



**FINAL PROJECT**

**THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE  
TECHNIQUE FOR TEACHING SPOKEN NARRATIVE  
TEXT**

**(A Quasi-Experimental Study at the Eleventh Grade Students of SMA N 1  
Kendal in the Academic Year of 2014/2015)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

**UNNES**  
UNIVERSITAS NEGERI SEMARANG

Kasanah

2201411035

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2016**

## PERNYATAAN

Dengan ini saya,

Nama : Kasanah

NIM : 2201411035

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang

menyatakan dengan sesungguhnya bahwa skripsi/*final project* yang berjudul:

**THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE TECHNIQUE FOR  
TEACHING SPOKEN NARRATIVE TEXT**

**(A Quasi Experimental Study at the Eleventh Grade Students of SMA N 1  
Kendal in the Academic Year 2014/2015)**

saya tulis dalam rangka memenuhi salah satu syarat guna memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber yang lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji membubuhkan tanda tangan sebagai tanda keabsahan skripsi saya, seluruh skripsi ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima konsekuensinya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 25 April 2016

Yang membuat pernyataan



Kasanah

NIM 2201411035

## APPROVAL

This final project entitled THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE TECHNIQUE FOR TEACHING SPOKEN NARRATIVE TEXT (A Quasi-Experimental Study at the Eleventh Grade Students of SMA N 1 Kendal in the Academic Year of 2014/2015) has been approved by board of examiners and officially verified by the Dean of English Department of the Languages and Arts Faculty of Semarang State University on Tuesday, June 1<sup>st</sup> 2016.

### Board of Examiners:

1. Chairman

Drs. Syahrul Syah Sinaga, M.Hum  
NIP. 196408041991021001



2. Secretary

Galuh Kirana Dwi Areni, S.S., M.Pd.  
NIP. 197411042006042001



3. First Examiner

Drs. Laurentius Elyas Nugraha, MA  
NIP. 195207231980031004




4. Second Examiner

Rini Susanti Wulandari, S.S., M. Hum.  
NIP. 197406252000032001



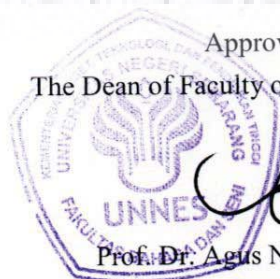
5. Third Examiner

Dra. C. Murni Wahyanti, MA  
NIP. 195404231979032001



UNNES  
UNIVERSITAS NEGERI SEMARANG

Approved by  
The Dean of Faculty of Languages and Arts



Prof. Dr. Agus Nuryatin M.Hum  
NIP. 196008031989011001

## MOTTO AND DEDICATION

*“Man Jadda Wa Jadda”*

“Whoever strives, shall succeed”



To:

Allah SWT

My beloved parents

My beloved brother and sister

My best-ever friends Dian, Fitri, Layuna, Nia

## ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to me, so I could finally finish my final project. Then, I would like to express my sincerest gratitude to Dra. C. Murni Wahyanti, MA as the first advisor who has given valuable guidance, advice, and solution so I could complete this final project. My sincerest respect is addressed to Rini Susanti Wulandari, S.S., M. Hum as the second advisor, who has given very detail correction and suggestion for its improvement. My great honor is also extended to all lecturers and staffs of English Department for sharing their knowledge. Next, I would like to express my gratitude to Sunarto, S.Pd., M.Pd. as the headmaster of SMA Negeri 1 Kendal who allowed me to carry out the research in his school. Tutik Huma, S.Pd. as the English teacher who has guided and helped me during the research, and the students of XI IPS 2 and XI IPS 1 who were fully involved during the research process. Then, I would say special appreciation to my parents, sister, and brother who always give me never ending supports and prays for me. A tight hug is also addressed to Dian, Fitri, Febri, Nana, and Nia for the precious happiness and togetherness.

Finally, there is nothing perfect in this world and I realize that this final project is still far from being perfect. Thus, I would like to expect any suggestions for its improvement.

Semarang, 25 April 2016

Kasanah

## ABSTRACT

**Kasanah.** 2015. *The Effectiveness of Inside-Outside Circle Technique for Teaching Spoken Narrative Text (A Quasi Experimental Study at the Eleventh Grade Students of SMA N 1 Kendal in the Academic Year 2014/2015)*. Final Project. English Education. Faculty of Languages and Arts. Semarang State University. First Advisor: Dra. C. Murni Wahyanti, M.A, Second Advisor: Rini Susanti Wulandari, S.S., M. Hum.

**Key words:** inside-outside circle technique, teaching speaking, narrative text

This final project mainly aims at determining the effectiveness of inside-outside circle technique in teaching spoken narrative text. There are two hypotheses in this research; working hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ). The working hypothesis says "There is significant difference on the students' achievement between those who are taught using Inside-Outside Circle technique and those who are taught using conventional teaching technique". Then  $H_o$  (null hypothesis), says "There is no significant difference on the students' achievement between those who are taught using Inside-Outside Circle technique and those who are taught using conventional teaching technique".

The population of this study was the eleventh grade students of SMA N 1 Kendal in the academic year of 2014/2015. The students of XI IPS 2 were taken as the experimental group and the students of XI IPS 1 were the control group. The design of this study was quasi experimental study. The data were gained by administering a pretest and a posttest orally. This research was conducted in five meetings; one meeting was for the pretest, three meetings were for the treatments, and the last meeting was for the posttest.

In the pretest, the mean score of the experimental group was 75.56 and that of the control group was 75.45. The result of posttest of the experimental group was 84.30, while the control one was 77.52. The result of  $t$ -test showed that there was a significant difference between the experimental group and the control one. The  $t$ -value was 4.74, and  $t$ -table was 1.68. The calculation proved that  $t$ -value was higher than  $t$ -table, so there was a significant difference in speaking achievement between the students who were taught by using Inside-Outside Circle technique and those who were not. In short,  $H_a$  was accepted and  $H_o$  was rejected.

I suggested that the teacher should be able to create interesting and enjoyable teaching learning process and also give the students as many as possible opportunity to practice speaking in English. For the students, using Inside-Outside Circle technique hopefully can be an interesting method and positive chance for obtaining higher achievement especially in speaking English.

