

THE USE OF INSIDE-OUTSIDE CIRCLE (IOC) MODEL IN IMPROVING SPEAKING SKILL

THESIS

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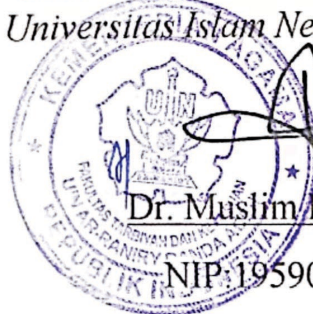
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

بسم الله الرحمن الرحيم

Aceh Besar, 15/07/2022

A R - R A N I R Y

Saya yang membuat pernyataan



Khalida Akmalia Nurhen

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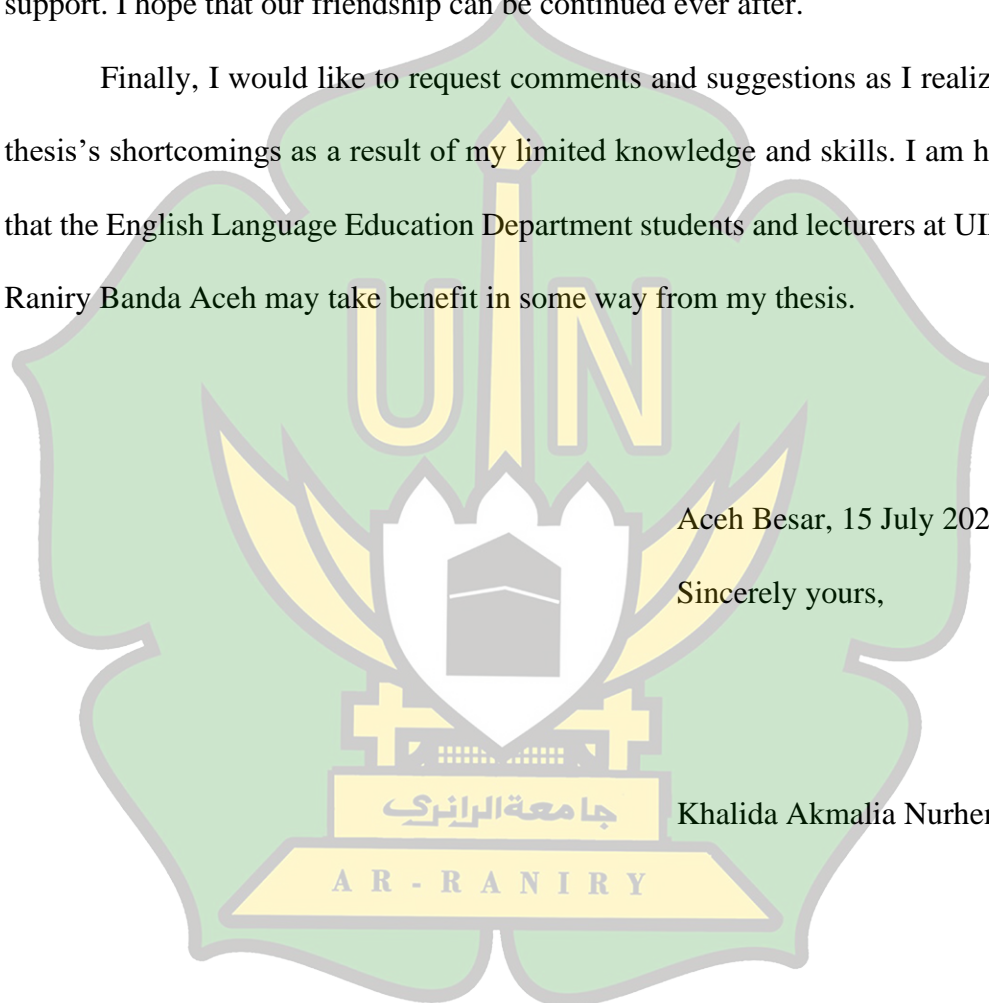
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Aceh Besar, 15 July 2022

