

Teaching Speaking to Junior High School Students through Inside-Outside Circle (IOC) Strategy

PAPER

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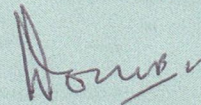
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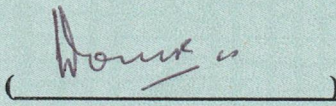
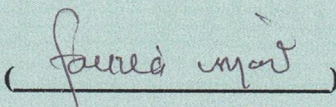
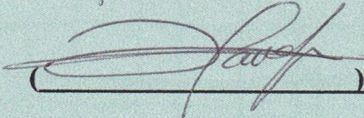
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ABSTRAK

**Maulida, Dina. 2013. “Teaching Speaking to Junior High School’s Students through Inside-Outside Circle (IOC) Strategy”.
Makalah . Padang: Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.**

Makalah ini bertujuan untuk mendeskripsikan strategi yang dapat mengembangkan kemampuan siswa kelas VIII SMP dalam berbicara bahasa Inggris melalui strategi pembelajaran *Inside-Outside Circle (IOC)*. IOC adalah strategi pembelajaran dengan sistim lingkaran kecil dan lingkaran besar dimana siswa saling membagi informasi pada saat yang bersamaan secara berpasangan dan berkelompok. Aturannya adalah: separuh dari sejumlah siswa dalam satu kelompok membentuk lingkaran kecil menghadap keluar, separuhnya lagi membentuk lingkaran besar menghadap kedalam, siswa akan berhadapan dan berbagi informasi dengan cara menanyakan beberapa pertanyaan yang ada pada kartu yang disediakan guru. Siswa yang berada di lingkaran luar bergeser satu langkah kemudian berbagi informasi kepada teman baru di depannya, dan seterusnya. Strategi ini bertujuan untuk melatih dan meningkatkan keberanian dan mempertajam kemampuan berbicara siswa dalam berbicara bahasa Inggris, khususnya dalam menyampaikan informasi dan bekerjasama dengan baik. Dengan menggunakan strategi ini, siswa menjadi lebih percaya diri dan tidak akan merasa malu dan takut lagi untuk berbicara dalam bahasa Inggris di kelas.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English has an important role in our lives. Through English, people can increase their knowledge because English is used as an International Language. In fact, English is a mean of communication among nation in the world. Most countries in the world use English as the first or the second language. Because of the importance of this, learning English is now intended for students ranging from elementary, junior high school, and senior high school to university.

Thus, Indonesian government expects the citizen of Indonesia, especially for the students to be able to use English in the whole skills: listening, speaking, reading and writing. In listening, the students understand the information that they listen to the radio or television. In speaking, the students can communicate orally with other people and with right pronunciation. In reading, the students can catch the content of the text, purpose of the text in detail or in general. In writing, the students can tell something through the right written English and the use of various vocabularies.

One of the most important skills that should be taught by the teacher in school is speaking. Speaking is one of the language skills that are important

in human life. It is used in order to be able to communicate actively. One should have speaking ability. By mastering speaking, the students can express their idea, opinion or response to other. Thus, communicative competence has been the major target in teaching and learning English at school today.

Based on school based-curriculum (KTSP 2006), English should be thought communicatively at all levels starting from elementary, junior and senior high school. This consideration has the purpose to make students speak. It is expected that the students can speak to others about something. Teaching speaking means teaching learner to express the students' thought and idea orally. It is a medium to invite them to speak their language confidently.

However, the students, specifically junior high school students are very uncommon to use English in their daily life. Even, the students often use mother's tongue in the classroom or out of the classroom. The teacher often reminds the students about the importance of English for their future. If people want to continue the education abroad, the students will get it without getting any problems with the language used in the country. Also, the students can communicate easily each other whenever the students go abroad or meet people from the different countries.

Based on writer's experience in practice teaching in one of junior high school at SMP N 1 X Koto in Padang Panjang, some of the students at school could not use English correctly. The students could not communicate in English with their friends at school. There were some major problems that

were faced by second grade students of junior high school. First, the students were afraid of speaking to express their thoughts, ideas, and opinions. This happened because the students felt afraid for making faults in saying words or sentences in English so, the students did not want to speak.

Next, the students did not have a self confidence to speak or talk in front of public. The students felt ashamed because the students were not used to speak in public or in front of the class. Then, the students had experienced a traumatic such as talking teased, ridiculed, etc. When the teacher asked a student to speak in front of the class, the students were fear because the students were assessed and after that the students judged by the teacher and the students' friends. Thus, the students are lack of vocabularies and grammar. The students didn't know how to say a word in English and the students couldn't say a sentence in English correctly.