## TABLE OF CONTENTS

|   |      |
|---|------|
| COVER.....                              | i    |
| PERNYATAAN.....                         | ii   |
| APPROVAL.....                           | iii  |
| MOTTO AND DEDICATION.....               | iii  |
| ACKNOWLEDGEMENTS.....                   | v    |
| ABSTRACT.....                           | vi   |
| TABLE OF CONTENTS.....                  | vii  |
| LIST OF TABLES.....                     | xiii |
| LIST OF FIGURES.....                    | xiv  |
| LIST OF CHART.....                      | xv   |
| CHAPTER I.....                          | 1    |
| INTRODUCTION.....                       | 1    |
| 1.1 Background of the Study.....        | 1    |
| 1.2 Reasons for Choosing the Topic..... | 5    |
| 1.3 Research Problem.....               | 5    |
| 1.4 Objective of the Study.....         | 6    |
| 1.5 Statements of Hypotheses.....       | 6    |
| 1.5.1 Working Hypothesis (Ha).....      | 6    |
| 1.5.2 Null Hypothesis (Ho).....         | 6    |

|                                    |   |    |
|------------------------------------|---|----|
| 1.6                                | Significance of the Study .....                     | 6  |
| 1.7                                | Limitation of the Study .....                       | 7  |
| 1.8                                | Definitions of Key Terms .....                      | 8  |
| 1.9                                | Outline of the Report .....                         | 8  |
| CHAPTER II.....                    |   | 10 |
| REVIEW OF RELATED LITERATURE ..... |   | 10 |
| 2.1                                | Review of Previous Studies .....                    | 10 |
| 2.2                                | Review of the Theoretical Study.....                | 13 |
| 2.2.1                              | Learning English as a Foreign Language.....         | 13 |
| 2.2.2                              | Speaking .....                                      | 14 |
| 2.2.3                              | Function of Speaking .....                          | 16 |
| 2.2.4                              | General Concept of Narrative Text.....              | 17 |
| 2.2.5                              | General Concept of Senior High School Learners..... | 18 |
| 2.2.6                              | Cooperative Learning.....                           | 21 |
| 2.2.7                              | Quasi Experimental Study.....                       | 25 |
| 2.2.8                              | Framework of the Present Study.....                 | 26 |
| CHAPTER III .....                  |   | 27 |
| METHODS OF INVESTIGATION .....     |   | 27 |
| 3.1                                | Research Design.....                                | 27 |
| 3.2                                | Subject of the Study.....                           | 29 |
| 3.2.1                              | Population .....                                    | 29 |
| 3.2.2                              | Sample.....   | 29 |



|                                  |   |    |
|----------------------------------|---|----|
| 3.3                              | Research Variables and Hypotheses ..... | 30 |
| 3.3.1                            | Variables .....                         | 30 |
| 3.3.2                            | Hypotheses .....                        | 31 |
| 3.4                              | Research Instruments .....              | 31 |
| 3.4.1                            | Test .....                              | 32 |
| 3.4.2                            | Questionnaire .....                     | 33 |
| 3.4.3                            | Try-out .....                           | 36 |
| 3.5                              | Method of Collecting the Data .....     | 39 |
| 3.5.1                            | Criteria of Assessment .....            | 39 |
| 3.6                              | Methods of Analyzing the Data .....     | 43 |
| 3.6.1                            | Normality Test of Pre-test .....        | 43 |
| 3.6.2                            | Homogeneity of Pre-test .....           | 44 |
| 3.6.3                            | t-Test .....                            | 45 |
| 3.6.4                            | Gain test .....                         | 47 |
| CHAPTER IV                       | .....                                   | 48 |
| RESEARCH FINDINGS AND DISCUSSION | .....                                   | 48 |
| 4.1                              | Description of the Study .....          | 48 |
| 4.2                              | Try Out Analysis .....                  | 50 |
| 4.2.1                            | Content Validity .....                  | 50 |
| 4.2.2                            | Inter-rater Reliability .....           | 52 |
| 4.3                              | Research Findings .....                 | 54 |
| 4.3.1                            | Normality of Pretest .....              | 55 |

|                                  |   |    |
|----------------------------------|---|----|
| 4.3.1.1                          | Pretest Normality of the Control Group.....           | 56 |
| 4.3.1.2                          | Pretest Normality of the Experimental Group .....     | 57 |
| 4.3.2                            | Homogeneity of the Pretest.....                       | 59 |
| 4.3.3                            | <i>t</i> -test Analysis .....                         | 62 |
| 4.4                              | Gain test .....                                       | 65 |
| 4.5                              | The Comparison of the Pretest and Posttest Score..... | 67 |
| 4.7                              | Research Discussion.....                              | 72 |
| CHAPTER V.....                   |   | 76 |
| CONCLUSIONS AND SUGGESTIONS..... |   | 76 |
| 5.1                              | Conclusions.....                                      | 76 |
| 5.2                              | Suggestions.....                                      | 77 |
| BIBLIOGRAPHY .....               |   | 79 |



## APPENDICES

|   |     |
|---|-----|
| Appendix 1 LESSON PLAN (The Experimental Group).....      | 84  |
| Appendix 2 LESSON PLAN (The Control Group).....           | 104 |
| Appendix 3 List of The Experimental Group Students.....   | 124 |
| Appendix 4 List of The Control Group Students.....        | 127 |
| Appendix 5 Table of Try-Out Score Rater 1.....            | 130 |
| Appendix 6 Table of Try-Out Score Rater 2.....            | 133 |
| Appendix 7 Table of Try-Out Score Rater 3.....            | 136 |
| Appendix 8 PRE-TEST.....                                  | 139 |
| Appendix 9 POST-TEST.....                                 | 141 |
| Appendix 10 Questionnaire.....                            | 144 |
| Appendix 11 Pretest Score of The Experimental Group.....  | 147 |
| Appendix 12 Pretest Score of The Control Group.....       | 150 |
| Appendix 13 Posttest Score of the Experimental Group..... | 153 |
| Appendix 14 Posttest Score of the Control Group.....      | 156 |
| Appendix 15 Result of the Questionnaire.....              | 159 |
| Appendix 16 Ttranscription Sample of posttest.....        | 160 |
| Appendix 17 Chi Square Table.....                         | 164 |
| Appendix 18 Z – Table.....                                | 165 |
| Appendix 19 t-test Table.....                             | 166 |