Sincerely yours,

Khalida Akmalia Nurhen



ABSTRACT

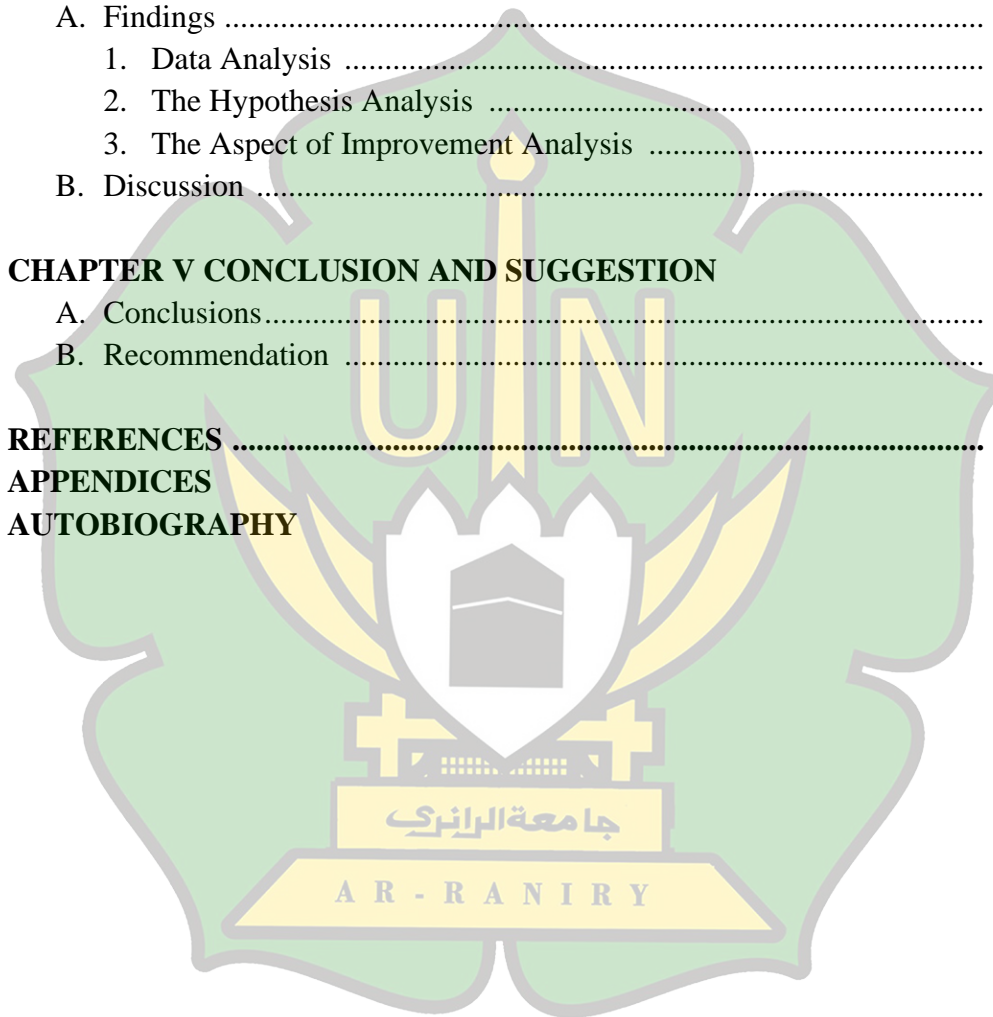
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This research aimed to measure whether students' speaking ability improved by using Inside-Outside Circle (IOC) model and to know the aspects of speaking that receive more improvement. The sample of this research was students grade X of Darul Ihsan Islamic Senior High School at academic year 2021/2022. The quasi-experimental research used in this research which divided into two groups, experimental and control group. Each group consisted of 30 students, with 60 students in total. In collecting the data, I used oral pre-test and post-test. The Experimental group used Inside-Outside Circle (IOC) method in learning activity, while discussion and lecturing method used by the control group. Based on the test, the pre-test experimental group mean score was 63.83 and the post-test experimental group mean score was 86.9. Meanwhile, the pre-test control group mean score was 62.3 and the post-test control group mean score was 66.2. Thus, the T-test result in this research was 22.67 and the T-table was 2.00 at significant level 0.05 with $df = n - 1 = 60 - 1$. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In addition, the most significant aspect of speaking was fluency that increased from 113 points to 168. This result indicates that there was significant effect on students' speaking skills by using the Inside-Outside Circle (IOC) model.

