

## CHAPTER I INTRODUCTION

### **A. Background of the Problem**

Speaking is a language skill that demands someone to be able to communicate orally in the real life. Speaking skill means the ability to express about feelings to make a good communication orally to others in the communities. Speaking is a crucial part of language skills that should be developed in the process of English language learning. It is because language is a medium to communicate with people. By speaking, students can get information and increase their knowledge through the interaction with other people orally. Students can also interact and deliver messages to each other in daily activities.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques. Therefore, the purpose of speaking languages into activities for the daily life of students such as homes, markets, libraries, and schools. Students are expected to be able to express themselves verbally and non-verbally. The ability to speak here are five skills based on Hughes (1990, 111): 1) pronunciation, 2) grammar, 3) vocabulary, 4) fluency, and 5) understanding. Speaking focuses on the students' competence in producing the

language orally, the students are expected to express their thought or feeling and ideas orally. Speaking is a way to delivering ideas, feeling and perceptions of the speaker to the listener in oral form. Speaking is one of the important skills in communication. Through speaking, the hearer can comprehend what the speaker says.

Based on the observation and the process of teaching and learning While the researcher had been doing teaching practice in MTsN 8 Padang Pariaman especially grade VIII. The researcher founds that the students look difficult in the ability speaking about the text personal recount. Which the students difficult in skill aspect, students' notable retells their past in experience in good English language. It because they are lack application English language in the classroom and the students get low in components speaking there pronunciation, grammar, vocabulary, fluency and comprehension. When they want to try speaking, they are confused because they do not know vocabulary, how to pronounce the words and how about the grammar of sentences that they want to say.

For example, in pronunciation students said what they have written like students say because, second, all, fair, to market, evening but the students should say /bi'ko:z/, /stadid/, /ol/, /feir/, /twu market/, /'ievning/. The grammar, first when speaking students do not pay attention to where to put of the subject, object, and proposition like me go, my go, I grandmother the students should be "I go and my grandmother". Second, students speak no attention to where to use "to be" like last year is that I very the students, should students say "last year, I am

very happy". The vocabulary, vocabulary students are minimal and limited. Many students use the word go, last week and students also use verb-1 should use verb-2 for telling past experience. The fluency in speaking the students are often nervous and say the sentence over and over again like after that I bough motorcyle in this sentence the students repeatedly says the same sentence three times. The student often say e e e e in sentence I went to forest looking for wood for my mother. The student also say I did many a a..a interesting thing in the form. Beside saying aa..a students also say interesting words repeatedly. And the last students much less understand what is in the talk and also for students who hear less understand what his friend the pronunciation is not clear and repeated pronunciation times. Besides these examples are also supported by the data of mid term. It can be found on the table below.

**Table. 1**  
**Mean Score of Students Mid Term Grade VIII-1**  
**MTsN 8 Padang Pariaman 2017-2018**

NO	Class	Number of Students	Mean Score
1	VIII-1	43	60.79
2	VIII-2	42	60.40
3	VIII-3	42	58.16

*Surce: English teacher's at MTsN 8 Padang Pariaman*

The other problem was strategy of the teacher which still uses conventional strategy in learning and teaching process. The teacher only explains material about personal text recount such as generic structure, language features, and purpose of recount text. Besides that, the teacher asks the students to read of the text then translate of text. After that, the teacher asks the students make task

and answer the questions about text in their exercise book until the lesson end and teacher asked students to memorize the dialog, not how to make dialog in oral communication. It made students have not much opportunity in speaking until students lack application English speaking in the classroom and made them students not interested in studying speaking and making them bored.

So, the teacher need for the solution. The teacher can be used Inside Outside Circle to student's achievement in speaking. The Inside Outside Circle was first developed by Spencer Kagan (1990). This strategy allows students to share information at the same time. Inside Outside circle Strategy learning can grow student's activeness to learn that is by sharing information, students the opportunity to process information and improve the skills of communication. Inside Outside Circle is group learning activity organized in such a way that learning is based on the especially structured change of information between learners in group in which learner is held accountable for his or her own learning and is motivated to increase the learning in the class, students stand in two straight lines facing each other (Huda, 2011 in Wijaya, 2017:117).