Appendix 20 Documentation ..... 169



## LIST OF TABLES

|  |    |
|--|----|
| Table 3.1 Questionnaire Guideline .....                                | 33 |
| Table 3.2 The Score Range .....  | 36 |
| Table 3.3 Rubric of Assessment .....                                   | 40 |
| Table 4.1 The Experimental Group Activities .....                      | 48 |
| Table 4.2 The Control Group Activities .....                           | 49 |
| Table 4.3 Narrative Text Material in Curriculum 2013 .....             | 51 |
| Table 4.4 Pretest Normality of the Control Group.....                  | 56 |
| Table 4.5 Normality of the Experimental Group Pretest .....            | 58 |
| Table 4.6 Homogeneity of Control and Experimental Groups Pretest ..... | 60 |
| Table 4.7 t-test Analysis of the Experimental and Control Groups.....  | 63 |
| Table 4.8 The Result of Questionnaire .....                            | 69 |



## LIST OF FIGURES

|   |    |
|---|----|
| Figure 4.1 Normality of the Experimental Group..... | 57 |
| Figure 4.2 Normality of the Control group.....      | 59 |
| Figure 4.3 Homogeneity .....                        | 61 |
| Figure 4.4 t-Test Result.....                       | 65 |



## LIST OF CHART

|   |    |
|---|----|
| Chart 4.1 The Comparison of Pretest and Posttest..... | 67 |
|---|----|





**UNNES**

UNIVERSITAS NEGERI SEMARANG



# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction which is divided into nine parts: background of the study, reasons for choosing the topic, research questions, objective of the study, statements of the hypotheses, significance of the study, limitation of the study, definitions of key terms and outline of the report.

### 1.1 Background of the Study

In Indonesian's recent curriculum, English is considered as the first foreign language that has to be taught as compulsory subject at formal education such as in university, senior high school, junior high school, and even in elementary school. In learning English, the students should master four skills. They are listening, reading, speaking and writing. Among those skills, speaking is one of the essential but at the same time it is a demanding skill for foreign language learners, as Bailey and Savage (1994) in Celce-Murcia (2001: 105) said that "speaking in a second or foreign language has been viewed as the most demanding of the four skills". Since speaking is the most demanding than the other skills; therefore, making the students to get accustomed to speak in English is a good step to prepare them to be confident to do it. Unfortunately, English learners in Indonesia have limited opportunities to use the target language orally outside the classroom. Thus, it becomes very hard for them to be fluent in speaking English. Beside that, it is because speaking requires learners not

only have to know how to produce specific elements of language such as grammar, pronunciation, or vocabulary, but also have to combine all of those elements appropriately at the same time to produce appropriate utterance. Therefore, speaking is not simple, and making learners are able to speak in English is not an easy task for English teachers.

In this study, I will focus on the eleventh grade of SMA N 1 Kendal. Based on my observation with one of English teachers in SMA N 1 Kendal, the eleventh grade students faced some problems to speak in English. First, it was difficult for them to speak English since it was different from their native language. Second, it was hard for them using spoken English because they were not getting used to speak in English. Therefore, they seemed nervous and lack of confidence when they had to express orally what on their mind was. In addition, the teacher said that actually the eleventh grade students in this school were good enough in written English, but their speaking was not as good as their writing. She added that the students did not get enough exposure to the target language in the real life contexts, so as a result, it was a hard work for them to develop their speaking ability.

Being able to speak in English is not so easy for foreign language students especially because of the first language is still used dominantly in the learning process. This case also makes the students have no challenge to use English orally. Consequently, the speaking class merely passive and the students have low motivation to speak. Those problems are in line with Nunan's finding survey of EFL teachers that the biggest challenge in EFL classroom to be lack of motivation, getting

the students to speak, and the use of the first language” (Nunan: 1993) in Celce-Murcia (2001: 110).

Teaching speaking at Senior High School is not an easy task for English teachers. Moreover, teaching eleventh graders are not the same as teaching young learners. They are not in playing around phase anymore. Thus, it is needed a great concern to speaking class in order to motivate and give the students chance to speak up.

By looking at the condition above, English teacher needs to find attractive and interesting ways in learning activity in order to promote the students to speak in English. In addition, it is very important for them to make the students feel comfortable in their speaking class and enjoy the process of teaching and learning. So, the students will be stimulated and encouraged to freely speak up and use the target language. One of the great ways to help the students feel comfortable to speak is by providing multiple opportunities for them to talk with a partner or in a group.

In this research, I recommend an alternative way to minimize problems that occur in learning speaking by using one of Cooperative Learning Techniques, that is Inside-Outside Circle. This technique gives chance to all students to share information at the same time with different partners in such structural way. Students stand in two concentric circles, facing a partner and sharing information. This technique holds all students accountable for having something to say and listen. Beside that, the teacher is also able to check students' pronunciation when they are

speaking. However, this study will focus on using Inside-Outside Circle Technique for teaching speaking only.

According to Curriculum 2013 for eleventh grade of Senior High School, the students need to master several genre texts in English. One of those genres is narrative text. It is stated in the syllabus that eleventh grade students have to master the narrative text both written and spoken.

Thus, in this study I choose spoken narrative text as a topic because I think it will be very appropriate for the students learning spoken narrative text by applying Inside-Outside Circle Technique because this technique provides a lot of opportunity for the students to speak with their friends. When they have a lot of opportunity to speak, they will get accustomed to use English and hopefully they will be more confident and get high motivation to use English orally.

Based on the explanation above, finally I offer a suggestion of using Inside-Outside Circle Technique for teaching spoken narrative text for eleventh graders of Senior High School because beside the use of interesting media; it is also needed an appropriate and interesting teaching technique to support learning activity in the classroom. So, hopefully Inside-Outside Circle Technique can be an effective teaching technique to solve the problems stated above.

