech and evenness.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p><b>Performance/comprehension:</b></p> <p>0. Understands too little for the simplest type of conversation.</p> <p>1. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.</p> <p>2. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p> <p>3. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.</p> <p>4. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<b>MAXIMAL SCORE</b>		<b>25</b>

*\*Taken from Arthur Hughes (1990).*

### Rubrik Speaking atau Kriteria Penilaian Speaking<sup>1</sup>

No	Aspek	Kriteria	Skor
1	<b>Logat</b>	0 Pengucapan sering tidak jelas.	1
		1 Kesalahan yang buruk sering terjadi dan logat yang kasar membuat sulit dipahami.	2
		2 Karena logatnya asing memerlukan konsentrasi untuk mendengar dan terjadi kesalahan pengucapan yang jelas kadang-kadang menimbulkan kesalahpahaman dan tampak kesalahan pada tata bahasa atau kosakata.	3
		3 Terjadi beberapa aksen yang aneh dan kadang-kadang kesalahan pengucapan tetapi tidak menyebabkan kesalahpahaman makna.	4
		4 Salah pengucapan tidak kentara, tetapi tidak seperti penutur asli.	5
2	<b>Tata Bahasa</b>	0 Tata bahasa hampir seluruhnya yang tidak tepat.	1
		1 Melakukan kesalahan yang terus menerus pada pola-pola gramatikal kunci dan sering menghambat komunikasi.	2
		2 Sering melakukan kesalahan pada pola-pola gramatikal kunci menyebabkan sejumlah gangguan dan kesalahpahaman.	3
		3 Terkadang melakukan kesalahan pada pola-pola gramatikal kunci tetapi tidak menyebabkan kesalahpahaman.	4
		4 Sedikit melakukan kesalahan dengan tidak adanya pola yang salah.	5
3	<b>Kosa kata</b>	0 Kosa kata tidak memadai sekalipun untuk percakapan yang sangat mudah.	1
		1 Kosa kata terbatas untuk kebutuhan-kebutuhan percakapan dasar (waktu, makanan, transportasi dan keluarga).	2
		2 Pemilihan kata kadang-kadang tidak tepat, terbatasnya kosa kata menyebabkan sulitnya diskusi pada berbagai bidang	3

<sup>1</sup> Nurmadina 11340 0026

		profesi dan sosial.	
		3 Kosakata pada umumnya bisa digunakan untuk membahas topik-topik non-teknis dalam sejumlah bidang.	4
		4 Kosakata profesional luas dan tepat, secara umum bisa digunakan untuk membahas topik-topik dalam situasi yang bermacam-macam.	5

4	<b>Kelancaran</b>	0 Berbicara terbata-bata dan terputus-putus sehingga percakapan tidak mungkin terjadi.	1
		1 Berbicara sangat lambat dan tidak sesuai kecuali untuk kalimat sehari-hari atau kalimat pendek.	2
		2 Berbicara sering ragu-ragu dan tersendat-sendat, kalimatnya tidak lengkap.	3
		3 Terkadang berbicara ragu-ragu, dengan sedikit ketidaksesuaian yang disebabkan oleh pengungkapan yang berbeda dan pengelompokan kata-kata.	4
		4 Berbicara mudah dan lancar, tetapi dapat dipersepsikan kecepatan dan keselarasan kemampuannya tidak seperti penutur asli.	5
5	<b>Pemahaman</b>	0 Sulit memahami sekalipun untuk jenis percakapan yang paling sederhana.	1
		1 Hanya memahami ucapan yang pelan dan sederhana atau hanya untuk percakapan biasa dan topik-topik turis, dan membutuhkan pengulangan secara konstan.	2
		2 Memahami ucapan yang dinyatakan dengan hati-hati, agak disederhanakan dengan pengulangan dan pengucapan kembali yang cukup banyak.	3
		3 Cukup memahami percakapan normal tetapi terkadang memerlukan pengulangan kembali.	4

		4 Memahami semua percakapan terkecuali untuk sejumlah kosa kata yang jarang dipakai, pengucapan yang cepat atau kurang jelas.	5
<b>SKOR MAKSIMAL</b>			<b>25</b>

Padangsidempuan,

2015

**Knowing:**

**Validator**

**Researcher**

**Sojuangon Rambe, S.S., M.Pd**

**Nip. 19790815 200604 1 003**

**Desi Tiisah**

**Nim. 10 340 0045**



	Condition of the classroom.		
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Padangsidempuan,

2015

**Knowing:**

**Validator**

**SojuangonRambe, S.S., M.Pd**

**Nip. 19790815 200604 1 003**

**Researcher**

**DesiTiisah**

**Nim. 10 340 0045**



	Condition of the classroom.		
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Padangsidempuan,

2015

**Knowing:**

**Validator**

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**Nip. 19790815 200604 1 003**

**Researcher**

**DesiTiisah**

**Nim. 10 340 0045**

## APPENDIX V

### LIST OF INTERVIEW

Interview to the students

1. Why your pronunciation is frequently unintelligible?

(Mengapa pengucapan adik sering tidak dapat dipahami?)

Answer:

.....  
.....

