CHAPTER I

INTRODUCTION

In this chapter the researcher presents some topics related to the research. Covering background of the study, problem of study, objective of the study, significance of the study, scope and limitation of the study. Each of the item is discussed presented as follows.

A. Background of the study

Speaking is productive skill used to communicate to other people. By speaking students can share information, knowledge, idea, thought, feeling, opinion to other people directly. Nunan (2003:81) stated that speaking is the productive oral skill that consists of producing systematic verbal utterance to convey meaning.

Speaking is an interactive process of constructing meaning that involves producing, receiving, processing information (Brown 1994: 98). It means that in speaking process, the speaker as a producer of information, otherwise the listener receives information from the speaker. Speaking is also a process of tranfering information from speaker to listener. From the explanation above it can be concluded that speaking is a process of sharing any infomation that involves the speaker and listener.

In additionRichard (2008: 19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. It means that the ability to speak is abasic for communication and the most essential skill. Although English learning has four skills, but speaking is a priority to master from the other skill like reading, writing, and listening skill and it is useful skill to interact among the four language skill.

Speaking is one of language skill which is also taught in Senior High School level. It can be seen from the basic competence basedcurriculum K13 that is used.Based on curriculum K13 in Senior High School, the objective of english course is that students able to understand and produce speech or written texts. The goal of learning speaking is the students able to express meaning in transactional and interpersonal conversation in the context of daily life, to exspress meaning in the form of short functional text (e.g announcement, adverticement, invitation) formal and informal by using verbal language in context of daily life, exspress meaning simple monologue text by using oral language in context of daily lifeand in form of text : descriptive, recount, announcement, and narrative.One of speaking competence must be achieve is narrative speaking. In narrative speaking, the students should be able to narrate the detail of narrative story with various vocabulary. Moreover, in narrative speaking grammar and pronunciation need to support their speaking.Meanwhile, to be master in narrative speaking the students must often to practice speaking and the teacher shouldfacilitate them to practice speaking in the class.

Referring to the importance of speaking and its complicatedness, the teacher should find suitable technique to facilitate the students to practice narrative speaking. One of the techniquesthat can be applied in the learning class is Inside Outside Circle Technique,Inside Outside Circle Technique is an activity that 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, Kagan (1997) as cited in Sudrajad and Wijaya (2016 : 60) Inside Outside Circle Technique is one of cooperative learning that can be applied in the speaking class.Inside Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle from inside circle facing outward and the second circle from the outside circle facing toward students in the inside circle. Students in the inside circle and outside circle have to ask as many as question to find the correct partner.

Inside Outside Circle Technique gives students more opportunities to practice narrative speaking by using their own word. This activity can stimulate them to use new vocabulary. Consequently, they can enrich their vovabulary and improve their speaking ability. Inside Outside Circle Technique technique also help the students to check their grammar and pronunciation because in this technique the teacher give feedback on their grammar and pronunciation. Besides,

this technique make students not bored in narrative speaking learning because in this technique involvestudents to move and interact with different partner.In addition, this technique encourages all of the students to engage in speaking activity.

Furthermore, there are some previous studies that have been conducted by some reseachers. First, aresearch by Khoriyah (2017) showed that Inside Outside Circle Technique is effective to improve the students' achievement in speaking at second grade of Junior High Shcool. The second, the research conducted by Alfiana (2014) showed that the used of Inside-Outside Circle techniquecan improve the students motivation, interest and achievenment in speaking at second grade of Senior High School.

From the previous studies above, it can be concluded that Inside Outside Circle Technique can improve the students' speaking ability in VIII class and second grade of state Senior HighSchool. Based on previous studies above, the researcher wanted to verify whether Inside Outside Circle (IOC) technique is also effective to improve students' narrative speaking ability oftenth grade at state Senior High School 1 Rejotangan. Therefore, the researcher conductsaresearch entitles" THE EFFECTIVENESS OF INSIDE OUTSIDE CIRCLE TECHNIQUE ON THE TENTH GRADE STUDENTS' NARRATIVE SPEAKING ABILITY AT SMAN 1 REJOTANGAN TULUNGAGUNG ".

B. Research Problems

Based on the background of study, the problem of this study is formulated as follows:

1. How is thestudents'narrative speaking score taught by using Inside Outside Circle Technique?

2. How is thestudents' narrative speaking score taught by using Conventional Technique ?

3. Is there any significant difference score on speaking between the students' taught by Inside Outside Circle Technique and those taught by using Conventional Technique ?

C. Objective of The Study

Based on problem of study, the objectives of the research are as follows:

1. To find out thestudents'narrative speaking score taught by using Inside Outside Circle Technique?

2. To find out thestudents' narrativespeaking score taught by using Conventional Technique ?

3.To find out whether there issignificant differences score on speaking between the students' taught by using Inside Outside Circle Technique and those taught by using Conventional Technique ?

D. Research Hypothesis

The hypothesis of study as follows :

a. Null Hypothesis (Ho)

There is no significant differences score on narrative speaking between the students taught by using Inside Outside Circle Technique and those taught by using Conventional Technique.

b. Alternative Hypothesis (Ha)

There is significant differences score on narrative speaking between the students taught by using Inside Outside Circle Technique and those taught by using Conventional Technique.

E. **Significance of The Study**:

The researcher hope that the result of this study can give contribution to :

1. For students, the researcher hopes that Inside Outside Circle Technique can uses in learning process to motivate the student's more active in speaking class and the student's will be able to increase their speaking ability.

2. For teacher, the result of the study can be used as an alternative teaching techniquecan be applied in English teaching learning process to improve students speaking ability.

3. For the other researcher, the finding of this study can to be references to conduct the research related to teaching speaking.

F. Scope and Limitation of The Study

The scope in this research is focused to find out the student's speaking achievement score. Therefore, the subject of this study are the tenth gradestudents at state Senior High School 1 Rejotangan Tulungagung. The researcher takes two classess of tenth graders. The first class as the control group (XIPS-3) are taught by using Conventional Technique. Meanwhile the second class as exsperimental group (XIPS-4)is taught by using Inside Outside Circle Technique. Then, the material that will be taught to students is about narrative story.

G. Definition of Key Term

To avoid misunderstanding and misinterpretation of the key term used, the researcher defined some term as follows:

1. Speaking ability

   In this study, speaking ability is students' ability to retell the detail of narrative story (legend) with various vocabulary.

2. Inside Outside Circle Technique

   Inside-Outside Circle Technique is the students make two concentric circles. The first circle forms the inside facing outward and the second circle forms the outside facing toward students in the inside circle. Then, automatically the student have patners. The first step, the students in inside circle retell a narative

storythat they have read to their patner from outside circle. After that, those in the outside circle rotate to face different person in the inside circle. The second step, the students from outside circle retell story that they have read to their patners from inside circle.

3. Narrative speaking

The students retell a narrative story about the legend.

4. Narrative story

Narrative story is a story which relates a series and chronologically related event.