## 1.2 Reasons for Choosing the Topic

The reasons why I choose the topic “The Effectiveness of Inside-Outside Circle Technique for Teaching Spoken Narrative Text” are:

- (1) The Eleventh Grade Students of SMA Negeri 1 Kendal tended to be passive in speaking class. Therefore, the teacher needed an appropriate teaching technique to motivate and gave chance for students to speak up in speaking class.
- (2) For most of English teachers, creating enjoyable and interesting speaking class activity is rather difficult.
- (3) By applying Inside-Outside Circle technique for teaching speaking, students will directly involve in it and hopefully it will contribute to the students’ development where the teacher provides an atmosphere of achievement in which Inside-Outside Circle technique creates good atmosphere leading interdependence among students. Beside, students help each other. Thus, Inside-Outside Circle technique hopefully will contribute to the development of the students’ speaking competence.

## 1.3 Research Problem

The problem that I want to investigate in this research is “How effective is the use of Inside-Outside Circle technique to be applied in teaching spoken narrative text of eleventh grade students of SMA Negeri 1 Kendal in the academic year of 2014/2015”?

## **1.4 Objective of the Study**

The objective of the study is to find out how effective the use of Inside-Outside Circle technique is in enhancing speaking skill of the eleventh grade students of SMA Negeri 1 Kendal in the academic year of 2014/2015”.

## **1.5 Statements of Hypotheses**

There are two hypotheses in this study. The first hypothesis is the working hypothesis (Ha). The second hypothesis is the null hypothesis (Ho).

### **1.5.1 Working Hypothesis (Ha)**

There is a significant difference on students' score between the those who are taught using Inside-Outside Circle technique and those who are not.

### **1.5.2 Null Hypothesis (Ho)**

There is no significant difference on students' score between those who are taught using Inside-Outside Circle technique and those who are not.

## **1.6 Significance of the Study**

Based on the objective above, the significance of the study can be stated as follows:

- (1) Theoretically, the study will provide an academic review of using Inside-Outside Circle as a teaching technique, especially for teaching speaking.

- (2) Practically, this study is useful as a consideration for English teachers that they can apply this kind of technique to improve the students' ability in speaking. Therefore, the English teachers can reach the objective of teaching well.
- (3) Pedagogically, this study will encourage students' motivation in speaking. Through this study, the students are given chance to speak up to tell information to their partners. So, this technique is good to be used in practicing speaking. Beside that, this study may be useful as one of the ways to enrich the references in improving students' ability in spoken narrative text, especially for the English teachers and further researchers.

### **1.7 Limitation of the Study**

The limitations of this study are :

- (1) I only use Inside-Outside Circle Technique for teaching spoken narrative text in form of short story in which it is relevant to the language level of the eleventh grade students of Senior High School. I select the material based on the current curriculum namely Curriculum 2013.
- (2) I only give speaking test to the students. I assess their speaking on their performance of retelling a story, then I give them score on pronunciation, fluency, grammar, vocabulary, and content.

## 1.8 Definitions of Key Terms

In order to avoid any ambiguity in meaning between the readers and myself, I limit the definition of terms used in this study as follows:

### (1) Inside-Outside Circle Technique

Inside-outside circle is a technique in which students move around and interact with each other. It can be used as a cooperative strategy and a summarizing strategy (Kagan, 1994).

### (2) Speaking Skill

Speaking ability or skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the ability to express a sequence of ideas fluently (Lado, 1961:240).

### (3) Narrative Text

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways (Siahaan and Shinoda, 2008:73).

## 1.9 Outline of the Report

This final project report consists of five chapters and it is organized as follows:

Chapter I is introduction, covering background of the study, reasons for choosing the topic, research problem, objective of the study, statements of hypotheses, significance of the study, limitation of the study, definition of key terms and outline of the report.



Chapter II discusses the review of related literature as the theoretical basis such as the previous studies and review of the theoretical study. In review of the theoretical study, there are learning English as a foreign language, theoretical background of teaching speaking, general concept of narrative text, general concept of senior high school learners, the implementation of teaching technique, cooperative learning, cooperative learning: Inside-Outside Circle technique, quasi experimental study and framework of the study.

Chapter III is the method of the investigation. It consists of research design, subjects of the study, research variables and hypotheses, research instruments, methods of collecting the data, and methods of analyzing the data.

Chapter IV deals with the result of the study. It includes research findings and discussion. In research findings, there are the results of pretest and posttest, normality and homogeneity, test of significance, gained value, and questionnaire analysis. In research discussion there is a description about the research questions.

Chapter V presents the conclusions and the suggestions of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter works through two main sub-chapters. The first is review of previous studies presenting some similar studies conducted before. The second is review of theoretical study which deals with all review of theories related to the study.

#### **2.1 Review of Previous Studies**

There has been a number of research conducted with the purpose of revealing the implementation of Cooperative Learning. Referring to this, I use some literature about previous studies which discuss the implementation of Cooperative Learning which can be used as references for this study. They are as follows:

The first is a study entitled *“Role of Cooperative Learning Strategies in the Development of 5th Graders’ Speaking Skills at George Washington School”* (Maldonado et al: 2011). The purpose of this study was to investigate the role of cooperative learning strategies in the development of 5th graders’ speaking skills at George Washington School. To carry out this research, the researchers designed and developed a set of instruments and activities which were useful to focus the classes. They chose ten cooperative learning strategies as strategies to be applied in the classroom such as number heads, find somebody who, three adjectives, who I am?, etc. As a result, the researchers infer that those cooperative learning strategies are

helpful for students to develop the students' speaking in a progressive manner, due to the fact that it helped students to develop this communicative skill.

The second was a study entitled "*Implementing Cooperative Learning in EFL Teaching: Process and Effects*" (Liang: 2002). The purpose of this study was to investigate the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign language, and the high- and low-achievers' academic achievements in a heterogeneous language proficiency group. The sample population was from two classes of the first year junior high school students in a rural town in central Taiwan. The experimental group was taught in cooperative learning for one semester with the methods of Three-Step-Interview, Learning Together, Talk Pair, Inside-Outside Circle, and Student-Teams-Achievement Division. The control group was taught in the conventional method of Grammar Translation with some of the Audio-Lingual approach. The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English.

The third study entitled "*The Use of Round Robin Structure to Improve Students' Speaking Skill (An Action Research at the State Junior High School 13 Semarang for Grade VII in the Academic Year of 2010/2011)*" (Itsaini: 2011). In the study, she used Round robin structure to help the teacher teach attractively and to give the students opportunity to produce sentences for performing their speaking. The analysis of her study showed that the speaking achievement of the students improved

and the average score of the students was higher than the minimal score that had been determined by the school.