2. Why your accent is frequent gross errors and why your accent is very heavy make understanding difficulty?

(Mengapa aksen adik terjadi kesalahan berkali-kali dan mengapa aksen adik kasar sehingga sulit dipahami?)

Answer:

.....  
.....

3. Why do you use 'foreign accent' and why your accent is mispronunciation requires concentrated listening?

(Mengapa adik menggunakan 'aksen asing' dan mengapa aksen adik terjadi kesalahan pengucapan?)

Answer:

.....  
.....

4. Why do you use 'marked foreign' and why your accent is occasional mispronunciation? What is your problem?

(Mengapa adik menggunakan 'aksen asing' dan mengapa aksen adik terkadang masih terjadi kesalahan pengucapan? Apa masalah adik?)

Answer:

.....  
.....

5. Why your grammar phrases are almost entirely inaccurate?

(Mengapa frase di dalam tata bahasa adik hampir semuanya tidak akurat?)

Answer:

.....  
.....

6. Why your grammar is constant errors and frequently preventing communication?

(Mengapa tata bahasa adik terus-menerus salah dan sering menghambat komunikasi?)

Answer:

.....  
.....

7. Why your grammar is frequent errors and causing occasional irritation and misunderstanding?

(Mengapa tata bahasa adik sering salah dan terkadang menyebabkan gangguan dan kesalahpahaman?)

Answer:

.....  
.....

8. Why your grammar is occasional errors and causing misunderstanding? What is your problem?

(Mengapa tata bahasa adik terkadang masih salah dan menyebabkan kesalahpahaman? Apa masalah adik?)

Answer:

.....  
.....

9. Why your vocabulary is unadequate for even the simplest conversation?  
(Mengapa kosa kata adik kurang meskipun untuk percakapan yang sederhana?)

Answer:

.....  
.....

10. Why your vocabulary is limited?  
(Mengapa kosa kata adik terbatas?)

Answer:

.....  
.....

11. Why your choice of words are sometimes unaccurate and why your vocabulary is limited?  
(Mengapa pilihan kata adik terkadang tidak akurat dan mengapa kosa kata adik terbatas?)

Answer:

.....  
.....

12. Why your vocavulary is circumlocution? What is your problem?  
(Mengapa kosa kata adik bertele-tele? Apa masalah adik?)

Answer:

.....  
.....

13. Why your speech is halting and fragmentary that conversation is virtually impossible?

(Mengapa pembicaraan adik terputus-putus dan terhenti-henti sehingga percakapan hampir tidak mungkin terjadi?)

Answer:

.....  
.....

14. Why your speech is very low and uneven?

(Mengapa pembicaraan adik sangat lambat dan tidak merata?)

Answer:

.....  
.....

15. Why your speech is frequently hesitant and jerky, so the sentence is uncompleted?

(Mengapa pembicaraan adik sering ragu-ragu dan tersentak-sentak, sehingga kalimatnya tidak lengkap?)

Answer:

.....  
.....

16. Why your speech is occasionally hesitant and some unevenness? What is your problem?

(Mengapa pembicaraan adik terkadang masih ragu-ragu dan beberapa pembicaraan tidak merata? Apa masalah adik?)

Answer:

.....  
.....

17. Why your comprehension is too little for the simplest conversation?

(Mengapa pemahaman adik begitu sedikit meskipun untuk percakapan yang sederhana?)

Answer:

.....  
.....

18. Why your comprehension is very low and requires constant repetition?

(Mengapa pemahaman adek sangat lambat dan membutuhkan pengulangan yang terus-menerus?)

Answer:

.....  
.....

19. Why your comprehension is careful and requires considerable repetition?

(Mengapa pemahaman adik sangat hati-hati dan masih memerlukan pengulangan yang sungguh-sungguh?)

Answer:

.....  
.....

20. Why your comprehension is occasional requires repetition? What is your problem?

(Mengapa pemahaman adik terkadang masih memerlukan pengulangan? Apa masalah adik?)

Answer:

.....  
.....

21. Mengapa anda membuat keributan di kelas?  
(Why do you make disturbance in the classroom?)

Answer:

.....  
.....

22. Mengapa anda sering permisi?  
(Why are you often permission?)

Answer:

.....  
.....

23. Apa yang membuat adik merasa sulit belajar berbicara dalam bahasa inggris?  
(What are the factors that make you feel difficulty in learning speaking ability in English?)

Answer:

.....  
.....

