CHAPTER I

INTRODUCTION

In this chapter, researcher elaborates some aspects which are emphasized on explanation why the researcher conducted this study. They include background of research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Speaking is one of the basic competences of language. It is one of language skills beside listening, reading, and writing. It plays an important role in learning a foreign language especially English because learning to speak English as a foreign language needs to require more than its grammatical and semantic rules (Richard and Renandya, 2002:204). It is in line with Harmer in Astuti (2016) stated that the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process the information and language "on the spot".

Furthermore, Chaney in Kayi (2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context. In addition, Turk, C in Darsini (2013) stated that spoken language was the first form of comunication between human beings. Therefore, it can be conclude that speaking is the first skill that should be taugh to the students in learning language and it has to be mastered also by students

in order they can do communication both of verbal and non verbal with others in target language especially English.

Speaking is one of language skills which is also taught in Junior High School level. It can be seen from standard competence and basic competence of 2006's school-based curriculum that is used. Standard competence and basic competence of KTSP for eight grade of Junior High School stated that student has to (9) expressing meaning in transactional and interpersonal conversations and (10) expressing meaning in oral functional text and simple short monolog in the form of recount text and narrative text to interact with surrounding environment. (9.1) expressing meaning in oral functional text and simple short monolog to interact with surrounding environment in the form of asking, giving, refusing help, asking, giving, refusing thing, asking, giving and refusing information, asking, giving, and refusing opinion. (10.1) expressing the meaning in simple monolog by using variety of oral language accurately, fluently, and appropriately to interact with the surrounding environment. In addition, English teaching process in Junior High School is also targeted to enable the students to gain the functional literacy. It is the ability to communicate both simple oral and written which is dealing with the daily life activities.

However, to reach the target oral communication ability is not easy to do. Based on the result of interview that researcher conducted in preliminary study with students of eigth grade at MTs Sunan Kalijogo Rejosari especially in B class, most of them stated that speaking is difficult skill for them because

they did not know how to start it. It may be they lacked of idea to utter the sentences. Furthermore, they still felt difficult to pronoun the certain English words so that this condition made them afraid and shy of making mistakes if they wanted to speak up . As a result, they were not motivated to speak and it made them passive in learning process of speaking. Thus, to speak in English is not easy thing to do for students. It is also stated by Richard and Renandya (2002:204) that it is difficult for EFL learners to speak the target language fluently and appropriately.

Based on the facts above, it is necessary to find an interesting technique that can help the teacher to convince the students that speaking is not difficult thing to do in the class activities. It is also stated by Harmer (2001:275) that in teaching speaking process, the teacher should pay attention on the technique or strategy that the teacher uses.

One of the technique that can be used to teach speaking is Inside Outside Circle (IOC) technique. It is an activity in the classroom belongs to cooperative learning method which developed by Spencer Kagan (Lie in Hidayah, 2013:7). It is a student engagement strategy that requires partner responses. Where, in this strategy two concentric circles of students stand and face one another. After the teacher gives a question, the 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 (McCafferty et al, 2006:165).

Besides, Maulida and Narius (2013) also stated that Inside Outside Circle (IOC) is a good strategies to attract the students' confidence in speaking especially for doing interaction because in this strategy each student will have conversation with different partners during the activities so that this strategy is able to help the students to be more active, feel easily to express their ideas or opinions and sharing with others.

Furthermore, there are some previous studies prove that Inside Outside Circle (IOC) technique is considered effective to improve students' speaking skill. Alfiana (2014) proves in her research that Inside Outside Circle (IOC) technique is effective to improve the students' speaking skill, motivation and interest at second grade of Senior High School. Further, Rahmawati (2013) also prove that Inside Outside Circle (IOC) technique can make the students at first grade of Senior High School who are passive to be active in speaking class so this technique can develop their speaking skill.

Based on those previous studies, the researcher wants to verify whether Inside Outside Circle (IOC) technique is also effective to improve students' speaking achievement in Mts Sunan Kalijogo Rejosari which has the same problems as previous one but they are in different level since the presents study is done at Senior High School. Therefore, the researcher is intended to investigate the effectiveness of Inside Outside Circle (IOC) towards students' speaking achievement by conducting the research under the title "The Effectiveness of Using Inside Outside Circle (IOC) Technique towards

Students' Achievement in Speaking of The Eight Grade Students at MTs Sunan Kalijogo Rejosari".

B. Research Problems

Based on the background of study, the research questions are formulated as follows:

1. How is the students' achievement in speaking before being taught by using Inside Outside Circle (IOC) technique?

2. How is the students' achievement in speaking after being taught by using Inside Outside Circle (IOC) technique?

3. Is there any significant difference of students' speaking score before and after being taught by using Inside Outside Circle (IOC) technique?

C. Objectives of the Research

Based on the research questions above, the objectives of the research are as follows:

1. To know the students' achievement in speaking before being taught by using Inside Outside Circle (IOC) technique.

2. To know the students' achievement in speaking after being taught by using Inside Outside Circle (IOC) technique.

3. To find out whether there is significant difference score of students' speaking before and after being taught by using Inside Outside Circle (IOC) technique.

D. Research Hypothesis

1. Null hypothesis (Ho)

   There is no significant difference between students' speaking achievement before and after being taught by using Inside Outside Circle (IOC) technique

2. Alternative hypothesis (Ha)

   There is significant difference between students' speaking achievement before and after being taught by using Inside Outside Circle (IOC) technique

E. Significance of the Research

   In this term, researcher hopes that the result of this research can give some advantages to:

1. The teachers

   For the teachers, this finding is expected able to give contribution to the teaching of speaking, particularly at MTs Sunan Kalijogo where the research is conducted. The teacher can use the result of this research as a reference in teaching speaking. Besides that, the teacher can motivate students to increase their ability in speaking through Inside Outside Circle (IOC) technique.

2. The other researchers

   For other researchers can make this finding to be a reference in conducting the research related to teaching speaking by using Inside Outside Circle technique.

F. Scope and Limitation of the Research

The scope of this study is about using cooperative learning method towards students' achievement in speaking of the eight garde at MTs Sunan Kalijogo Rejosari Kalidawir. Since there are many techniques of cooperative learning method that can be used. Therefore, the researcher limited the method in one technique that is Inside Outside Circle (IOC) technique.

G. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, the researcher gives the definition of the terms as follows:

1. Inside Outside Circle (IOC)

   Inside Outside Circle (IOC) is a technique to engage all of the students in the conversation activity with different partners to enhance their speaking ability.

2. Students' achievement

   Students' achievement in this study is the achievement in speaking that refers to the score gained from the speaking test.

3. Speaking ability

   In this study, speaking ability is the students' ability to speak fluently and appropriately in the form of recount text to interact with surrounding environment.