The fourth study entitled “*Cooperative Structures of Interaction in a Public School EFL Classroom in Bogota*” (Herrera: 2011). He states that cooperative learning (CL) appears as an alternative to cope with student problems of interpersonal communication and conflict derived largely from gossiping, information distortion, and verbal aggressiveness that result in an inappropriate learning environment. He found that students raised awareness of the crucial factors involved in effective oral communication and the importance of reporting information accurately for well-informed opinions and decisions. Besides, students’ improvement in the oral communication processes significantly contributed to a better classroom social environment of learning.

For English teachers, it is necessary to vary the teaching technique to gain the students’ interest and achievement in learning English. Based on the previous studies about Cooperative Learning above, using Inside-Outside Circle as alternative technique in teaching spoken narrative text had never been researched yet. Therefore, I try to collaborate them by conducting a research entitled “The Effectiveness of Inside-Outside Circle Technique for Teaching Spoken Narrative Text”. This research determined whether there is a significant difference in the achievement before and after treatments by using Inside-Outside Circle technique and found out the

effectiveness of using Inside-Outside Circle as the technique in teaching spoken narrative text.

## **2.2 Review of the Theoretical Study**

This section provides the review of theoretical study which discusses theories concerning the topic. It covers learning English as a foreign language, theoretical background of teaching speaking, general concept of narrative text, general concept of senior high school learners, the implementation of teaching technique, cooperative learning, cooperative learning: Inside-Outside Circle technique, quasi experimental study and framework of the study.

### **2.2.1 Learning English as a Foreign Language**

Nowadays, English becomes a common need for people to communicate in the world including Indonesians. As stated by Mappiasse and Sihes (2014) English has been seen as a defacto standard medium of communication all over the world and Indonesia cannot be left out. From the quotation, I can conclude that English is so much important as one of the most spoken languages in the world as a medium of communication. Because of the reason that English is very important, the Indonesian government takes part by setting English as one of the subjects in the formal school and hopefully Indonesian students can learn and use English.

We know that learning English as a foreign language is not a simple matter. Learning a foreign language is quite different from learning a native language. Learners can easily learn the rules of their native language through the exposure to

the language used by their parents and by practicing it everyday in daily communication. However, it is different when they want to learn a foreign language. Learning a foreign language generally can be done at formal education which is set as a subject based on the current curriculum.

Classroom circumstances may be the only place for EFL learners to expose their English. Thus, the English teacher has to take advantage of those circumstances for the students to have English to accomplish. Therefore, learning English as a foreign language can not be done spontaneously. It should be step by step and sequentially to make learners interested in it first, as Paul (1996:5) cited that “the confidence and motivation of foreign language learners generally have to be built step by step and new language has to be introduced in a comprehensible sequence.”

Based on the statement from Paul above, I can conclude that teacher needs to introduce English to the students gradually at the same time makes them interesting in English. Hopefully when they are interested, they will be motivated to learn English. When they are motivated hopefully they will be more enthusiastic and confident to learn English.

### **2.2.2 Speaking**

Speaking is a part of human life. The speaking ability becomes very important because it is useful for communication. In the speaking activities, the ability to express feeling and opinion in an oral form is really needed. Speaking and listening have become essential components of English within the national curriculum; they

become as important as reading and writing (Wray, 1994: 7). Therefore, in few years, there has been an increasing interest in the spoken language of English learners. They started to learn how to communicate properly in English.

### **2.2.2.1 Definition of Speaking**

Speaking is one of the most important language skills that should be covered in learning a language. To know what speaking is, I would like to present several definitions of speaking based on two linguists. According to Florez (1999) in Bailey (2005:2) speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. Meanwhile, Fulcher (2003:23) defines that “speaking is the verbal use of language to communicate with others”.

Based on the definitions of speaking above, it can be concluded that speaking is a verbal use of language which involves producing, receiving, and processing certain information to others. When we speak, we use our brain to produce and process idea or meaning, and then we use our mouth to deliver these information to our partner or audience.

### **2.2.2.2 Speaking Skill**

Lado (1961:240) cited that speaking ability or skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the ability to express a sequence of ideas fluently.

There are some basic types of speaking. Brown (2004:141) defined that there are five basic types of speaking, they are (1) imitative (2) intensive (3) responsive (4) interactive and (5) extensive (monologue). I will explain extensive speaking more because the study focuses on it. Extensive (monologue) is oral production tasks that include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Related to the activity that will be done by the students in this study, they will be asked to retell the narrative text to their partners through inside and outside circle technique. Therefore, I conclude that the type of speaking that will be practiced by the students in this study belongs to extensive speaking. In assessing speaking, there are some aspects to be scored such as pronunciation, fluency, grammar, vocabulary, and the content.

### **2.2.3 Function of Speaking**

Speaking is a crucial part of communication in human life. As one of the parts in communication, speaking is so much important in daily life that we take it for granted. According to Richards (2008:21-24), there are three functions of speaking, they are: (1) Talk as interaction, (2) Talk as transaction, and (3) Talk as performance.

Talk as interaction refers to mean by “conversation”. It describes interaction which serves a primarily social function. Every time we exchange greetings, chatting, and talking to make a comfortable zone of interaction with others, we always use this



function. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Talk as transaction focuses on the message of what is said. This refers to situations where the focus is on what is said or done. Making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The last function is talk as performance. Talk as performance or public talk is talk which transmits information before an audience such as morning talks, public announcements, and speeches.

Based on Richard's explanation above, I can conclude that speaking is so much important in human life because it is one of the ways of communication. Beside that, speaking has many functions. The three main functions of speaking are for interaction, transaction, and performance. Then, I can also conclude that this study relates to the third function, that is talk as performance. It is because in this study, the students are asked to retell narrative text in front of the class.

#### **2.2.4 General Concept of Narrative Text**

Based on Curriculum 2013, narrative text is one of genres which has to be taught for the second semester of eleventh grade of Senior High School. Siahaan and Shinoda (2008:73) defined that narration or narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Some of the familiar forms of narrative are novels, short

stories, folktales, myth, legend, and so on. Narrative text aims at entertaining the audience or the readers with real or imaginative experiences.