## AFFENDIX 14

### Comparison of Students' Achievement in Speaking Ability in Cycle 1 and Cycle 2

No.	Code	Grade		State
		Cycle 1	Cycle 2	
1.	AF	56	76*	Improved
2.	AR	44	76*	Improved
3.	AY	48	72	Improved
4.	BY	52	76*	Improved
5.	<b>BJ</b>	56	76*	Improved
6.	DK	52	72	Improved
7.	<b>EM</b>	<b>68</b>	<b>76*</b>	Improved
8.	EZ	56	76*	Improved
9.	<b>ERS</b>	64	76*	Improved
10.	FT	56	76*	Improved
11.	<b>FTT</b>	60	76*	Improved
12.	<b>IP</b>	<b>80*</b>	<b>76*</b>	Improved
13.	KA	52	76*	Improved
14.	MR	48	76*	Improved
15.	NA	52	72	Improved
16.	NZZ	60	80*	Improved
17.	NAK	36	72	Improved
18.	NF	60	76*	Improved
19.	<b>NK</b>	<b>76*</b>	<b>80*</b>	Improved
20.	RS	56	76*	Improved
21.	RIS	52	76*	Improved
22.	RP	68	72	Improved
23.	RM	56	72	Improved
24.	RI	60	72	Improved
25.	<b>RH</b>	68	72	Improved
26.	TN	64	76	Improved
<b>Total score</b>		<b>1740</b>	<b>1880</b>	Improved
<b>Mean</b>		<b>66.92</b>	<b>72.30</b>	Improved
<b>Percentage</b>		<b>7.69%</b>	<b>69.23%</b>	Improved

\*The students who passed the KKM (75) in cycle 1 and cycle 2.

## AFFENDIX 12

### Students' Speaking Score in the Second Meeting of Cycle 2

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	4	4	4	3	19	76
2.	AR	5	4	3	4	3	19	76
3.	AY	4	5	3	4	3	19	76
4.	BY	5	4	3	4	3	19	76
5.	<b>BJ</b>	5	4	4	4	3	20	80
6.	DK	4	4	2	4	3	17	68*
7.	<b>EM</b>	5	5	4	4	4	23	92
8.	EZ	4	5	4	4	3	20	80
9.	<b>ERS</b>	5	4	3	4	3	19	76
10.	FT	4	5	3	4	3	19	76
11.	<b>FTT</b>	4	5	4	4	4	21	84
12.	<b>IP</b>	5	5	4	4	4	23	92
13.	KA	4	5	3	5	3	21	84
14.	MR	5	5	4	4	3	21	84
15.	NA	4	4	3	5	3	19	76
16.	NZZ	5	4	3	4	4	20	80
17.	NAK	4	4	4	3	3	18	72*
18.	NF	4	4	4	3	3	18	72*
19.	<b>NK</b>	4	5	3	4	3	19	76
20.	RS	4	4	4	3	3	18	72*
21.	RIS	4	4	4	4	3	19	76
22.	RP	4	3	4	3	3	17	68*
23.	RM	4	3	3	4	3	17	68*
24.	RI	4	4	3	4	3	18	72*
25.	<b>RH</b>	4	4	3	4	3	18	72*
26.	TN	4	4	4	3	3	16	64*
<b>Total score</b>		<b>112</b>	<b>111</b>	<b>89</b>	<b>111</b>	<b>82</b>	<b>406</b>	<b>1.896</b>
<b>Mean</b>		<b>4.30</b>	<b>4.26</b>	<b>3.42</b>	<b>4.26</b>	<b>3.15</b>	<b>15.61</b>	<b>62.44</b>
<b>Percentage</b>								<b>61.53%</b>

\*Students who didn't pass the KKM (75) in the first meeting of cycle 2.

**AFFENDIX 14**

**Students' Speaking Score in the First Meeting of Cycle 2**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	5	2	4	3	18	72
2.	AR	4	4	2	4	3	17	68
3.	AY	4	4	3	4	3	18	72
4.	BY	4	4	3	3	3	17	68
<b>5.</b>	<b>BJ</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
6.	DK	4	4	2	3	3	16	64
<b>7.</b>	<b>EM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>20</b>	<b>80*</b>
8.	EZ	4	4	3	4	3	18	72
<b>9.</b>	<b>ERS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
10.	FT	4	4	2	4	3	17	68
<b>11.</b>	<b>FTT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
<b>12.</b>	<b>IP</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>24</b>	<b>96*</b>
13.	KA	4	4	4	5	3	18	72
14.	MR	4	4	3	4	3	18	72
15.	NA	3	4	3	4	3	17	68
16.	NZZ	4	3	3	4	3	17	68
17.	NAK	4	3	3	4	3	17	68
18.	NF	4	4	3	3	3	18	72
<b>19.</b>	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>19</b>	<b>76*</b>
20.	RS	4	4	3	3	3	18	72
21.	RIS	4	3	3	4	3	17	68
22.	RP	4	4	4	3	3	16	64
23.	RM	4	4	4	3	3	18	72
24.	RI	4	4	3	3	3	17	68
<b>25.</b>	<b>RH</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
26.	TN	4	3	3	4	3	17	68
<b>Total score</b>		<b>103</b>	<b>122</b>	<b>79</b>	<b>98</b>	<b>80</b>	<b>345</b>	<b>1.792</b>
<b>Mean</b>		<b>3.96</b>	<b>4.69</b>	<b>3.03</b>	<b>3.76</b>	<b>3.07</b>	<b>13.26</b>	<b>53.04</b>
<b>Percentage</b>								<b>26.92%%</b>

\*Students who didn't pass the KKM (75) in the first meeting of cycle 2.

