



The Effect of Inside-Outside Circle Learning Strategy Uses Visual Media to The Students' Speaking Ability

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Article Info	Abstract
Article History Received: 2025-02-07 Revised: 2025-03-23 Published: 2025-04-05 Keywords: <i>Inside-Outside-Circle Strategy;</i> <i>Visual Media;</i> <i>Speaking Ability.</i>	The ability to speak is transparent and processes sound, understands others, expresses thoughts, and interacts with others based on student development. Based on the researchers' observations, Al-Rahmah High School the students still need to improve their speaking skills; the researchers applied Inside Outside Circle (IOC) to learn strategies on students' speaking abilities. This research examines the effectiveness of the Inside Outside Circle (IOC) learning strategy on language competency using image media. This research is exper'mental, with only one post-test in one experimental class and one control class. The samp'e in this study was eleventh-grade students in two science major classes at Al-Rahmah. Research analysis of the first class as an experimental class in class eleven majoring in science one and the second class as a control class in class eleven majoring in science two. This research used t-test analysis techniques. The study conducted on Ar-Rahmah High School students shows that IOC learning affects students' speaking abilities, indicated by t-count = 6.28 > t-table 2.00. we can conclude that there is significant effect of IOC learning strategy use visual media and it cand conclude that students speaking ability increased by using IOC learning strategy.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-02-07 Direvisi: 2025-03-23 Dipublikasi: 2025-04-05 Kata kunci: <i>Strategi Lingkaran Dalam-Luar;</i> <i>Media Visual;</i> <i>Kemampuan Berbicara.</i>	Kemampuan berbicara bersifat transparan dan mengolah bunyi, memahami orang lain, mengungkapkan pikiran, dan berinteraksi dengan orang lain berdasarkan perkembangan siswa. Berdasarkan hasil observasi peneliti, siswa SMA Al-Rahmah masih perlu meningkatkan kemampuan berbicaranya, maka peneliti menerapkan strategi pembelajaran Inside Outside Circle (IOC) terhadap kemampuan berbicara siswa. Penelitian ini mengkaji keefektifan strategi pembelajaran Inside Outside Circle (IOC) terhadap kompetensi berbahasa dengan menggunakan media gambar. Penelitian ini bersifat eksperimental, dengan hanya satu kali post-test pada satu kelas eksperimen dan satu kelas kontrol. Sampel dalam penelitian ini adalah siswa kelas XI pada dua kelas jurusan IPA di SMA Al-Rahmah. Analisis penelitian terhadap kelas pertama sebagai kelas eksperimen pada kelas XI jurusan IPA satu dan kelas kedua sebagai kelas kontrol pada kelas XI jurusan IPA dua. Penelitian ini menggunakan teknik analisis uji-t. Hasil penelitian yang dilakukan pada siswa SMA Ar-Rahmah menunjukkan bahwa pembelajaran IOC berpengaruh terhadap kemampuan berbicara siswa, ditunjukkan dengan t-hitung = 6,28 > t-tabel 2,00. Kita dapat menyimpulkan bahwa ada pengaruh yang signifikan antara strategi pembelajaran IOC dengan penggunaan media visual dan dapat disimpulkan bahwa kemampuan berbicara siswa meningkat dengan menggunakan strategi pembelajaran IOC.

I. INTRODUCTION

Only a little has yet to be conducted to students' speaking ability. There is little discussion and study about Skills, Language, or intervention for disabled students. For example, in one study (Cabell et al., 2011), a linear hierarchical model was used in intervention with No impact on skills Language students. Results show that teachers use curriculum special includes mark limited. In students. Own ability to speak (Bierman et al., 2008). Regardless of approach, interest in increasing Skills Language oral students originates from the relationship

between Skills Language beginning students and their academic future, especially their understanding of reading. If the ability of Language students can improve, it is likely a significant matter. This can positively impact on the performance of future students. (Johanson & Arthur, 2016).