According to Gerot and Wignell (1994: 204), the generic structures of narrative text are:

- 1) orientation : sets the scene and introduces the participants
- 2) evaluation : a stepping back to evaluate the plight
- 3) complication : a crisis rises
- 4) resolution : the crisis is resolved, for better or for worse
- 5) re-orientation: optional

Beside the generic structure above, narrative text also has significant lexicogrammatical features which are different from other text. They are 1) focus on specific and usually individualized participants, 2) use of the material processes, 3) use of relational processes and mental processes, 4) use temporal conjunctions and temporal circumstances, and 5) use the past tense (Gerrot and Wignell, 1994: 204).

Based on the explanation about narrative text above, I can conclude that narrative text is a text that has aim to entertain or amuse the readers or listeners. Narrative text has certain structure and moral value that can be taken from.

### **2.2.5 General Concept of Senior High School Learners**

Senior high school students usually consist of teenagers from sixteen up to eighteen years old. They have different characteristics and motivations in studying from the students in lower levels like in elementary and junior high schools. Therefore, teaching senior high school students is not the same as teaching elementary and junior learners because in senior high school, the students may need a lot of chance to

express their idea in an active learning. Consequently, the teacher needs to provide these chance for students to be more active in learning.

Generally speaking, beside giving the chance to the students to express their idea, as the teacher we need to consider their cognitive characteristics in order to understand and conform what they need and what they want. So, we can provide the appropriate activity to help them develop their learning ability. Here are the cognitive development characteristics of senior high school learners:

- 1) need to understand the purpose and relevance of instructional activities
- 2) are both internally and externally motivated
- 3) have self-imposed cognitive barriers due to years of academic failure and lack self-confidence
- 4) have “shut down” in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning
- 5) want to establish immediate and long-term personal goals
- 6) want to assume individual responsibility for learning and progress toward goals

Adapted from: <http://www.eslteachersboard.com/cgi-bin/articles/index.pl?page=5;read=3485>.

Beside the cognitive characteristic above, we also need to know social development characteristics of most high school students as follows:

- 1) interested in co-educational activities
- 2) desire adult leadership roles and autonomy in planning
- 3) want adults to assume a chiefly support role in their education
- 4) develop a community consciousness
- 5) need opportunities for self-expression

Adapted from: <http://www.eslteachersboard.com/cgi-bin/articles/index.pl?page=5;read=3485>.

From the information above, it can be concluded that high school students are still concerned about the labeling that takes place, when one is identified as a remedial reader. Labels and stereotypes are both externally imposed (by other students and, sometimes their parents), but are primarily internally imposed (by the students themselves). They tend to study by themselves and they need to be given opportunities to express their ideas. High school learners are qualitatively different from younger learners. They need others to support not to lead them. Using the right instructional strategies to maximize the learning advantages and address the learning challenges of high school learners can make all the difference in their success.

#### **2.2.6 The Implementation of Teaching Technique**

In teaching process, the teachers do not not only focus on the material given, but they also need to consider what technique should be applied. When a teacher uses conventional way in teaching and learning process, students will have less interaction with the teacher and other students because it is teacher-centered.

“The conventional teaching techniques are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the student assessments are determined by the tutor and transmitted to students in various lectures” (Cottel & Millis, 1993) in Athanasios et al (2013: 76).

Based on my observation, the teacher in SMA N 1 Kendal usually use conventional teaching technique such as lecturing and group discussion. For the students, that kind of technique is not really interesting. Therefore, teachers need to apply interactive and interesting teaching technique to get the students directly involve in the learning

process and to support the students in gaining their achievement in the classroom. According to Murcia (2001:12), the definition of teaching technique can be presented. A technique is a classroom device or activity and thus represents the narrowest of the three concepts (approach, method, and technique).

Based on the definition above, it can be concluded that teaching technique is a kind of classroom activity. Teaching technique plays an important role in teaching and learning process because it is very useful to support learning process to be successful. There are a lot of techniques that can be used in teaching and learning process especially in speaking class, for example, think-pair-share, numbered heads together, inside-outside circle, and so on.

## **2.2.6 Cooperative Learning**

This section covers the definition of cooperative learning and the types of cooperative learning. They will be discussed deeper as follows:

### **2.2.6.1 Definition of Cooperative Learning**

In many cases, because cooperative learning is by definition an interactive learning process, it can be more engaging than even outstanding lectures. Cooperative learning can involve groups of any size from two students to very large groups. Cooperative learning sessions can be used as a way for groups to cover material, problem solve, brainstorm, explore or invent new ideas (Knight, 2009:3). The statement from Knight is supported by Felder and Brent (2007:1) that argued cooperative learning is an

approach to group work that minimizes the occurrence of unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team.

Based on those statements, it can be concluded that cooperative learning is a kind of group work teaching activity in which teams work together. Each member of a team is responsible not only for learning what is taught, but also for helping teammates to learn, thus it creates a better atmosphere.

#### **2.2.6.2 Cooperative Learning: Inside-Outside Circle Technique**

One of cooperative learning techniques is Inside-Outside Circle. It is called Inside-Outside Circle because this activity requires the participants to form inside and outside circle. Kagan (1994) defined Inside-Outside Circle as a technique in which students move around and interact with each other. It can be used as a cooperative strategy and a summarizing strategy. He also argues that in Inside-Outside Circle technique, students work briefly with a range of classmates. It belongs to structure for class building, social skills, knowledge building, thinking building, and presenting information. Meanwhile, Khaghaninezhad and Kaashef (2014:315) said that Inside-Outside Circle helps students review information while they try to get familiarize with their classmates. It is a good strategy for checking understanding, reviewing, sharing ideas, and practicing dialogues.

Based on the definition about Inside-Outside Circle technique above, I can conclude that this technique requires the students to interact and get familiar with their classmates. It helps each student to speak up without feeling awkward because they speak with their classmates. So, this technique will be very helpful to provide them a lot of chance to practice speaking to their friends.

### **2.2.6.3 Applying Inside-Outside Circle Technique in Teaching Speaking**

According to Iddings et al (2006:94) Inside-Outside Circle technique works well with small or large groups and reinforces listening and speaking skills. This technique can be a great warm up as well as a useful way to change things up and get students moving during the class. The implementation of Inside-Outside Circle technique according to Kagan (2004) in Iddings et al (2006:186) is presented as follows:

- 1) the class forms two facing circles, one inside the other. each circle has the same number of members. students in the inner circle face outward; students in the outer circle face inward.
- 2) each student has a partner in the other circle. partners discuss a topic, ask each other questions, or share experiences.
- 3) members of one circle rotate one place, so that everyone now has a new partner in the other circle.
- 4) those process repeats.