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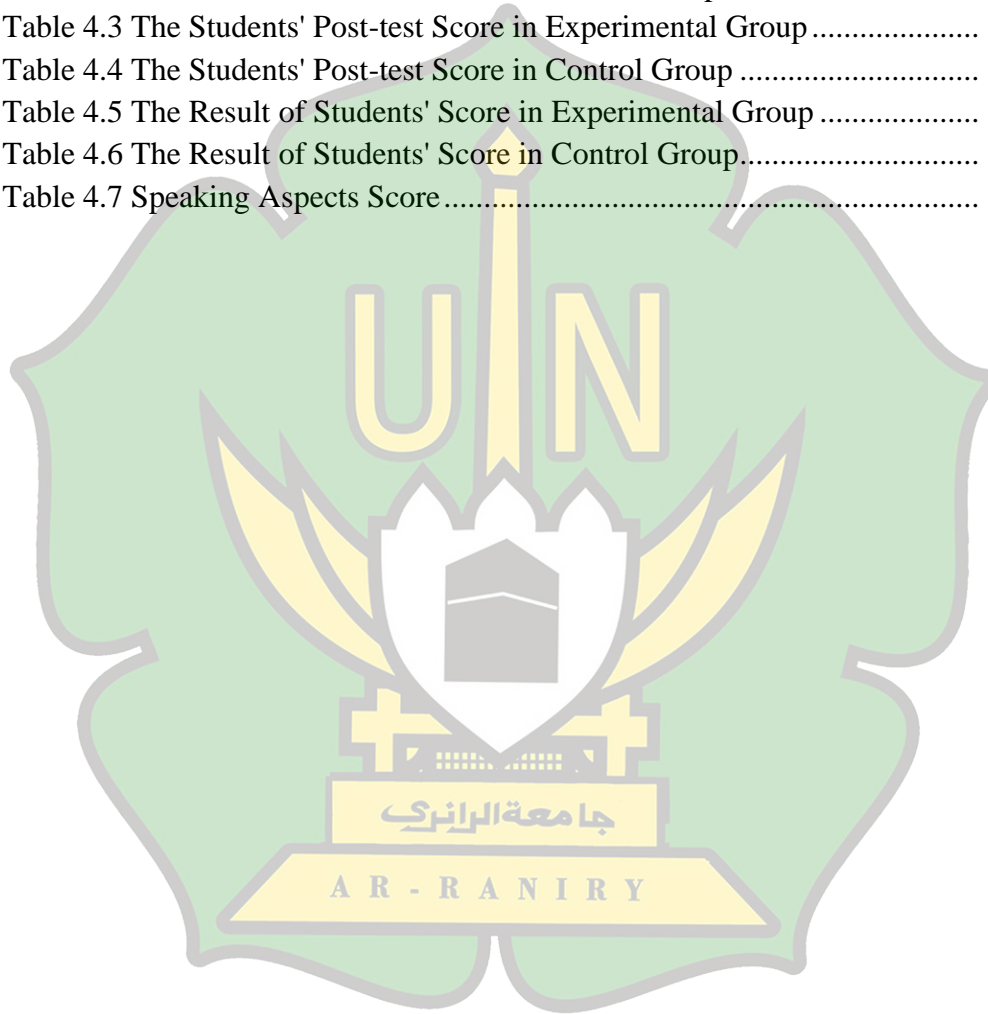
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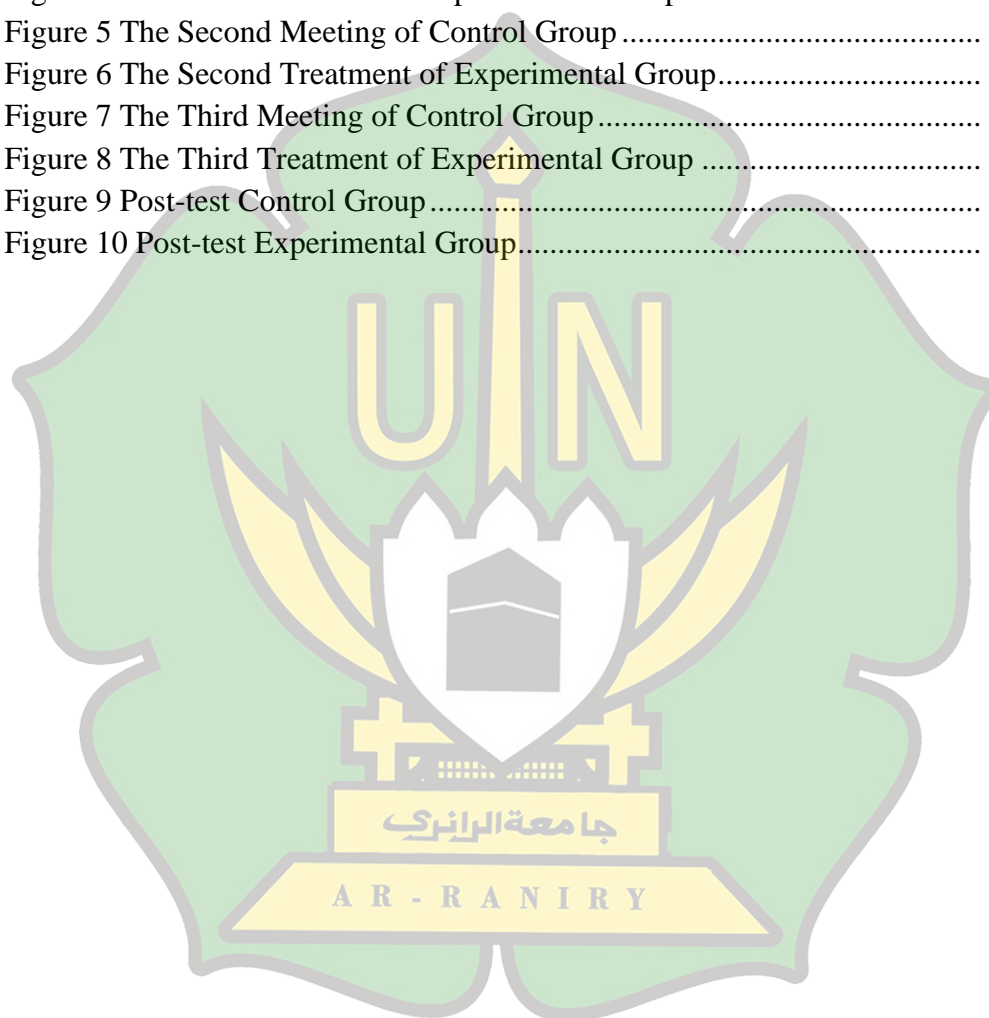
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CHAPTER I

INTRODUCTION

This chapter presents the discussion on background of the study, research questions, research aims, hypothesis, significance of study, and the terminologies.

A. Background of The Study

Speaking is a crucial communication skill that have to be taught in English. Sukmayati (2016) defines speaking as an exchange of information or an expression of a purpose between a speaker and a listener through the conversation. The thing that must be considered carefully in speaking was the listener understood what the speaker said. When individuals begin to speak, they indicate a desire to convey or impact others with their ideas. Richards (2008) stated that speaking English fluently is seen as a crucial component of learning a foreign language or second language.

In an English Foreign Language (EFL) country, Indonesia, where English is neither a first language nor a second language, it makes people belittle the existence and importance of learning English. But some people realize that English is very essential to learn since it is an international language. For EFL students, learning English is unnecessary because it is not their mother tongue language or even their second language, but a foreign language. This is what I thought when I was a Senior High School student. As a result, the students' English performance is still low and needs to be developed (Yoestra, 2018). In fact, English is very important to be learnt because it is useful to help us understand and learn anything.

Teaching speaking is challenging because it ought to be interesting and fun. That can cause students to be dynamic and enjoy the English learning. The aim of teaching speaking is to make it possible for students to speak English. In order for the students to get engaged and interested in the learning process, it is the teacher's obligation to select and use the proper technique and material. It can be difficult to choose the best English teaching materials (Razmjoo, 2007).