Likewise, study intervention to ability Language students through reading books together has a positive effect on the development of Language students. Interventions read together are often held to increase the ability of Language students. Possibility effect duration

ability language is also discussed checked Intervention, students use technique read dialogic, people who intervene, and the intervention given. Research results show that reading together is influential in language development; however, the influence is small compared to meta-analyses before. The research results also show no significant impact from the different variable results. Based on the results, researchers make several recommendations for future researchers and educators To plan and implement interventions and read cooperatives that can more effectively push the development ability of Language students. (Noble et al., 2019).

Practitioners requested to see evidence of intervention programs Because there is a lack of proof strictly experimental about the effectiveness of intervention for increased ability language in years. A study by Haley, Hulme, Bowyer-Crane, Snowling, and Fricke (2017) evaluated intervention program effectiveness in the development of Language For diagnosed students with ability foul language speech at the age of preschool. Studies show that prolonged and intensive intervention for small students in preschool increases vocabulary; however, No widespread field language is not taught. This result is a warning to use intervention Language with duration in preschool. These results also underscore the importance of entering group control in study intervention. The study has shown that the ability to use foul language at an early age can impact period length in students (Hoff, 2013; Pace et al.; Pasek, 2019). The students who come to school with the ability to learn a good language own more opportunities at school, which is Good For entering more education height and a prosperous economy in adulthood (Blanden, 2006). On the other hand, students with Skills in Language low before the age of five years are twice over Possibly unemployed at 34 years old compared to those developing students' Skills in Language before five years old (Law et al., 2009).

Parental involvement and close teacher-student relationships give mechanism security For increased Skills. Language students' preschool is bilingual in areas lacking luck in a manner economy. The study has shown that Skills in Language are essential for resilient kids. Research results show that the connection between students with parents and teachers significantly influences the ability to speak to students. Quality teacher-student relationships are more associated with proficiency in more

languages, and quality parental involvement is high. (Oades -Sese & Li, 2011).

Kindergarten learning needs to get better in order for language son to get better and develop. For the students of Al-Rahmah Senior High School, this is a current issue. It has been observed and determined through interviews with multiple kindergarten teachers at Al-Rahmah Senior High School that the teacher affiliated with Still Lots carries out a tedious educational process. As a result, the boy grows disinterested in listening to the teacher or becomes bored. Thus, senior high school language development students No upper limit. Learning innovation is essential. to solve issues. Innovation refers to the creation of a novel concept or the outcome of creative advancement from an already existing idea. Innovation learning in context learning refers to the teacher's capacity to locate, investigate, and seek out different successful learning approaches, methods, models, and strategies.

One innovative learning that teachers can apply to increase the ability to speak to students is the IOC learning model. It is used to increase the students' speaking ability. Several studies show that the IOC can increase speaking ability including Wahyuni, Mukhaiyar, and Kusni (2013). The research finds that the IOC technique can increase skills Speak ET-5/1 students at LBPP LIA Banten in Cycle 1. Another study by Kamaliah (2018) also found similar results: Students who utilize the Inside-Outside Circle (IOC) can effectively improve their skills. Speaking fluency is essential for students to access the curriculum and advance their reading comprehension. Students who struggle in language risk studies end up failing academically and becoming literate. (August, Diane Shanahan, 2006). Research results show that the picture chain is beneficial in learning To increase Skills in writing students. As we understand, skills writing is part of Skills Speak. (Asrifan, 2015; Gutiérrez, Puella, & Galvis, 2015; Krjeliy & Matijevij, 2015). Based on the explanation above, the researcher is still interested in researching the influence of the Inside Outside Circle (IOC) learning model on students' speaking ability in Senior High School al-Rahmah. In research, This IOC learning strategy is combined with image media use. Applying the IOC image media aims to increase the ability to speak student to students in an optimal direction.

II. METHOD

At this stage, the research will use an experimental design with an experimental group and a control group. The experimental group will receive training with the Inside-Outside Circle Learning strategy using visual media, while the control group will not receive this training. This experimental design will allow us to compare the impact of these learning strategies on students' speaking abilities.

