CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problems, the objective of the study, and the significance.

A. The Background of The Study

Speaking is very significant because people can carry out conversation with the other people. In speaking classroom, the learner should work as much as possible on their own. Speaking is regarded as the most crucial and central one as it enables the learner to establish successful communication in English language teaching, which is often the main aim of learning foreign language.[5] That is why it forms the focus of attention in English teaching and learning as failure to master this crucial language skill leads to the failure to establish successful English language teaching.

Based on the explanation above, English instructors must have hard responsibility as they are demanded to have taching strategies in order to solve the problems faced by the students in learning English. Meanwhile mastering speaking skill does not go easily as the EFL learners and particularly for the Indonesian EFL with many factors, including the mother tongue interference wich hinder and influence the process of learning and mastering English. It cause the EFL learners, especially Indonesian learners, confront various difficulties while communicating in English and speak the language in their own way with the flavour of their mother tongue.

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[5]Pathan, M,Aldersi, & Alsout, E.*Speaking in their Language: An Overview of Major Difficulties.* International Journal of English Language & Translation Studies. (2014) Retrieved from http://www.eltsjournal.orgAccessed on 23rd November 2014

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Teachers are responsible for a larger amount of what happens in the classroom what is thaught, the resourcer used, the type and order of activities, classroom management, assessment, feedback, correction, and so on.[6] So that, the teacher must prepare it before teaching the students in the classroom. Just as learners have diferent learning style, teacher has diferent teaching style. A teacher may be a methodical planner with a clear organized teaching style or more of an improviser, with a flexible, responsible style. Some teachers are natural entertainers with largers-than-life personalities, some have a calm and sympathetic classroom presence. Some teachers have an authoritative teaching style, while the others see themselves as helpers or facilitators encouraging learners to discover things for themselves.[7]

The statement means that the teacher has different teaching method like the students with diferent learning method too. People may be learning English because some external reason or extrinsic motivation.[8] It means that learning English have many purposes for example learning English for career, for studies. In another learner's maybe learning English for pleasure, for socializing, and conversation or simply out of interest in English speaking country culture. As we know that the teacher must understand about the reason of every student why the student wants to learning. Because it's important to help the teacher to achieve teaching English successful.

In many cases, the teaching of English lesson in many schools is not maximum, because the condition of classes does not support. The class is too noisy so that students are not ready to learn. Moreover, there are many problems in teaching speaking. First, students' vocabulary mastery is lack. Second, they are rarely practice to use English to communicate with their friends or their teacher. The last is that they

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[6]Cora Lindsay with Paul Knight, *Learning and Teaching A Course for teachers* (Oxford University,2006).03
[7]Jill Hadfield, *Introduction to Teaching English* (Oxford University, 1990).05.
[8]Ibid, 04.

are not interested in the English material. The other problem that faced in learning English is the technique used by teacher does not create the expected result yet. Teacher approach in identifying some technique applied is well-response. The giving of some technique by teacher like clues or guide picture, and cards consisting of topics for learning English is done obviously. However, in the implementation of learning English, some students seem stagnant, and they do not know what to do with the topics given. For this case, Mr. Dunbar's class is involved in revolution in classroom instruction. The name of this revolution is cooperative learning.[9]

Cooperative learning provides an area for students to interact with each other about meaningful content, to work cooperatively on presentations and projects and to take an active role in their own learning.[10] In cooperative learning classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understand. Cooperative work rarely replaces teacher's teacher instruction, but rather replaces individual seatwork, individual study, and individual drill. Cooperative Learning is defined as a system of learning techniques and concrete teaching, rather than an approach, in which students are active agents in the process of learning trough small group structures in order that students can work together to maximize each other's and their own learning.[11]

By using cooperative learning, students are expected to register all the brainstorming ideas quickly as they arise and analyze how they can be connected to alleviating the problems. It becomes easy to assess the impact and gauge its full impact to come out with the most creative solutions. Association and concepts are

[9]Slavin Robert E, *Cooperative Learning: Theory, Research, and Practice* (Allyn & Bacon, 1995). 02.
[10]Jeanne M. Stone, *Cooperative Learning & Language Arts* (resources or teachers, 1990).01.
[11]Liang, T. L, *Implementing Cooperative Learning in EFL Teaching: Process and Affect.* (2001) http://highschool.english.nccu.edu.tw/paper/ying.doc Accessed on November, 23rd 2014

crucial elements to creativity and cooperative learning provide the greatest scope that is not available in any other method; hence the superiority o the cooperative learning method. They make for simple and yet highly powerful technique. In cooperative learning there are many method such as Jigsaw, Think-Pair-Share, Make a Match, Talking Stick, Inside-Outside Circle.

