



The Effectiveness of Inside-Outside Circle in Teaching Speaking Skill

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Article Info	Abstract
Article History Received: 2025-01-10 Revised: 2025-02-20 Published: 2025-03-12 Keywords: <i>Speaking Skill; Inside-Outside Circle; Pre-Experimental Research.</i>	This research aimed to determine the effectiveness of the Inside-Outside Circle technique in teaching speaking skills. A pre-experimental design was used as the research method. The sample was selected through cluster random sampling, consisting of 24 students from class VIII E at SMP Negeri 11 Pontianak. Based on the findings, the t-test result was 8.43, which was higher than the t-table value of 2.064 at a significance level of 0.05 with a degree of freedom (df) of 23 ($N-1 = 24-1$). The effect size was calculated at 1.68, indicating a strong effect. Consequently, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_1) was accepted. In conclusion, implementing the Inside-Outside Circle technique is highly effective in enhancing the speaking skills of eighth-grade students at SMP Negeri 11 Pontianak in the 2024/2025 academic year.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-01-10 Direvisi: 2025-02-20 Dipublikasi: 2025-03-12 Kata kunci: <i>Keterampilan Berbicara; Inside-Outside Circle; Penelitian Pra- Eksperimental.</i>	Penelitian ini bertujuan untuk menentukan efektivitas teknik Inside-Outside Circle dalam pengajaran keterampilan berbicara. Metode penelitian yang digunakan adalah desain pra-eksperimental. Sampel dipilih melalui teknik cluster random sampling, yang terdiri dari 24 siswa dari kelas VIII E di SMP Negeri 11 Pontianak. Berdasarkan temuan penelitian, hasil uji-t adalah 8,43, yang lebih tinggi dari nilai t-tabel sebesar 2,064 pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) sebesar 23 ($N-1 = 24-1$). Ukuran efek yang dihitung adalah 1,68, yang menunjukkan efek yang kuat. Dengan demikian, Hipotesis Nol (H_0) ditolak, dan Hipotesis Alternatif (H_1) diterima. Kesimpulannya, penerapan teknik Inside-Outside Circle sangat efektif dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Negeri 11 Pontianak pada tahun ajaran 2024/2025.

I. INTRODUCTION

Language is a crucial tool in communication, as it enables humans to interact with each other. Mastering a language is essential, and several skills must be developed in order to use it effectively: listening, reading, speaking, and writing. These four skills are categorized into two major groups: receptive skills and productive skills. Receptive skills include listening and reading, while productive skills consist of speaking and writing. Learning a language requires the development of all four skills, as relying on just one is insufficient for effective communication. Speaking, for instance, is a key skill. As Brown (2003) states, speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information.

In applied linguistics, speaking is often discussed as an interaction that takes place in social contexts. It is also one of the essential skills that must be developed in the 21st century society. According to Louma (2004), speaking is an oral component of communicative language

assessments. Many experts argue that speaking is an essential part of language skills, enabling people to express opinions and ideas orally. Moreover, speaking encourages students to learn how to organize their thoughts in spoken form.

Before conducting this research, the researcher made preliminary observations at the school. These observations revealed several issues in the teaching-learning process, particularly in speaking. In general, students are reluctant to speak or contribute when working in pairs or groups. This finding is consistent with Maley (2001), who observed that students tend to speak in their own language, and when all students speak simultaneously, it can become too noisy, causing the classroom to lose control.

Various techniques can be employed by teachers to teach speaking, one of which is the Inside-Outside Circle. According to Lie (2008), the Inside-Outside Circle is a classroom activity in which students stand in two straight lines facing each other. One line rotates while the other stays in place. As students pass the last

person in the fixed line, they turn to face a new partner.

A study conducted by Wijaya (2017), titled "Inside-Outside Circle: Teaching Students' Speaking Skill," showed that the Inside-Outside Circle technique is effective in teaching speaking through memorizing dialogue. Similarly, a study by Suryadi (2020), titled "Using Inside-Outside Circle Method to Enhance Students' Speaking Skills," found that this technique enhances students' speaking skills, particularly in describing people. The present study differs from these previous studies in that it will apply the Inside-Outside Circle technique to teach speaking using recount texts, specifically targeting eighth-grade students.