The population to be studied is made up of middle school students who have various levels of speaking ability. From this population, a representative sample will be selected using a random sampling technique to ensure diversity in speaking ability levels. Two classes served as the study's sample: class eleven, majoring in Science I, served as the experimental group and class eleven, majoring in Science II, served as the control group. Using the Inside-Outside Circle Learning approach with visual media is the research's independent variable. The student's ability to speak following the intervention is the dependent variable. One possible set of control variables would be the student's speaking proficiency prior to the intervention.

The instrument that will be used to measure students' speaking abilities is an oral test which covers various aspects of speaking ability, such as pronunciation, clarity, sentence structure, and general speaking skills. The validity and reliability of this instrument will be tested to ensure the reliability of the measurement results.

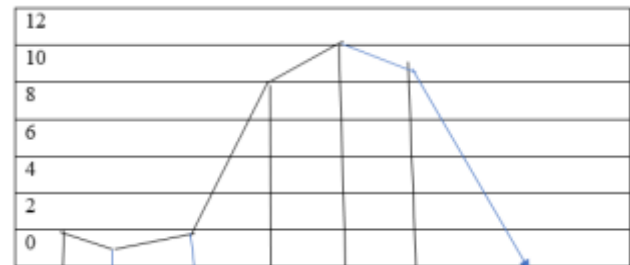
During the experiment, the experimental group received training using the Inside-Outside Circle Learning strategy with visual media, such as images, videos, or graphics. The control group received normal learning without additional intervention. The intervention implemented over a certain period, and there will be specific steps in implementing the strategy.

Oral exams were used to gather data both before and after the intervention. If feasible, oral test data will be recorded for additional analysis. The obtained data will be examined for variations in speaking ability between the experimental and control groups using suitable statistical methods, such as the t-test or analysis of variance (ANOVA). The statistical significance was established.

III. RESULTS AND DISCUSSION

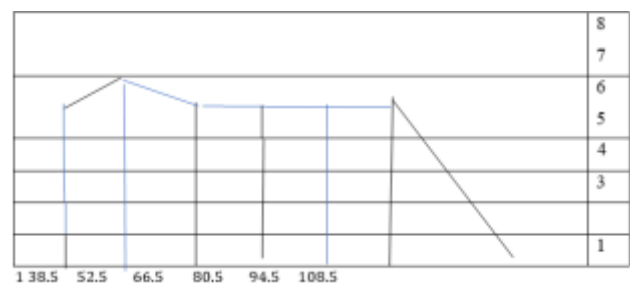
The post-test results, which were genuinely made by the group experiment, indicate that the speaking ability mark with the highest mark is 120 and the lowest value is 43. The mode is

102.3, the median is 98.64, and the mean is 95.48. Therefore, $(102.3 > 98.64 > 95.48) > \text{mode} > \text{median} > \text{mean}$. Figure 1 below illustrates how the data distribution in the groups experiment leans negative when the result is plotted as a polygon, indicating that part of the data has a large mark tends to height.



Group Post-Test Data Experiment

On the skills speak posttest, students in the control group (an- nur) obtained the highest score of 112 and the lowest score of 28, with a mode of 52.5, a median of 65.1, and a mean of 67. As a result, $\text{mode} < \text{median}$.



Point middle

Group Post-Test Data Control

The data is homogeneous and normally distributed, according to the necessary test results, or H. Normalcy and Homogeneity. The first-time chi-square calculation results in the normalcy test were obtained. Students studying language in groups using the IOC strategy utilize the normal visual mean, which is $X^2 = 7.46 < \chi^2_{table} = 7.815$, and are taught through image media. For monitoring learning, a normal distribution is also present without an IOC strategy. $Y^2_{table} = 7.815 < X^2 = 3.42$. Likewise, the variance data homogeneity test results use the F test formula for group taught students with the IOC strategy using media images and groups taught students with the media images being taught without the IOC strategy using image media is homogeneous. That is $F_{count} = 1.26 < f_{table} = 187$.