**AFFENDIX 10**

**Students' Speaking Score in the Second Meeting of Cycle 2**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.		3	3	2	3	3	14	56
2.		4	4	3	3	3	16	64
3.		3	4	2	2	3	14	56
4.		3	4	3	2	3	15	60
5.		4	3	2	3	3	15	60
6.		3	3	2	2	2	12	48
<b>7.</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>20</b>	<b>80*</b>
8.		4	4	3	3	3	17	68
9.		3	3	4	3	3	16	64
10.		3	4	3	3	3	16	64
11.		4	4	3	4	2	18	72
<b>12.</b>		<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>20</b>	<b>80*</b>
13.		3	4	3	3	3	17	68
14.		4	4	3	3	3	18	72
15.		4	3	2	2	3	14	56
16.		4	3	3	3	2	15	60
17.		4	3	3	3	2	15	60
18.		4	3	4	3	3	17	68
<b>19.</b>		<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
20.		3	3	3	4	3	13	52
21.		4	4	3	2	3	16	64
22.		3	4	2	3	3	15	60
23.		4	3	3	4	3	17	68
24.		3	4	3	3	3	16	64
25.		4	4	3	4	3	18	72
26.		3	3	3	2	3	14	56
<b>Total score</b>		<b>93</b>	<b>80</b>	<b>59</b>	<b>76</b>	<b>74</b>	<b>374</b>	<b>1.496</b>
<b>Mean</b>		<b>3.57</b>	<b>3.07</b>	<b>2.26</b>	<b>2.92</b>	<b>2.84</b>	<b>14.38</b>	<b>57.52</b>
<b>Percentage</b>								<b>11.53%</b>

\*Students who passed the KKM (75) in the second meeting of cycle 2

**Table 3****Students' Speaking Score in the First Meeting of Cycle 1<sup>1</sup>**

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	3	2	1	2	2	10	40
2.	AR	3	2	1	2	2	10	40
3.	AY	3	3	2	1	3	12	48
4.	BY	3	3	2	3	3	14	56
5.	BJ	3	3	2	2	2	12	48
6.	DK	2	3	3	2	2	12	48
<b>7.</b>	<b>EM</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>80*</b>
8.	EZ	4	3	3	3	2	15	60
9.	ERS	4	2	3	3	3	15	60
10.	FT	3	4	2	3	2	14	56
11.	FTT	4	4	3	3	3	17	68
<b>12.</b>	<b>IP</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>20</b>	<b>80*</b>
13.	KA	3	4	2	3	2	14	56
14.	MR	2	4	3	2	3	14	56
15.	NA	3	3	2	3	3	14	56
16.	NZZ	4	2	2	3	3	14	56
17.	NAK	3	3	2	3	2	13	52
18.	NF	3	3	3	3	2	14	56
<b>19.</b>	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>76*</b>
20.	RS	4	3	2	3	3	15	60
21.	RIS	4	3	2	3	3	15	60
22.	RP	4	3	3	3	2	15	60
23.	RM	4	4	3	2	2	15	60
24.	RI	3	3	2	2	3	13	52
25.	RH	4	4	3	4	3	18	72
26.	TN	4	3	2	3	3	14	56
<b>Total score</b>		<b>85</b>	<b>85</b>	<b>64</b>	<b>70</b>	<b>69</b>	<b>393</b>	<b>1.395</b>
<b>Mean</b>		<b>3.26</b>	<b>3.26</b>	<b>2.46</b>	<b>2.69</b>	<b>2.65</b>	<b>15.11</b>	<b>60.44</b>
<b>Percentage</b>								<b>11.53%</b>

\*Students who passed the KKM (75) in the first meeting of cycle 1.

**Table**

<sup>1</sup> Approved by Co-teacher (NurhayatiSiregar, S.Pd) and Observer (NurhayatiSiregar, S.Pd).

## Students' Speaking Score in Cycle 1<sup>2</sup>

No.	Code	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AF	4	3	4	4	3	19	76*
2.	AR	4	3	4	3	4	19	76*
3.	AY	4	4	3	3	4	18	72
4.	BY	4	4	3	4	3	19	76*
5.	BJ	4	4	4	3	3	19	76*
6.	DK	4	3	4	3	3	18	72
7.	EM	4	4	4	4	3	19	76*
8.	EZ	4	3	4	3	4	19	76*
9.	ERS	4	4	3	3	4	19	76*
10.	FT	4	4	3	3	4	19	76*
11.	FTT	4	5	3	4	3	19	76*
12.	IP	4	4	3	4	3	19	76*
13.	KA	3	4	3	4	4	19	76*
14.	MR	4	4	3	4	3	19	76*
15.	NA	4	4	3	2	4	18	72
16.	NZZ	4	3	3	3	4	20	80*
17.	NAK	4	3	4	3	3	18	72
18.	NF	4	3	4	3	4	19	76*
<b>19.</b>	<b>NK</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>80*</b>
20.	RS	4	4	3	4	4	19	76*
21.	RIS	4	4	3	4	3	19	76*
22.	RP	4	5	3	3	3	18	72
23.	RM	4	4	3	3	3	18	72
24.	RI	4	4	2	3	4	18	72
25.	RH	3	5	3	3	4	18	72
26.	TN	3	4	3	4	4	19	76*
<b>Total score</b>		<b>101</b>	<b>95</b>	<b>86</b>	<b>88</b>	<b>92</b>	<b>470</b>	<b>1880</b>
<b>Mean</b>		<b>3.88</b>	<b>3.65</b>	<b>3.30</b>	<b>3.38</b>	<b>3.53</b>	<b>18.70</b>	<b>69.23%</b>
<b>Percentage</b>								

\*Students who passed the KKM (75) in cycle 1.