There is a problem in current researches in English learning within the schools, particularly in Speaking lessons. Based on my experience, the issue is that students' motivation to learn English is still low because of the monotonous classroom activity. Wiradnyana (2020) in his research stated that monotonous learning process has become the crucial problem that lowers the students' motivation and their interest in learning English. Student less motivation in the classroom affects students' ability in learning (Kurniawan, 2020). Hence, utilizing a few different methods in teaching English is required in order to form students to think maximally and move forward in their inspiration to think about English well.

Various methods and media had been used in improving speaking skills, such as Kurniawan (2020) which used Project based learning in his study to improve speaking skills. Furthermore, Harahap & Andriani (2020) used different method in improving speaking that is time token arends technique, and Introductory videos used by Hanum (2018). It proved that using different methods in teaching English can develop students' speaking skills.

The cooperative learning is adopted in this research to improve speaking skill. According to Isjoni (2007), cooperative learning is a learning model currently

being widely used to implement student-centered learning activities, particularly to address teacher concerns about students who do not cooperate with one another. Sarah (as cited in Slavin, 2005) adds that cooperative learning is a term used to describe a variety of instructional approaches in which students collaborate in small groups to assist one another in learning content. In short, cooperative learning can be described as a learning model in which students can learn together with each other and solve the problems that the teacher sets.

There are several types of cooperative learning models in teaching and learning activities. In this case, I am interested in applying comparative technique with speaking. This strategy is one of the most agreeable learning procedures. This procedure is called the Inside-Outside Circle technique. The Inside-Outside Circle (IOC) is a type of cooperative learning where students must work in groups to establish individual relationships, which necessitates partial communication skills and group processes. As Rusman (2013) explained the cooperative learning used a small circle system and a large circle system, which started with the development of a large group in the class made up of an inner circle group and an outer circle group. It is in line with Akhiruddin (as cited in Hamzah et al., 2010) stated that Inside-Outside Circle is a learning process in which students must share knowledge in various pairs simultaneously, in a brief and organized manner, using the inner circle and outer pattern.

Ulfah and Pujihartono (2017) found in their research that English teaching and learning using Inside-Outside Circle could be helpful in improving students' speaking skills, because they can speak confidently. Moreover, in her research,

Maulidya (2017) says that using Inside-Outside Circle in improving speaking is more effective than the old method of the Grammar Translation Method. As Ali (2018) concluded in his research, students actively participate in the classroom when Inside-Outside Circle is implemented. Based on the related studies above, I think the use of the Inside-Outside Circle can help students improve their speaking skills.

According to the background of the study above, my focus in this study is to measure students' speaking skills improved by using the Inside-Outside Circle (IOC) model at Darul Ihsan Islamic Senior High School grade X.

B. Research Questions

Based on the background of study above, the research questions can be formulated as follow:

1. To what extent does the Inside-Outside Circle (IOC) model improve the students' speaking skills?
2. What aspects of speaking receive more improvement by using the Inside-Outside Circle (IOC) model learning?

C. Research Aims

Based on the above research questions, I formulated the aims of this study below:

1. To measure whether students' speaking ability improved by using the Inside-Outside Circle (IOC) model.

2. To know the aspects of speaking that receive more improvement using the Inside-Outside Circle (IOC) model.

D. Hypothesis

The hypothesis formulas are:

H_a = There is significant improvement on students' speaking skill by using Inside-Outside Circle model.

H_o = There is no significant improvement on students' speaking skill by using Inside-Outside Circle model.

E. Significance of the Study

This research is expected to give information for teachers to know that the Inside-Outside Circle (IOC) model can be useful in improving speaking skills. Furthermore, this research findings will be useful for other researchers in the future since it can be used as a model or guide for work of a significant relevance. I recognize that this research is far from perfect, therefore, I hope that other researchers will be able to fill the research gap.

F. Terminologies

The terms that used in this study need to be explained to avoid misunderstanding. These are the definition of terms used in this research:

1. Inside-Outside Circle (IOC)

The Inside-Outside Circle (IOC) model is a strategy that can help the students practice their speaking ability and offer the data together at the same point. It is in line with Wiradnyana (2020) which stated that the Inside-Outside Circle model offers lots of chances to digest information and increase communication abilities. It may very well be utilized as a helpful technique and a summing up procedure.

In this research, Inside-Outside Circle (IOC) is one of the cooperative learning strategies where it allows students to share information, give new ideas, and solve problems. Using this method, the students are actively speaking to each other, which hopefully can improve their speaking ability.

2. Speaking skill

According to Brown et al. (2005), speaking is an oral communication where both speaker and listener must bargain over the interpretation of ideas, emotions, and information. Spoken language not only requires students to know how to produce specific language points, such as grammar, pronunciation, and vocabulary (language ability), but also requires them to understand when, why, and how to produce language (social language ability) (Idrissova, 2015).

In this research, speaking skill is defined as a skill that enables us to communicate effectively. Effective communication is when the speaker can deliver the information verbally so that the listener can understand what he or she said.

CHAPTER II

LITERATURE REVIEW

In this chapter, the theory and literature related to the research will be explained. It presents the definition of Speaking skill and Inside-Outside Circle (IOC) model of learning. In addition, the previous studies which are related to this study will be discussed.

A. Speaking

1. Definition of Speaking

Speaking is the process of constructing and sharing meaning through language and non-verbal symbols in various contexts. Cameron (2001) said that speaking is the active use of language to express meaning so that other people can understand them. Speaking is an interactive process of constructing meaning, involving information generation, reception and processing. (Brown, 1994; Joyce & Burns, 1997).

Spoken language is an important part of foreign language learning and teaching. Despite its importance, the teaching of spoken English has been estimated for many years, and English teachers continue to teach spoken English just like the practice of repeating and memorizing conversations. Speaking in a foreign language in order to share understanding with others requires attention to the precise details of the language. Speakers need to find the most suitable words and use correct

grammar to convey the meaning accurately, and organize the speech so the listener can understand it.