Based on the results data analysis was performed against two sample studies with the use of method observation. Sincere Work as a group experiment with the IOC learning strategy

as media images and only as group control. taught without IOC strategy by using image media found different ability significant language between group students who follow the IOC learning strategy by using picture media and what is taught without IOC strategy with the use of visual aids. those results obtained based on results analysis using the t-test, where t count = 6.28 bigger from the t- table at the level significance $5\% = 2.00$.

An important contrast indicates that the IOC learning strategy supported by skills is more effective when combined with media images than when it is not. As a result, the study's findings demonstrate that students who are adept at group speaking learn with the aid of the media image strategy IOC more effectively than those who are not. centered on visual media. This led to learning differences between individuals who use the IOC learning strategy and those who do not when it comes to using visual media.

IOC learning strategy provides the student with more participation in learning activities. This strategy is well designed to help students reach objective priority learning speaking ability. The IOC strategy process stages support ability of students to communicate and develop Language optimally. In the IOC learning strategy, the learning process is done through several activities that can strengthen the development of Language student, especially from facet Language recipient and expression. The IOC learning strategy provides benefits or excess to students among other things able create atmosphere active and fun learning , material the lessons presented more interesting for students , grow atmosphere enthusiastic in the learning process , cooperation between student materialized in a manner dynamic , emergence cooperative dynamics evenly among the students , the students accept little information different and versatile at the same time , which creates atmosphere kinship between students and students .

The utilization of image media also supports the application of the IOC learning strategy in studies. Anything that can be used to transmit a message from the sender to the recipient, including ideas, feelings, concerns, interests, and worries about students, is considered learning media. To actually achieve learning (Sadiman, 2002). p.6). The use IOC Strategy pushes development Language students in interact. kindly general, students indicate that using pictures beneficial for students with increase competence communication they in support and

apply two-way interaction between teachers and students (Lavalley & Briesmaster, 2017; CK S. Singh et al., 2017). With so, what appears in picture looked more interesting for students, so Language students develop optimally.

Condition on the contrary happens in group controls that don't use the IOC strategy of visual media. Activity students in class control looks very limited and learning monotone. Consequently, the students bored or not involved actively in interactive learning. this Of course just can hinder the development Language student

Findings from the research According to a study by Puriniawati, Putra, and Putra (2014), even students in group B2 of the semester can benefit from the Inside Outside Circle learning strategy and flashcard environment. At the South Denpasar IPA Class, during the 2014-2015 school year. this is demonstrated by the rise in Cycle I's average percentage of language development students from 59.06 with low criteria to 81 with high criteria. Similar research was conducted by Purnamawanti, Hartati, and Sa'adah (2015), who discovered that the learning strategy cooperative type circle outside had an impact on students' communication skills regarding the material organization life. this revealed a mark-z count of 2.28 and a value-z count of 1.65, indicating a larger mark-z count than the mark-z table. In addition, research by LaValley and Briesmaster (2017) indicates that when description pictures are included into activity learning, students' communication skills improve, which in turn increases their overall participation.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Students who use media pictures as part of the IOC learning strategy and students who do not have a similar media learning strategy have very different speaking abilities. Image. The t-Test was used to analyze the results, and the results showed that the t-Count was 6.28 times larger than the t-Table at the 5% significance level, or 2.00. The analysis's findings also display the average speaking ability score for students who use IOC = 20.31 when adhering to the IOC learning strategy and the average speaking ability score for students who don't use IOC = 20.31 when using media. Assistance from media photos: 18, 92. Significant differences indicate that proficiency Students in language groups using the IOC approach make use of visual media superior to group students who don't use

image media in accordance with the IOC strategy.

Research has shown that senior high school teachers are constantly creative in how they implement lessons. An Inside Outside Circle (IOC) learning approach that makes use of picture media is one type of cutting edge education that senior high school teachers can implement to help their students become more proficient speakers.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively.

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