By looking at the steps above, I make a little bit variation by considering the necessity and the material that will be taught. First of all, the teacher gives the students a narrative text. Then the teacher and the students discuss the text together. After that, the students will be given some minutes to prepare. After they are ready with the story, they will be divided into inside and outside circle. Students face each

other between circles, and after that, they have to tell the story orally. The students in outside circle tell a half story to the partner in the inside circle. When outside circle students finish telling the half story, then the inside student will continue telling the rest of the story to the outside students. When the first turn is finished, outside students rotate one step to the left or right. Repeat the activity until the first pair meet again. This technique is designed to motivate students to speak by sharing the story to their friends than the students do alone.

Based on the explanation of Inside-Outside Circle technique above, it can be concluded that this technique can help the students learn with pairs actively. It requires them to pair up in which they can share the story each other. Through the stories that they tell to their friends, it will make them entertain with the stories.

#### **2.2.6.4 Benefit of Inside-Outside Circle Technique**

Inside-Outside Circle technique has many benefits to be applied in teaching and learning process. Related to its benefits, according to Ulrich and Glendon (2005:46-47) Inside-Outside Circle technique can be a structure used for team building and getting acquainted with team members or the entire class. It can also be used as preparation for sharing information in group class activities. In these situations, it is almost like a game in that students learn while moving about and having fun. The other benefits of Inside-Outside Circle technique for students are also stated as follows: 1) students participate at their own level, 2) it can be used with students who have minimal literacy in English, 3) it involves authentic communication, and 4) it is



fun and interactive and it gets students moving. Meanwhile, the benefits to teachers are as follows: 1) it provides assessment of speaking and listening skills, 2) it can be used to practice language previously taught, and 3) it can be adapted for any level. (Adapted from: <http://www.planesllessons.com/category/eslgames/>).

Thus, I can conclude that this technique has many benefits both for the students and the teachers. It will be very appropriate and useful to be applied in the classroom activity especially for teaching spoken narrative text in which students will have a lot of chance to speak using the target language in the form of telling narrative text. The more they practice speaking English, the more they have better English.

### **2.2.7 Quasi Experimental Study**

Experimental study as one of quantitative studies is especially useful in the evaluation questions about the effectiveness and impact of certain programs. This study uses nonequivalent control-group design. Creswell (2009:160) mentioned that in nonequivalent control-group design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.

This study involves two groups: an experimental group and a control group. The experimental group is taught spoken narrative text by using Inside-Outside Circle technique and the control group is taught without using Inside-Outside Circle technique. A pre-test is given to both groups before the treatment and a post-test is

given after the treatment. The result of the tests in both groups is analyzed using  $t$ -test formula to see the influence of the treatment.

### **2.2.8 Framework of the Present Study**

I conduct a study entitled “The Effectiveness of Inside-Outside Circle Technique for Teaching Spoken Narrative Text.” I use quasi-experimental research to conduct this study. The subject of this research is eleventh grade students of SMA Negeri 1 Kendal in the academic year of 2014/ 2015. It consists of two sampling groups, they are experimental and control group. The research is conducted by giving the pre-test, treatment, and post-test to both groups above. The result of the test will be analyzed using  $t$ -test formula to compare the students’ speaking skill in spoken narrative text, between the group that is taught by using Inside-Outside Circle Technique and that is taught by conventional teaching technique, to see whether there is any significance difference between experimental group and control group.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, I am going to present the conclusions and suggestions of the research.

#### 5.1 Conclusions

According to the results of research findings and discussion in the previous chapter, I concluded that there was a significant difference between the students who were taught spoken narrative text by using Inside-Outside Circle technique and the students who were taught by using conventional technique. Based on t-test calculation, the result showed that t-value was higher than *t*-table. *T*-value of the posttest was 4,74, meanwhile, the critical value (*t*-table) for  $\alpha = 5\%$  was 1.68. Because *t*-value was higher than the critical value, it could be said that there was a significant difference between the students who were taught by using Inside-Outside Circle technique and the ones who were taught by using conventional technique. Since there was a significant difference,  $H_a$  is accepted and  $H_o$  is rejected.

After the students getting the treatment, I noticed that the students were more confident to perform in front of the class by being taught using Inside-Outside Circle technique than using the usual way of teaching. Inside-Outside Circle technique provides a lot of opportunity to the students to practice speaking; so they got accustomed to speak. It made them more confident. The different narrative text that they practiced helped them to collect many vocabularies. Moreover, they enjoyed the

lesson because they were not only sitting and listening to the teacher's explanation, but also moving and meeting new partners that would make them more enthusiastic.

Applying Inside-Outside Circle technique was very useful to improve the students' speaking ability in spoken narrative text. As the result, based on the statistical analysis, it could be seen that the students of the experimental group improved their speaking skill higher than the students of the control group. The mean of the posttest for the experimental group was higher 8,74 (from 75,56 to 84,30) than the control group that was 2,07 (from 75.45 to 77.52). There was a significant increasing score of the experimental group from the score of pretest to the score of the posttest. It meant that after having the treatments, the students' achievement in spoken narrative text increased. Therefore, it can be concluded that applying Inside-Outside Circle technique for teaching spoken narrative text was effective.

## **5.2 Suggestions**

Inside-Outside Circle technique is not the only one of the alternative teaching techniques that can be used in teaching speaking. There are a lot of teaching techniques that can be applied. However, applying Inside-Outside Circle technique helps the teacher to find the interactive and enjoyable way to teach spoken narrative text and gives opportunities to the students to practice retelling the narrative text before they perform in front of the class.

Based on the results of the research, I suggest that:

- (1) The teacher can apply Inside-Outside Circle technique for teaching spoken narrative text since this alternative technique is very interactive and enjoyable. The students will have opportunities to express their idea because they have a group in which they can share the story in turns. So, it will build students' confidence in speaking English by a lot of practicing. Besides applying this technique, the teacher should provide interesting media in order to make the students more interested in learning. Moreover, the teacher should also provide interesting story with a good moral value which relates to their developmental age in order to build their character that will make them to be a good student.
- (2) The results of this research will be useful for the next researcher, the teacher and also the students of English department of UNNES who will conduct the research in the same field to enrich the references in improving spoken narrative text.