Speaking is communicating thoughts or sentiments using dialect. It is not only articulating thoughts in our intellect, but also conveying and showing current information to others. Speaking may be a preparation that covers numerous things in addition to articulating person's sound. It also covers articulation, stress, and pitch. Finally, speaking offers assistance to the students to provide a discourse confidently. From the definition over, it can be gathered that speaking is communicating ideas, conclusions, and sentiments to others by utilizing words and sounds in order to educate, influence, and engage. That can be learned by utilizing a few educating learning strategies.

2. Teaching Speaking

Experts in the field of language learning have proposed many definitions of speaking. As Brown (2001) said, when someone speaks a language, it means he/she can have a conversation. In addition, he pointed out that the standard of successful language acquisition is almost always to demonstrate the ability to achieve pragmatic goals through interactive dialogue with other language users. In short, speaking is a language that allows for dialogue and good interaction, including oral communication.

Speaking English is the primary goal of many adult learners. Their personalities play an important role in determining how quickly and accurately they can achieve this goal. Students who are not afraid of making mistakes are usually more talkative, but they make many mistakes and it is difficult to change their

habits. Conservative and shy students might take a long time to speak confidently, but, they make fewer English errors when they do. Speaking courses usually relate to pronunciation and grammar, which are necessary for effective oral communication. Either way, students need to do some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they will deliver. Then students will practice through actual oral activities.

Harmer (2001) identified speaking capacity as the capacity to talk fluidly presuming not only that it were information about dialect highlights but moreover the capacity to process data and dialect “on the spot.” It requires the capacity to coordinate administering speaking turns and non-verbal dialect. It happens in the actual world and has little time for point-by-point arranging. In this manner, familiarity is required to achieve the objective of the conversation. From the definition above, it can be concluded that in speaking, smoothness is essential to attain the purpose of the conversation.

The purpose for instructing speaking is to empower the students to talk and interpret the messages within the communication process. Unlike other subjects, speaking is exceptionally troublesome to be aced since it needs to be practiced every time. Speaking included a few aptitudes such as lexicon, pronunciation, accuracy, and fluency.

3. The Aspect of Speaking Skill

There are several aspects that need to be considered in speaking ability as Brown (2003) identified five aspects of speaking:

- a. Fluency, allude to how great the students are at keeping speaking at the correct speed and how great they are at interfacing their thoughts together. Huges (2003) characterized familiarity as the capacity to express oneself in a comprehensible, reasonable, and exact way without much delay.
- b. Vocabulary, achieving exactness in terms of lexicon refers to the suitable selection of words amid the speaking. Lexicon implies the suitable choice of words which is utilized in communication.
- c. Grammar, refers to the speakers' grammatical mastery like how they organize a rectified sentence in discussion.
- d. Pronunciation, a complement could be a way of articulating a dialect. Fauzi (2012) clarified that pronunciation concludes segmental features such as vowel, consonants, vocabulary, stress, and intonation.
- e. Comprehension, is the capacity to get a handle on something rationally and the capacity to get it into thoughts and actualities. In other words, it is how the students understand the meaning or information of what they are saying.

Huges's (2003) classification of speaking aspects was almost the same as Brown, but it stands for (a) accent, (b) grammar, (c) vocabulary, (d) fluency, and (e) comprehension. It is quite similar that Hadley (2001) defines criteria in speaking assessment as communication, accuracy, fluency, vocabulary, and pronunciation. While Fauzi (2012, p.7) stated that the elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking.

Based on the statement above, it can be concluded that the aspects of speaking skills in this research are: (a) pronunciation competence, (b) grammatical

capacity, (c) vocabulary mastery, (d) the fluency speaking, and (e) the understanding of the subject of speaking.

4. Macro Skill of Speaking

The macro skills that should be implemented in speaking activity based on Sharma (2010, p.5) are:

- a. Properly complete the communicative function according to the situation, participants, and goals.
- b. Use appropriate style, register, suggestion, redundancy, pragmatic conventions, conversation rules, floor retention and concessions, interruptions, and other sociolinguistic features in face-to-face conversation.
- c. Communicate the links and connections between events, and convey relationships such as focus and peripheral thoughts, events and feelings, new information and given information, generalizations and examples.
- d. Convey facial features, kinematics, body language and other non-verbal cues, and language.
- e. Develop and use a series of oral strategies, such as emphasizing keywords, rephrasing, providing context to explain the meaning of words, asking for help, and accurately assessing the interlocutor's understanding of you.

Furthermore, Brown (2004) stated that the micro-skills of speaking have something to do with the focus of the speaking on the more prominent components of dialects, for example, fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options. In other words, the macro-skills involve with the speaker's ability to focus on the more significant elements, such as fluency,

discourse, function, style, cohesiveness, nonverbal communication, and strategic possibilities.

5. Micro Skill of Speaking

Brown (2001, p.271) has proposed some micro skills in speaking, those are:

(a) producing languages of different lengths, (b) spoken language produces differences between English phonemes and foreign language variants, (c) produces simplified word and phrases forms, (d) produces fluent speech at different speech speeds, (e) expresses specific meanings in different grammatical forms, (f) uses cohesive means in spoken language.

Based on the above explanation about the micro-skills of speaking, it can be concluded that the micro-skills of speaking are to bring into smaller chunks of language, for instance phonemes, morphemes, words, collocations, and phrasal units.