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<sup>2</sup>Approved by Co-teacher (NurhayatiSiregar, S.Pd) and Observer (NurhayatiSiregar,S.Pd).

## LIST OF INTERVIEW

### A. Interview to the teacher

1. How are your students' speaking ability in the class?  
(Bagaimanakemampuanberbicarasiswa-siswaibudidalamkelas?)
2. What methods which is often you used in teaching speaking?  
(Metodeapa yang seringibugunakanandalammengajar speaking?)
3. What do you do to make the students be active in the class?  
(Apasaja yang ibulakukan agar siswa-siswaaktifberbicaradidalamkelas?)
4. What are your difficulties when teaching speaking?  
(Apasajakesulitan-kesulitan yang ibualamiketikamengajar speaking?)
5. How do you solve those difficulties?  
(Bagaimanacaraibumengatasikesulitan-kesulitantersebut?)
6. Have you ever thoughtspeaking by using interview technique in the class? Why?  
(Apakahibupernahmengajarkanspeaking dengan menggunakan interview teknik di dalam kelas?Mengapa?)

### B. Interview to the students

1. Do you like English especially speakingmateri in the class? Why?  
(Apakahadiksukabahasainggrishususnyamateri speaking di dalamkelas? Mengapa?)
2. Do you think learning English is difficult? Why?  
(Apakahmenurutadikbelajarberbicarabahasainggrisitusulit? Mengapa?)
3. How does the teacher teach about speaking?  
(Bagaimanaibu guru mengajarkantentangmateri speaking?)
4. What will you do if you can not say what will you want to say?  
(Apa yang adiklakukanjikaadiktidaktahuapa yang adikinginkatakan?)
5. What method that is used by the teacher to practice speaking in the class?

(Metode apa yang sering dibuat guru untuk mempraktekkan *speaking* di dalam kelas?)

Padangsidempuan,

2015

**Knowing:**

**Validator**

**Sojuangon Rambe, S.S., M.Pd**

**Nip. 19790815 200604 1 003**

interview Guidelines for the needs Analysis ( before Car)

A. Interview to the teacher

Research and teacher

1. Bagaimana menurut bapak/ibu kemampuan siswa dalam berbicara di kelas?
2. Metode apa saja yang di gunakan bapak/ibu dalam mengajar speaking?
3. Apa saja yang bapak / ibu lakukan untuk memancing kemampuan siswa dalam berbicara?
4. Seperti apa saja permainan yang bapak ajarkan?
5. Kesulitan-kesulitan apa saja yang di hadapi siswa dalam kemampuan berbicara?
6. Bagaimana Bapak/Ibu mengatasi masalah-masalah dan kesulitan siswa dalam kemampuan berbicara?
7. Bagaimana cara ibu mengajar bahasa inggris selama ini?
8. Apakah Bapak/Ibu mengajar dalam kelas menggunakan bahasa Inggris?
9. Apakah sumber belajar yang ibu gunakan?
10. Apakah ada sumber lain yang Bapak/Ibu gunakan selain buku paket dari sekolah?

## APPENDIX 11

### SIKLUS I (CYCLE I)

#### RENCANA PELAKSANAAN PEMBELAJARAN

##### (RPP)

Nama Sekolah : SMP Negeri 5 Padang Sidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Aspek/Skill : Speaking

alokasi Waktu : 2 X 45 menit

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#### A. Standar Kompetensi :

1. Mengungkapkan makna dalam transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

- 1.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan bahasa lisan secara akurat, dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Berbicara di depan kelas dengan menjelaskan aktivitas sehari-hari.

D. Indicators :

1. SiswadapatberbicarabahasaInggrisdenganfasihdalampenuturbahasa.
2. SiswadapatberbicarabahasaInggrisdengantatabahasa yang benarkesalahandalampengucapan.
3. SiswadapatberbicarabahasaInggrisdenganluasdalammenggunakankosa kata dengantepatdancukupmemadai.
4. SiswadapatberbicarabahasaInggrisdenganfasih.
5. SiswadapatberbicarabahasaInggrisdenganpemahaman yang benar.