## BIBLIOGRAPHY

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Brown, H.D . 2001. *Teaching by Principles*. Pearson Education: Addison Wesley Longman , Inc.
- Brown, H.D. 2004. *Language Assessment : Principles and Classroom Practices*. New York Inc: Pearson Education.
- Brown, J. D. 2005. *Testing in Language Program*. Singapore: McGraw Hill.
- Celce-Murcia, M., Ed. 2001. *Teaching English as a Second or Foreign Language, Third Editor*. Boston, MA: Heinle and Heinle, a division of Thomson Learning.
- Creswell, J.W. 2009. *Research Design, Third Edition*. University of Nebraska-Lincoln: SAGE Publication, Inc.
- Fraenkel, Jack R. and Wallen. 2008. *How to Design and Evaluate Research in Education*. New York:McGraw-Hill.
- Fulcher, G. 2003. *Testing Second Language Speaking*. Hongkong: Pearson Education.
- Glandz, J. 1998. *Action Research: An Educational Leader's Guide to School Improvement*. Norwood: Christopher-Gordhon Publishers, Inc.
- Hake, R.R. 1999. Interactive Engagement vs Traditional Methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*. Vol 66: 64-74.
- Haozhang, X. (1997). *Tape recorders, role-plays, and turn-taking in large EFL listening and speaking classes*. China, 35(3), 33.
- Harris, D. P. 1969. *Teaching English as a Second Language*. New York: ME Graw-Hill Book Company.
- Hatch, E. and H. Farhady. 1982. *Research Design and Statistics for Applied Linguistic*. USA: Newburry House Publisher, Inc.

- Isaac W. B and S. Michael. 1971. *Research and Evaluation- For Education and the Behavioral Sciences*. New York: ME Graw-Hill Book Company
- Lado. R. 1961. *Language Testing: The Construction and Use of Foreign Language Testing*. New York, NY: McGraw-Hill
- McCafferty, S. G., G. M. Jacobs, and A. C. Iddings. 2006. *Cooperative Learning and Second Language Teaching*. USA: Cambridge University Press.
- Meltzer, D.E. 2002. The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible “hidden variable” in Diagnostic Pretest Scores. *American Journal of Physics*, 70(12): 1265.
- Nagaraj, Greeta. 1996. *English Language Teaching*. Calcutta: Sangam Books.
- Paul, D. 1996. *Song and Games for Children*. Macmillan Education: Macmillan Publisher Limited.
- Pradana, R.W. 2014. *Using Inside-Outside Circle Technique to Improve Students' Speaking Skill in Announcement Texts*. Final Project, English Department, Faculty Languages and Arts, Semarang State University. Unpublished
- Rahayu. 2015. *A Comparative Study of Cooperative Learning Method Type Three Step Interview and Group Discussion to Improve Students' Achievement in Spoken Procedure* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Unpublished
- Richards, Jack C. 2008. *Teaching Listening and Speaking-From Theory to Practice*. New York: Cambridge University Press.
- Saleh, Mursid. 2010. *Statistic in Educational Research*. Universitas Negeri Semarang Press
- Setiyadi, Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- Siahaan, S. and K. Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Sudjana, Nana and Ibrahim. 2010. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algesindo.
- Sugiyono. 2012. *Statistika untuk Penelitian*. Bandung: CV Alfabeta.

Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Bandung.

Sulistiyorini. 2011. *The Use of Think Pair Share to Improve Students' Speaking Ability*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Unpublished

Winer, B. J. 1962. *Statistical Principles in Experimental Design*. New York: McGraw-Hill Book Company, Inc.,

Wray, David. and Medwell, Jane. 1994. *Teaching Primary English: The State of The Art*. New York: Routledge.

Websites:

--- [wvde.state.wv.us/strategybank/Inside-OutsideCircle.html](http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html)

--- [www.ohiorc.org/adlit/InPerspective/Issue/2005-11/Article/vignette.aspx](http://www.ohiorc.org/adlit/InPerspective/Issue/2005-11/Article/vignette.aspx)

--- benefit of inside-outside circle :[http://www.planeslessons.com/category/eslgames/Characteristics of senior high school students](http://www.planeslessons.com/category/eslgames/Characteristics_of_senior_high_school_students)  
:<http://www.eslteachersboard.com/cgi-bin/articles/index.pl?page=5;read=348>

Athanasios et al., 2013. Traditional Teaching Methods Vs. Teaching Through the Application Of *Information and Communication Technologies in the Accounting Field: Quo Vadis?*. European Scientific Journal October 2013 edition vol.9, No.28 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431

Atamini, R. A. 2014. *Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English*. Macrothink Institute. Vol 6, No 4 ISSN 1948-5425(retrieved at February 27, 2015 20.15 PM)

Howard, B. 2006. *Cooperative Learning Structures Improve Performance and Attitude of High School Journalism Students*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Spring. Available at [www.KaganOnline.com](http://www.KaganOnline.com) (retrieved at February 27, 2015 20.02 PM)

Jacobs, G. M. 2004. *Cooperative Learning: Theory, Principles, and Techniques*. Available at [https://www.academia.edu/3380901/Cooperative\\_learning\\_Theory\\_principles\\_and\\_techniques](https://www.academia.edu/3380901/Cooperative_learning_Theory_principles_and_techniques) (retrieved at February 28, 2015 20.52 PM)



- Kagan, S. 1994. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Kagan, S. 2009. *Cooperative learning*. San Clemente, CA: Kagan Publishing. (retrieved at February 28, 2015 20.02 PM)
- Khaghaninezhad, M. S. and F. Kaashef. 2014. *Applying Cooperative Language Learning Techniques in Iranian ELT Context*. Volume 5 (3), March 2014; 313-- - 323. ISSN (online): 2289-- - 2737 & ISSN (print): 2289-- - 3245. (retrieved at January 24, 2015 10.42 AM)
- Ulrich, D. L. and K. J. Glendon. 2005. *Interactive Group Learning: Strategies for Nurse Educators*. New York: Spinger Publishing Company, Inc. (retrieved at February 15, 2015 11.37 AM)