B. Cooperative Learning

1. Definition of Cooperative Learning

Kagan, J., Reznick, J.S., & Snidman, N. (1987) defined Cooperative Learning as an educating course of action that alludes to small groups, heterogenous students working together to attain shared goals, and students working together to memorize, and take duty for peer group learning and their learning. The Kagan's cooperative learning is an innovative way to classroom activity instructions. The purpose of cooperative learning is to give students opportunities to practice their communication skill with listening and speaking skill that will be developed.

Because presentation, practice, and input give encounters that improve dialect aptitudes, the basic approach to cooperative learning enables dialect securing. (Wiradnyana, 2020)

Cooperative learning is a learning that includes all students' participation, where students learn together, share their thoughts with each other, and are dependable for the achievement of learning results both individually and in groups (Slavin, 2005). The execution of cooperative learning seems to move forward social aptitudes, participate in groups, offer assistance to companions, share and get criticism, and create duties. The Cooperative model gives opportunities for students to feel comfortable and enjoy in learning with their partners without being awkward around each other. There are some advantages of cooperative learning for students, such as the ability to express their opinions and criticism through speaking activities, improve their speaking ability, and take responsibility for what they are saying. (Ackay, 2016)

From the explanation above, it can be concluded that cooperative learning is a group work learning strategy to enhance student's skills in English both individually and in groups with a fun way of learning. Cooperative learning helps students to actively participate in the classroom.

2. Types of Cooperative Learning

According to Johnson and Johnson (1994), there are three main types of cooperative learning: cooperative base groups, informal cooperative groups and formal cooperative learning groups.

A cooperative base group is a heterogeneous group with long-term (lasting at least one year), stable membership, the main purpose of which is to provide mutual support, support and encouragement to each other and advance academic progress. The cooperative base group provides students with a long-term, devoted relationship.

An informal cooperative learning group is an ad hoc group that lasts from a few minutes to the entire lesson. Teachers use them directly in lessons (lectures, demonstrations) to draw the student's attention to the material they are learning, create a learning environment, set the expectations for the material, set the lesson's content, and ensure that the student is allowing it to be processed. Cognitively understand the material and end the educational session.

The last type of cooperative learning is a formal one. A formal co-learning group ensures that students are actively involved in the intellectual work of organizing, explaining, summarizing and integrating existing conceptual structures. They are at the heart of co-learning (Johnson et al. 1998, p. 1: 7).

These groups provide the foundation for all other cooperative learning procedures. They are structured through preinstructional decisions, setting the tasks and the cooperative structure, monitoring the groups while they work, intervening to improve taskwork and teamwork, and evaluating student learning.

C. Inside-Outside Circle (IOC)

1. The Origin of Inside-Outside Circle (IOC)

Inside-outside circle (IOC) is the class of construction determined by Spencer Kagan in 1990. Its aim is to give students chances to share information at the same time, which can improve their communication skills through group sharing. It is in line with Sarah et al. (as cited in Suyatno, 2009) who said the Inside-outside circle model is a learning technique with two circles: a small and a large circle where students distribute the new information with different partners speaking at the same time quickly and systematically.

Based on the above definition, it can be concluded that an Inside-outside circle allows all students to walk around the classroom and interact with one person because the participants stand and move. It helps to let blood flow to their brains and breaks the habit of sitting at the desk. It also allows students to proceed in an organized and productive manner.

2. The Procedure of Inside-Outside Circle (IOC)

In the Inside-outside circle strategy, students are divided into two groups: a group faces outward and stands in a circle, and the other faces inward to form a circle. Students exchange information until the teacher instructs one circle to move in one direction. This is the procedure of the Inside-Outside Circle application in general. Some experts, however, have their procedures for IOC technique, as Kagan and Kagan (2009):

- a. The teacher prepares questions or makes a question card for students.

- b. The students form pairs. One student from each pair moves to make one huge circle facing outward in the classroom.
- c. The rest of the students find and stand in another circle facing their friends.
- d. Students in the inside circle ask a question from the question cards the teacher gave, and the outside circle students answer it. It is possible if the teacher asks the questions and points out whether inside or outside students have to answer to their partner.
- e. Switching part: outside circle students ask questions, and inside circle students answer.
- f. They exchanging question cards.
- g. Inside the circle, students interchange clockwise with a new partner.

Another step of IOC offered included introduction, core steps, and closing. In the introduction part, the teacher does apperception by explaining the IOC and delivering learning goals. The core step is that first the teacher divides students into groups and they look for the information that the teacher asked for. Next, students are divided into two groups: inside and outside. After that, students stand facing outward for the inside circle students, and for the outside circle students, they stand facing inward. Two students are standing in a pair and sharing information at the same time. The outside circle students will then proceed clockwise, while the inside circle students should remain. After all the students had rotated until they met their first partner, the movement was ended. The students at last discussed the result with their groups. As a final step, the teacher gives feedback and evaluates the material.

Students make conclusions about the exercises with the teacher's guidance. (Huda, 2011; Supriyono, 2009; Sohimin, 2013).

I adopted Kagan and Kagan's procedure in applying the Inside-outside circle model by first preparing the question cards for every student. After that I will divide students into two groups: the inner group and the outer group. Each student retrieved the question card at random which I had provided. Students begin the process by asking questions of their partner and vice versa. Everyone has 3 minutes to answer the questions. Then, the outer circle students will rotate to the next partner. The activity continued until the students reunited with their starting partner. In the end, I would point students randomly to share the information that they have gotten. This learning activity will be used for two meetings before the post-test.