E. MateriPembelajaran : habits Watching TV

F. MetodePembelajaran : Inside-Outside Circle.

G. AktifitasPembelajaran:

No	Aktivitas guru	Aktivitasiswa	Duration
1.	<b>Sebelumbelajar</b> a. Mengucapkan salam. b. Menjelaskan dan memberi uraian kelompok	- Siswamemberi respon - Menyiapkan bahan yang sudah di jelaskan	2' 2'
2.	<b>Waktubelajar</b> <b>a. pengarahan</b> 1) Menceritakan tujuan pembelajaran Inside-outside circle. 2) Menjelaskan separuh kelas siswa berdiri membentuk lingkaran kecil mereka berdiri melingkar dan menghadap keluar. 3) Dalam jumlah siswa ada 26 orang dan di bentuk 4 kelompok terdiri dari 2 kelompok ada 16 orang (1 kelompok 8 orang) dan 2 kelompok lainnya ada 12 orang dalam (1 kelompok 6 orang)	- Siswamendengarkan - Siswamendengarkan  - Merespon pasangan masing-masing dalam kelompok.	2' 2'  10

	<p>4) Setiap pasang siswa di arilingkaran ke cildansalingberbagi informasi. Dengan lingkaran luar.</p> <p>5) Materi yang diberidalam bentuk interview</p> <p>6) Setelah siswa di bentuk kelompok maka setiap percakapan mereka di tulis.</p> <p>7) Tugas siswa akan mempraktekan inside-outside cycle</p> <p><b>b. Aktifitas:</b></p> <p>1) Memberi perhatian kepada siswa</p> <p>2) Menciptakan suasana dalam kelas dan menyenangkan</p> <p>3) Membantu siswa dan tidak adam gangguan di dalam kelas</p> <p>4) Observasi kelas</p> <p>5) Mengobservasi kemampuan siswa berbicara.</p> <p><b>c. Rporting:</b></p> <p>1) Siswa menanyakandan menceritakan kedepan (Inside-outside result).</p> <p>2) Mengevaluasi siswa dalam berbicara bahasa Inggris.</p> <p><b>d. Debriefing:</b></p> <p>1) Diskusi apa yang terjadidalam menggunakan strategy In side-outside circle</p> <p>2) Menjelaskan hasil yang di dapatkan dalam aktivitas siswa</p> <p>3) Menulis yang di interview dalam 1 lembar</p> <p>4) Diskusi pertemuan selanjutnya</p>	<ul style="list-style-type: none"> <li>- Aktivitas siswa dalam group inside-outside. 2</li> <li>- Siswa mendengarkan 2</li> <li>.</li> <li>- Siswa mendengarkan 2</li> <li>.</li> <li>- Siswa mendengarkan 2</li> <li>.</li> <li>- Aktivitas siswa dalam kelompok inside-outside circle. 57</li> <li>.</li> <li>- Aktivitas siswa dalam kelompok inside-outside circle 2</li> <li>- Siswa mendengarkan 2</li> <li>.</li> <li>- Siswa mendengarkan 2</li> <li>- Mendengarkan yang di jelaskan 2</li> <li>- Interview siswa kembali 2</li> <li>- Pertemuan selanjutnya 2</li> </ul>	
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3.	Post-teaching: a. kesimpulan b. penutup	- siswamendengarkan - penutupan	1 1
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H. sumberpembelajaran

1. Teks book
2. English dictionary.
3. Internet.

I. Learning Evaluation :

1. Technique : Individual performance.
2. Form : Inside-outside circle and oral presentation (supporting).
3. Instrument : Used assessment criteria in appendix.

Padangsidimpuan,

2015

**Validator**

**SojuangonRambe,M.Pd**  
**Nip.19790815 200604 1 003**

### Rubrik Speaking atau Kriteria Penilaian Speaking

No	Aspek	Kriteria	skor
1	<b>Logat</b>	<p>0 Pengucapan sering tidak dapat dipahami.</p> <p>1 Terjadi kesalahan pengucapan yang berkali-kali dan aksennya sangat kasar sehingga sulit dipahami.</p> <p>2 Menggunakan “aksen asing” sehingga pendengar harus konsentrasi dan terjadi kesalahan pengucapan yang mengganggu pemahaman.</p> <p>3 Menggunakan “aksen asing” dan terkadang aksennya masih terjadi kesalahan pengucapan, namun tidak mengganggu pengucapan.</p> <p>4 Kesalahan pengucapan tidak begitu mencolok, namun belum persis seperti penutur aslinya.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
2	<b>Tata Bahasa</b>	<p>0 Hampir semua frase di dalam tata bahasanya tidak akurat.</p> <p>1 Tata bahasanya terus menerus salah dan sering menghambat komunikasi.</p> <p>2 Tata bahasanya sering salah dan terkadang menyebabkan gangguan dan kesalahpahaman.</p> <p>3 Terkadang tata bahasanya salah yang menyebabkan kesalahpahaman.</p> <p>4 Kesalahan tata bahasanya sedikit.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

3	<b>Kosa kata</b>	<p>0 Kosa katanya kurang meskipun untuk percakapan yang sederhana.</p> <p>1 Kosa katanya terbatas.</p> <p>2 Terkadang pilihan katanya tidak akurat dan kosa katanya masih terbatas.</p> <p>3 Kosa katanya cukup namun masih bertele-tele.</p> <p>4 Kosa katanya luas, tepat, dan akurat.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
4	<b>Kelanca ran</b>	<p>0 Berbicara terputus-putus dan terhenti-henti sehingga percakapan hampir tidak mungkin terjadi.</p> <p>1 Berbicara dengan sangat lambat dan tidak merata kecuali untuk kalimat-kalimat yang pendek dan rutin.</p> <p>2 Ragu-ragu dalam berbicara dan tersentak-sentak sehingga kalimatnya tidak lengkap.</p> <p>3 Terkadang masih ragu-ragu dalam berbicara dan beberapa pembicaraannya tidak merata disebabkan pengelompokan kata-kata.</p> <p>4 Mudah berbicara, lancar, dan seimbang, namun kejelasan pembicaraan belum seperti penutur aslinya.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5	<b>Pemaha man</b>	<p>0 Sulitmemahamisekalipununtukjenispercakapan yang paling sederhana.</p> <p>1 Hanyamemahamiucapan yang pelandansederhanaatauhanyauntukpercakapanbiasad</p>	<p>1</p> <p>2</p>