II. METHOD

The method used in this research is pre-experimental. This approach aims to assess the effect of the Inside-Outside Circle technique on improving students' speaking skills in English lessons. The study employed a pre-experimental design, specifically a one-group pre-test post-test design.

In this research, the data collection technique used was measurement, which involves gathering quantitative data in the form of scores. The goal of the research was to measure students' speaking skills by applying the Inside-Outside Circle technique. Additionally, the data collection tools allowed students to respond and discuss a topic, demonstrating their understanding of the instructions.

To answer the first and second research questions, the researcher calculated the students' mean scores for both the pre-test and post-test, and analyzed the data using a t-test and effect size formula to determine the significance of the results and the effectiveness of the treatment. The collected data was scored and analyzed using a speaking skills rubric.

III. RESULTS AND DISCUSSION

A. Result

The Effectiveness of Inside-Outside Circle in Teaching Speaking Skill to the Eighth Grade Students of SMP Negeri 11 Pontianak in the Academic Year of 2024/2025.

Table 1. Pre-Test and Post-Test Score

Group	Mean Score	Std. Deviation
X1	60	1440
Y1	71.25	1710

B. Discussion

The researcher aimed to evaluate the effectiveness of the Inside-Outside Circle technique in improving speaking skills. This pre-experimental study involved a pre-test, treatment, and post-test.

During the pre-test, students shared their experiences from the Independence Day celebration using the technique. Although excited, some lacked confidence, struggled with pronunciation, and made grammar errors, particularly in past tense usage.

In the post-test, students practiced with a new topic and showed improvement in pronunciation and speaking confidence, though some grammar mistakes remained. The Inside-Outside Circle technique helped students engage and share their experiences more effectively.

The technique showed both strengths and weaknesses. While students enjoyed the interactive nature, they sometimes struggled with grammar, storytelling, and fluency. However, compared to prior research, this technique allowed students more freedom to express themselves in their own words, fostering positive attitudes toward speaking.

This study supports previous findings (Wijaya, 2017; Suryadi, 2020) that the Inside-Outside Circle enhances speaking skills. The research highlights the technique's ability to motivate students to speak without hesitation and contribute actively to discussions. The computed effect size of 1.68 indicates a strong impact, suggesting that Inside-Outside Circle is effective for teaching speaking skills to eighth-grade students at SMP Negeri 11 Pontianak. However, despite its effectiveness, the post-test results did not meet the minimum standard score.

In conclusion, Inside-Outside Circle is an effective, engaging method for improving speaking skills and is recommended for use in the classroom.

IV. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, the researcher concluded that the Inside-Outside Circle technique was effective in teaching speaking skills to students. The implementation of this technique provided students with an additional, enjoyable way to learn speaking. This conclusion is supported by the results of the t-test used to test the hypothesis. The pre-test mean score was 60, and the post-test

mean score was 71.25, showing a difference of 11.25 points. Additionally, the effect size was larger than 0.8 ($1.68 > 0.8$), indicating that the Inside-Outside Circle had a substantial impact on improving speaking skills. The data analysis and effect size results further demonstrate the effectiveness of Inside-Outside Circle in teaching speaking skills to eighth-grade students at SMP Negeri 11 Pontianak.

B. Suggestion

The researcher's results showed that Inside-Outside Circle is effective in teaching speaking skills. Based on this research, the researcher hopes that the findings will benefit English teaching, especially in the area of speaking skills. The researcher offers several suggestions for teachers, students, and other researchers.

For teachers, it is recommended that they apply Inside-Outside Circle as an alternative and engaging method for teaching speaking skills. This technique provides a fun and interactive learning experience for students, but teachers should ensure clear instructions are given to help students understand the process, while also monitoring their use of phones in class to prevent distractions.

For students, it is suggested that they actively participate in classroom activities and pay close attention to the teacher's instructions, ensuring they use appropriate language when sharing their stories.

For other researchers, the researcher encourages them to explore using this technique in different contexts or to address specific problems in teaching speaking skills.

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