3. The Advantages of Inside-Outside Circle (IOC)

There are several advantages of the Inside-outside circle model mentioned by many scientists. Ulfah and Pujihartono (2017) listed several advantages of Inside-outside circle model such as:

- a. This technique allows students to get distinctive data at the same time on the topic being taught.
- b. This technique can make learning environment more fun and students are easier to learn English.
- c. This technique can bring students vocabulary mastery improved and the vocabulary term can be reviewed.
- d. This technique can help teacher to assess students' speaking and listening skill in the same time.

According to Huda (2011), the advantages of Inside-outside circle model are that it provide a clear structure and allows students to share information with disparate partners quickly and regularly. Ali (2018) stated some advantages of the IOC model, such as: IOC gives students an opportunity to share information, improve students' communication skills and explore ideas; minimize the boredom of learning activities, make all students participate actively; and IOC has a structured learning process which is effective to improve students' outcomes.

To sum up, the Inside-outside circle a model which is not only allows students to share information at the same time but also improves students' speaking and listening skills. In addition, IOC is well structured, so it is very effective to make students participate because it is one of the most innovative and fun techniques of learning because we do not need to prepare any materials to support the procedure.

4. The Disadvantages of Inside-Outside Circle (IOC)

In addition to its advantages, the Inside-Outside Circle (IOC) model also has some disadvantages. Ali stated two weaknesses of IOC: This technique demands a large classroom, and it takes a long time to do because it has a long process. Ulfah and Pujihartono added one disadvantage of IOC, which that this technique is too complicated to do because of too much classroom movement.

In short, the disadvantages of the IOC model are that (a) it requires a large classroom to be used, (b) it is not the simplest method to use, and (c) it has a long process that cannot be completed in a short time, which can distract students from remembering the information that they have gotten from their partners.

D. Previous Study

There are several studies that related to this research. In this section, the four (4) previous studies will be explained together with their similarities and difference related to this research.

First, Maulidya, D. (2017) *The Effect of Applying Inside-Outside Circle Strategy on The Students' Speaking Achievement at 8th Grade of SMP Swasta Brigjend II at Academic Year 2016/2017*. The focus of this research was the significant effect of applying the inside-outside circle strategy on the students' speaking achievement. It was conducted by using experimental and control group. The sample of this study was 80 students of grade 8th SMP Swasta Brigjend Katamso II on Jl. Merelan Jaya No.19 Pasar III, Rengas Pulau. The researcher's data collection method is an oral test in which the researcher asks about direct questions about the experiences. Based on the test, the pre-test mean score of the experimental group was 57.75 and the post-test mean score was 84.62. Whereas the pre-test mean score of the control group was 59.12 and the mean score of the post-test was 69.65. The result shows that H_a (Alternative Hypothesis) is accepted because $t\text{-test} > t\text{-table}$ ($24,42 > 2.00$). That means there is any significant effect of applying IOC in students' speaking achievement.

Second, Ali, M. (2018) *The Application of Inside-Outside Circle (IOC) Technique to Teach Speaking Skill in The Second Grade of Senior High School at MAN 3 Medan in The Academic Year 2017/2018*. It was conducted by using Classroom Action Research (CAR) in two cycles which consists of four (4) steps:

planning, action, observation, and reflection for each cycle. The subjects in this research were students of class XI-MIA⁵ MAN 3 Medan in Pertahanan Patumbuk, Medan academic year 2017/2018. There are 40 students in the class. The researcher collected the data into two cycles. The researcher uses both quantitative (pre-test and post-test) and qualitative (interview, observation sheet, diary note, and photography) methods in analyzing the data. The result of pre-test in cycle 1 shows that only 10% (58,925) of students reach the mark of 80 and post-test 1 with 52,5% (73,25). But the post-test 2 in the second cycle, it increased to 80% (82,4) of students that got a mark of 80 which means that they have succeeded. From the results, it can be concluded that the Inside-Outside Circle Technique used in teaching speaking can improve students' speaking skills.

Third, Tiwery, D.S., and Souise, T.R. (2019) *Inside-Outside Circle as The Way in Building Students' Motivation and Interaction in Speaking Classroom Activities*. This study included 30 students from SMK Negeri 6 Ambon in the second grade who were enrolled in the Multimedia program. This research applies Classroom-based research by using classroom observation check lists, field notes, in-depth interviews, and review documents. The cycle consists of eight (8) meetings, six (6) meetings for implementing the strategy, and two (2) for in-depth interviews and questionnaires. The researchers use both quantitative and qualitative methods to analyze the data. The result of the research shows that students' motivation and interaction are increased during the implementation of Inside-Outside Circle in the speaking classroom.

Fourth, Wahyuni, D.S., Mukhaiyar., and Kusni (2013) *Improving Students' Speaking Skill by Using Inside-Outside Circle Technique (at English for Teen Level 5, LBPP LIA, Pekanbaru)*. The researcher used the Classroom Action Research (CAR) method. The subject of this research was ET-5/1 with 15 students (7 male and 8 female) of LBPP LIA Pekanbaru, Term I, 2012. There are two cycles in conducting the research and four (4) steps in each cycle: plan, action, observation, and reflection. Every cycle has three meetings, each with two 50-minutes blocks for learning activities, a speaking test and an interview. The result of the research shows that the Inside-Outside circle is one of the ways to improve speaking skills.

According to the four previous studies that were mentioned above, there are some differences and similarities between those studies and this research. The similarity is that the topic of the research is equal; that is the Inside-Outside Circle Technique influence on speaking ability. One of the differences between this research and others is the subject of the research. Another difference is the method used in conducting the research. If other research mostly used Classroom Action Research for collecting the data, I prefer tests (pre-test and post-test) for my experimental research.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology will be discussed. The methodology includes the research design, research sites and participants, methods of data collection, and data analysis method.