In addition to the above factors, there are other factors that greatly influence the students' fear of speaking English, namely the role of teacher. The teacher is referred as a facilitator in learning process teaches speaking with the strategies which are less varied, so many students felt bored, not interested and just stayed in the students' chair.

Because of the problems above, the teachers are required to create variations of teaching learning strategies, especially in teaching speaking for junior high school students. The activities should reflect the atmosphere to study and to have fun. Because of this reason, the students need an interesting

strategy to make them talk and the teachers should develop this strategy to the students.

There are some strategies that can be applied in classroom that can meet above criteria. One of them is Inside Outside Circle. Kagan (1994) stated that Inside Outside Circle is a cooperative learning strategy where the students are in two groups. It provides the students who normally would not talk to interact with others. One group (6 students) forms an inside circle and the second group (also 6 students) forms a circle around them in the outside circle. This is a good strategy which is used to encourage discussion between the students and also to develop their speaking skill to interact with others. Inside-Outside Circle will be a fun strategy to be used in the classroom by the teacher because it will forms the students to be more confidence and interested in speaking especially in English.

In this paper, the writer would like to explain how to teach the students to speak in English and to make them to interact with others. It will bring an interesting class atmosphere to the students because the students will speak and interact with their students without feeling fears to say something in English. This strategy will be a fun thing for the students. Thus, this paper aims to teach speaking skill in the classroom without feeling afraid for making faults.

B. Identification of the Problem

From the previous background, there are some problems faced by the students in speaking skill. First, the students were afraid of speaking to express their thoughts, ideas, and opinions. Next, the students did not have a self confidence to speak or talk in front of public. Then, the students had experienced a traumatic such as talking teased, ridiculed, etc. Thus, the students lack of vocabularies and grammar. In addition to the above factors, there are other factors that greatly influence the students' fear of speaking English, namely the role of teacher.

C. Limitation of the Problem

Based on the identification of the problem above, the writer limits the problem on the lack of students' confidence to speak in front of the classroom dealing with their anxiety about the quality of the students' speaking.

D. Formulation of the Problem

In this paper the problem is formulated "How is Inside-Outside Circle strategy used in teaching speaking for junior high school students?"

E. Purpose of the Paper

The purpose of this paper is to provide the information for the English teacher in teaching speaking. This paper will explain how Inside-Outside Circle strategy can be a help in teaching junior high school students in speaking. This paper is hoped to be an inspiration for the English teacher in

creating an interesting and an affective teaching in learning process. It is also expected to give an input to English teacher about an alternative way in teaching speaking.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aim of teaching speaking is to make the students to be able in using the language for communication. The students are considered successful if the students can communicate the language fluently and accurately. In reality, most of junior high school students are still not able to speak in English.

In connection to the point above, one way that can be done to help, to motivate and to encourage the students to speak is by using Inside-Outside Circle (IOC) strategy. This is a cooperative learning strategy where students are in groups and couples. This strategy gives a way to get students who normally would not talk to interact with others. It places students facing each other in two circles. Inside-Outside Circle facilitates dialogue between students which helps community building to do interaction among them.

In learning process, there are three stages that are used by the teacher. They are pre-teaching, whilst-teaching and post-teaching. In pre-teaching, the activities involved are; the teacher greets the students, the teacher and the students do the praying together, and also the teacher checks the student's attendance. The teacher divides the students into two groups and then

activates the students' background knowledge by giving some pictures and questions.

In whilst-teaching, the students are given more chance to achieve knowledge by doing some activities to make their understanding. Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered and practiced during the class.

In post-teaching, the teacher checks the students' comprehension related to the lesson that is learned by the students. Before the teacher checks the students' comprehension about the lesson, the teacher chooses a student in every group to retell their experience in front of the classroom. Therefore, the teacher can repeat or conclude the lesson to the students who still do not understand in a quick and comprehensive way.

Finally, this strategy is a good alternative strategy for teaching speaking that can be applied by the English teachers in the classroom. This strategy will give a good practice for the students in speaking.

B. Suggestions

Through this paper, the writer would like to suggest that the English teacher should know what are the difficulties that faced by the students in learning in the classroom especially in speaking. The teacher should have background knowledge to know what the students need to motivate them in learning. So, the teacher should get more information and find a new or good strategy to help the students in learning in the classroom. One strategy that can

be applied for the teacher is Inside-Outside Circle strategy. This is one of the alternatives way in teaching speaking that can be implemented in Junior high school.

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