Based on the reason above, the researcher interested to offering one teaching strategy for English teaching with Inside Outside Circle strategy at Islamic Junior High School 8 Padang Pariaman, in order to know whether this strategy gives significant effect towards students' speaking ability. The researcher purposes to conduct the research on the title in teaching speaking at MTsN 8 Padang Pariaman " *The Effect of Inside Outside Circle Strategy Towards*

*Students Speaking Ability in Recount Text at Grade VIII of Islamic Junior High School 8 Padang Pariaman''.*

**B. Identification of Problem**

Based on the background above, the researcher identified problem that happened in Islamic Junior High School 8 Padang Pariaman. Most of Islamic Junior High School 8 Padang Pariaman still had difficulties in speaking especially text personal recount about tell their past experience. Which student's notable retell their experience past in good English language. It because they are lack application English language in the class, so for limit this problem students should many practices. The practice which needs the students with implementation Inside Outside Circle can overcome students' speaking ability low.

Beside that students also have difficult in speaking ability text personal recount *first*, the students are lack of pronunciation. In pronunciation, students have trouble when they speak English. Actually, when the students study English, they also learn how to pronounce the words of English. *Second*, the students are difficult in speaking because of they have limited vocabulary and grammar until they are afraid to make mistake when pronunciation the word. They seldom used to speak English in the class and never remember vocabulary, so it makes the students difficult to speak fluently.

*Third*, the students are lack of fluency. In the classroom, the students cannot speak well. This problem occurs because the seldom and never try to

practice in speak. *The last* is comprehension. Students have low comprehension because they are less of practice and teacher asked students to memorize the dialog, not how to make dialog in oral communication. It made students have not much opportunity in speaking and to think their idea in own language.

### **C. Limitations of the Problem**

Based on the identifications above, the problem of this research was limited to the effect of Inside outside Circle Strategy towards students speaking ability in Recount text at grade VIII of Islamic Junior High School 8 Padang Pariaman.

### **D. Formulation of the Problem**

Concerning on formulation of the problem above, the problem of this research was formulated as follow: Does Inside OutsideCircle Strategy give significant effect Toward students' speaking ability in Recount text at grade VIII of Islamic Junior High School 8 Padang Pariaman?.

### **E. Purpose of Study**

The purpose of this research is to find out whether or not Inside outside Circle Strategy gives significant effect on students' speaking ability especially in recount text at grade VIII of Islamic Junior High School8 Padang Pariaman.

### **F. Significant of the Study**

The researcher hopes this research give information and solution to the

teacher and students in teaching and learning English. Teacher is expected to use suitable strategy in instruction by using Inside Outside Circle strategy to improve their students' ability in spoken English. Students are expected to increase their speaking skill that indicates to following indicators: pronunciation, grammar, comprehension, vocabulary and fluency. So that, they can be success in mastering English as a purpose of the learning process.

### **G. Definition of Key Term**

In order to avoid miss understanding of term uses in research, the writer defines them as follow:

1. Speaking is a proficiency of using the language orally (Thornbury, 2006:208).

It is generally thought to be most important of the four skills. The ability to speak a second language is often equated with proficiency in the language.

2. Inside Outside Strategy is that can be applied in teaching speaking for students in classroom. This a good strategy which is used to encourage discussion between the students and also develop their speaking skill to interact with others. Inside outside circle will be a fun strategy to be used in classroom by the teacher because it will form the students to be more confidence and interested in speaking especially English. The purpose of learning inside outside circle strategy is to enable students to share information at the same time. (Kagan 1994)

3. A recount text is document series of events and evaluate their significance in some way. It focuses on sequence of events, all which relate to the occasion. It means in details, that recount involves what happened, who was involved, when the events that happened, where the events took place and how the events could have happened. As mention above, recount is use to retell about an event that has occurred in the past (Priyana et al 2).