From the statement above, the English teacher must leave the traditional method and the fun method in teaching speaking to interest student motivation like using Inside-Outside Circle Method. By using this method, students will be more easy to improve their speaking skill. Adapted from Kagan Inside-Outside Circle is a summarizon technique that gets students up and moving. This statement means that the Inside-Outside Circle strategy is a quick way to involve all students in the processing or reviewing of new material in one time. During this strategy, students form two diferent circles: half o the group stands in a circle facing outward while the other half form a circle around them facing inward. Students echange information until the teacher signals the outer circle to move in one direction. The students now have a diferent partner with whom to exchange.

Based the on the explanation above, the researcher takes a tittle "THE USE OF INSIDE-OUTSIDE CIRCLE METHOD TO IMPROVE THE SPEAKING ABILITY OF THE SEVENTH GRADERS OF MTs. DARUSSALAM TULUNGAGUNG".

B. Reasearch Problem

Based on the background of the study, this reaserch is aimed at giving answer on the following problem:

1. How is the implementation of Inside-Outside Circle Method to improve speaking ability of the seventh graders of MTs. Darussalam Tulungagung?

2. How far the Inside-Outside Circle method improve speaking ability of the seventh graders of MTs. Darussalam Tulungagung?

C. Objective of Study

Generally the objective of this study is to improve the students' speaking ability in the seventh grade of MTs. Darussalam Tulungagung. The objective of this reasearch are:

1. To describe the implementation of Inside-Outside Circle method to improve speaking ability of the seventh graders of MTs. Darussalam Tulungagung.

2. To know the improvement of students' speaking ability after implementation Inside-Outside Circle method.

D. Significance of The Study

The reasearcher hopes that the result of this research can give information and the reasercher hope by using Inside-Outside Circle method in speaking class will be useful for the teacher, the students, and the reasearcher.

1. For the teacher

    The result of this reasearch can give additional contribution for the English teachers to develope language teaching method by theoretically and practically.

2. For the students

    The result of this reasearch can motivate th students to interest in learning English. Teaching students by using Inside-Outside Circle method can make the students relax and fun in following the teaching and learning process.

3. For the reasearcher

    The reasearch can contribute the reasercher to help to find out the good method to teach speaking.

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E. Definition of Terms

1. Inside-Outside Circle Method

   Inside-Outside Circle method is an activity that involves all students in the class that particularly useful for: differentiation, kinesthetic learners, conversation practice, and community building in the classroom. This activity can be a great warm up as well as a useful way to change things up and get the stuents moving during along class.[12]

   Inside-Outside Circle method is a method of learning where teacher devides students into large groups. If in class consist of 40 students, devide into two groups, each group consist of 20 students. Each group has two different task. Each group is further divided into two parts each of 10 students. The teacher ask the students to discuss different topics that will be studied. After discussion, 20 students for each major group stand in a row following the line, they are shifted follow clockwise.

2. Improving

   Improving is the process of becaming or making to the better.[13]

3. Speaking

   The base word of speaking is speak, the meaning is talk about: use your voice to say; be able to use a language; make a speech to an audience; make use of language in ordinary, not singing, voice.[14]

4. MTs. Darussalam tulungagung

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[12]Kagan. S,*Kagan Structures for Emotional Intelligence*. (Kagan Online Magazine; 2001), http://www.kaganonline.com/Newsletter/index.htmlAccesseed on November, 23rd2014
[13]*Oxford Dictionary*, (Oxford University Press, 2003), .216.
[14]*Oxford Dictionary*, (Oxford University Press, 2003), 414.

MTs. Darussalam Tulungagung is one of Islamic Junior high school in Tulungagung. This school has strategies location at Tulungagung Street Ahmad Yani Timur.