		<p>an topic-topikturis,          membutuhkan pengulangan secara konstan.</p> <p>3</p>	3
		<p>2 Memahami ucapan yang dinyatakan dengan hati-hati          yang tidak disederhanakan dengan pengulangan dan pengucapan kembali yang cukup banyak.</p> <p>4</p>	4
		<p>3 Cukup memahami percakapan normal          tetapi terkadang memerlukan pengungkapan kembali.</p> <p>5</p>	5
		<p>4 Memahami siswa percakapan terkecuali untuk          sejumlah kosa kata yang jarang di pakai, pengucapan yang cepat atau berbicara kurang jelas.</p>	
	<b>SKOR MAKSIMAL</b>		25

## **LEARNING MATERIAL**

List of Inside-outside points (Worksheet of interview Inside-outside)

Habbits watching TV(menonton TV)

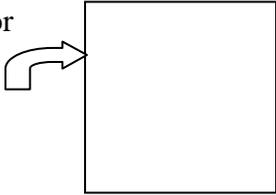
Ask

- 1) Weather he/she you likes watching TV.why?
- 2) How much he/she spend time for watching TV everyday?
- 3) What programs he/she like. Why?
- 4) What programs he/she doesn't like. Why?
- 5) He/she must the choose watching TV. Why?

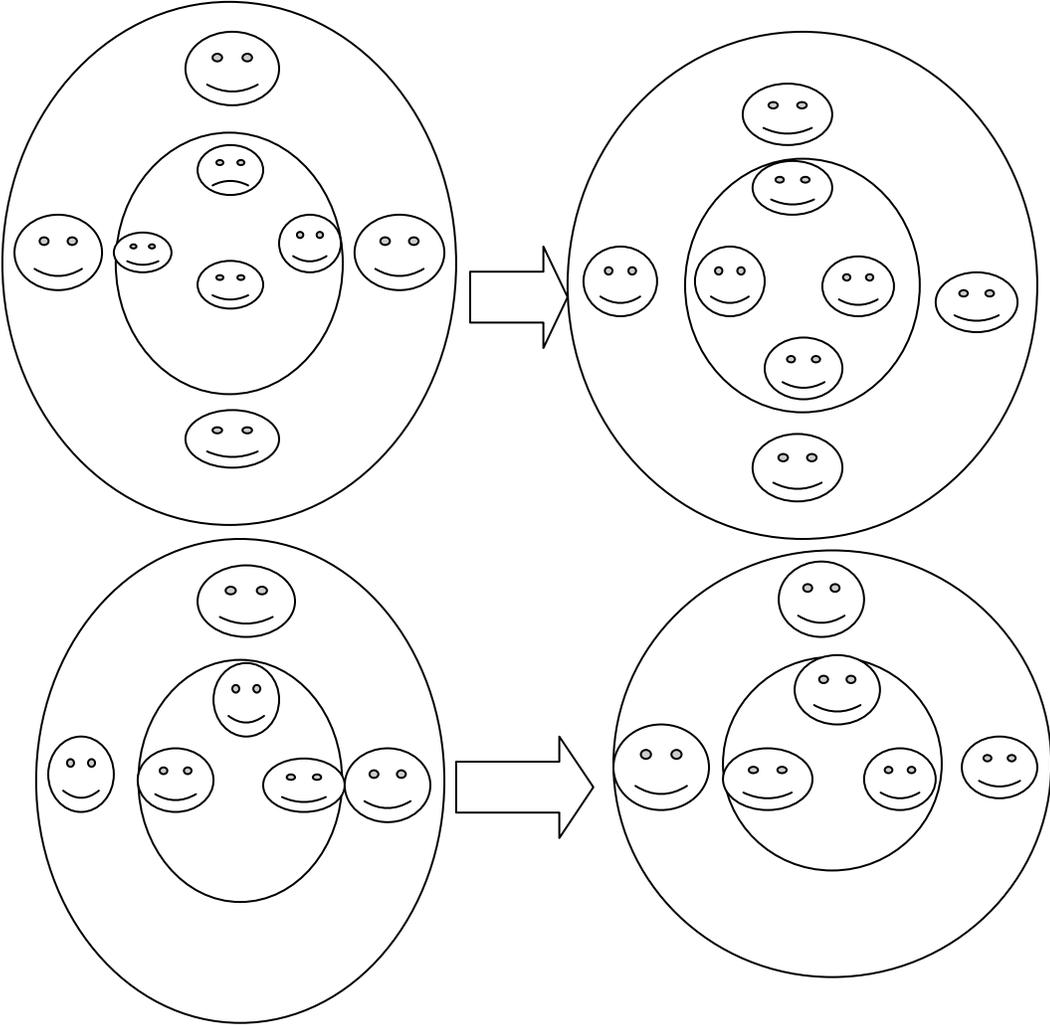
Observasi teacher 



Door

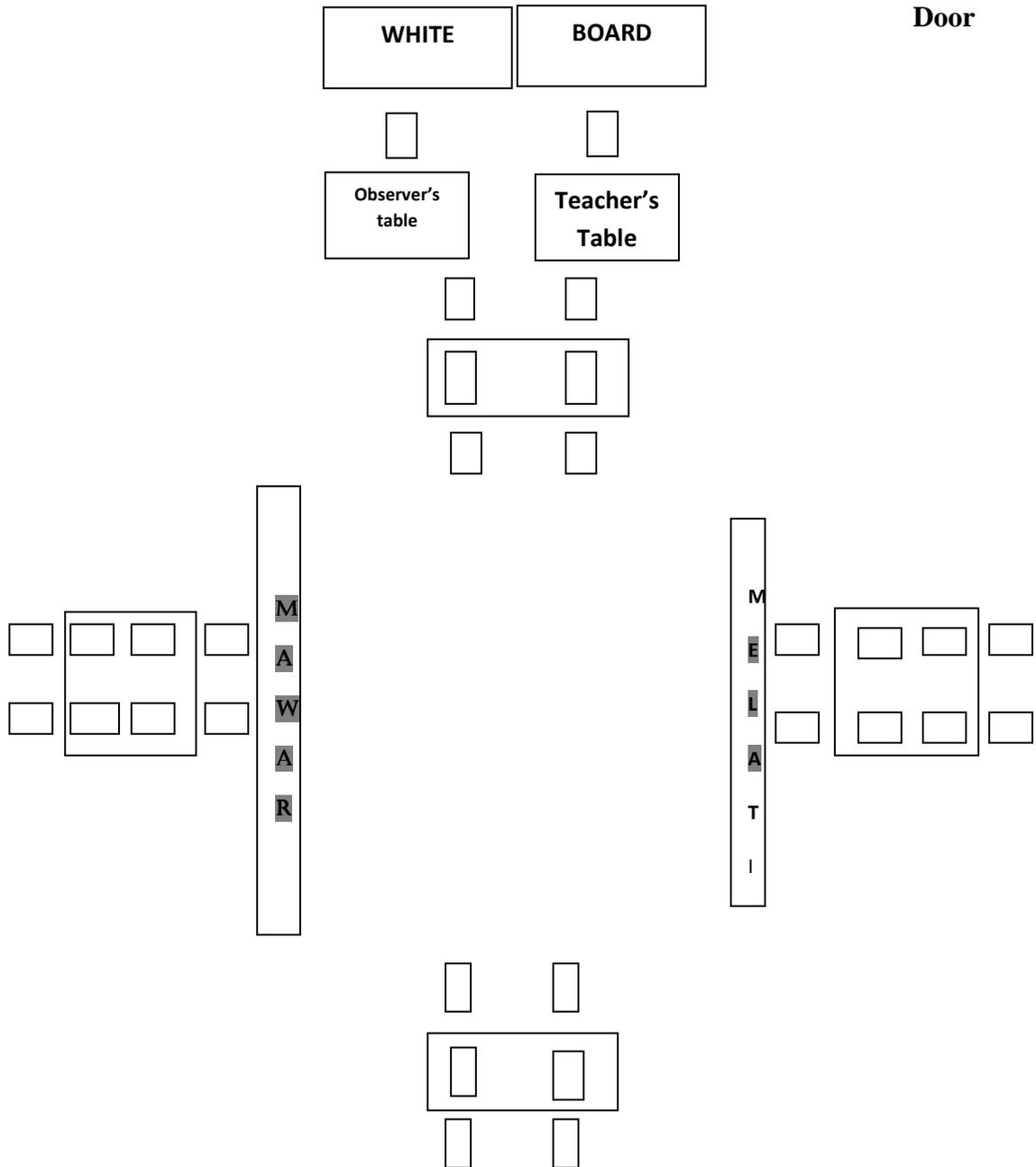


Group inside-outside circle



**APPENDIX**

**Classroom Arrangement in Cycle 2**



## **CURRICULUM VITAE**

### **A. Identity**

Name : DesiTiaisah  
Reg.No : 10 340 0045  
Place / Birthday : Padang Sidempuan/ June, 18<sup>th</sup>, 1991  
Sex : Female  
Religion : Islam  
Address : Jln. PerintisKemerdekaan Padang Matinggi

### **B. Parents**

Father's name : Elis Tanjung  
Mother's name : RodiahTanjung

### **C. Educational Background**

1. Elementary School : SDN 100012Muaratais 1 (2003)
2. Junior High School : MTS SwastaBasilamBaru (2007)
3. Senior High School : SMA Pintu Padang (2010)
4. Institute : IAIN Padangsidempuan (2015)