A. Research Design

There are many different sorts of research design that can be used to perform a study. Griffiee (2012) stated that a research design is an operation model or blueprint for a research project that accounts for both internal and external reasoning (causality and generalizability). In this research, the use of the Inside-outside circle model in improving students' speaking skill is examined. Therefore, a quantitative research method is utilized.

The research design used in this quantitative research is experimental. According to Zulfikar (2020), experimental research is a technique for determining the impact of independent variables on dependent variables. Since I am going to do an experiment with the participants, the quasi-experimental research design with experimental group (X) and control group (Y) is considered to be applied. The scores of both the pre-test and post-test will be compared and evaluated to determine whether there is a significant increase or not.

B. Research Sites and Participants

The research will be conducted at Darul Ihsan Islamic Senior High School located in Siem, Darussalam, Aceh Besar. The population of this study was all female students of Darul Ihsan Islamic Senior High School in grade X who had English as a subject in their class. The class consisted of four classes; XE, XF, XG, and XH, a total of 126 female students.

A sample must be chosen to represent the population. There are many types of taking samples of a research, such as random sampling, cluster sampling, systematic sampling, convenience sampling, snowball sampling, quota sampling, and judgmental or purposive sampling. The sample chosen for this research are 64 students consisted of two classes (XE and XF) using random sampling. Each class consisted of 32 students.

There were two groups in this research, experimental group and control group. The experimental group used Inside-Outside Circle model in teaching learning process, and the control group used the conventional method of learning. The detail showed as below:

Table
3.1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Inside-Outside Circle Model	√
Control (Y)	√	Discussion and Lecturing	√

C. Methods of Data Collection

In order to obtain data, I use a test for collecting the data, consisting of pre-test and post-test. The purpose of collecting data is to obtain information related to the research questions.

1. Experimental Teaching

During this study, I conducted experimental teaching in the first grade at Darul Ihsan Islamic Senior High School. I used Inside-Outside Circle (IOC) as a model in teaching Speaking of experimental class. IOC was used to improve students' speaking ability. There were four meetings in total for this experimental teaching. Each meeting lasted 1 hour and 40 minutes and below were the details of every meeting:

a. First Meeting

In the first meeting, I introduced myself and told the students about the purpose of my presence. I then explained what was IOC model and its procedure in learning process. After that, I did a pre-test to measure students' speaking ability before the treatment by asking them to speak about free topics in front of the class for two minutes. Students' presentation was recorded in order to make it easier to analyze their speaking skill concerning the 5 criteria.

b. Second Meeting

At this meeting, I started to apply IOC model in teaching speaking. Before that, I showed them figures of IOC model and asked them question related to the study. Firstly, students were divided into two groups for inner and outer circle. Secondly, each of them took a card of question to be asked later. After that, students

stood in their own circle and begin to talk to their partner. Everyone has 2 minutes to talk, after 2 minutes the outer circle rotated to the right and begun conversation with another partner. The procedure continued until they met their first partner.

c. Third Meeting

At this meeting, I asked students some questions related to the topic of the study as a stimulation, and begun the procedure once again. The students' position has changed in this meeting – the inner changed to be outer, vice versa. Students took another question card to be asked. In the end of the meeting, I asked students to learn individually for the next meeting topic as a homework.

d. Fourth Meeting

At this meeting, I stimulated students by asking them some questions related to the topic of the study. This was the last meeting of treatment applying. The students' position has returned to the second meeting, which was during the first treatment application. They began the activity by asking and answering the question stated in another questions card taken. After all students finished the procedure, I asked some of them to re-explain what have been discussed during the treatment of IOC model.

e. Fifth Meeting

In the last meeting, I asked students about their view about IOC model that have been applied for three meetings. After that I gave the post-test for students to talk in 2 minutes about a specific topic in front of the class. I did the same steps as in the pre-test by recording the presentation of them to be analyzed. The purpose of post-test was to know students' improvement in speaking skill after the treatment.

In the end, I distributed a paper of questionnaires for every student in experimental class to find out their own perception toward IOC in improving their speaking ability.

2. Test

The word test can be in form of noun or verb. As a noun, it defines as a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use. As a verb, test is defined as taking measures to check the quality, performance, or reliability of (something) especially before putting it into widespread use or practice. Those definition are taken from Oxford dictionary. In short, test is a set of questions or exercises, as well as another instrument, used to assess an individual's or group skill, intelligence, ability, or talent.

In collecting data, I used the test to know students' ability in speaking. There are two types of tests that applied in this research: pre-test and post-test. Pre-test is a test performed before the treatment. The purpose of pre testing is to establish baseline data. In other words, it determines the situation before the treatment is implemented. The post-test is the similar test to the pre-test, which is carried out after the treatment takes place. (Griffie, 2012)

Both pre-test and post-test were in form of speaking test. I recorded the students' performance and assessed their speaking test by the recording. There were five criteria that considered to be measured. Those criteria were in term of accent, grammar, vocabulary, fluency, and comprehension. (Huges 2003; Brown 2003)

a. Accent

Table

3.2 English Language Assessment

Score	Description
1	Pronunciation is frequently difficult to understand.
2	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.
3	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.
4	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.
5	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.
6	There is no indication of a "foreign accent" in this native speech.

b. Grammar

Score	Description
1	Except in standard phrases, grammar is almost entirely incorrect.
2	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.
3	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.
4	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.
5	Errors are few, and there is no pattern of failure.
6	During the interview, make no more than two mistakes.

c. Vocabulary

Score	Description
1	Vocabulary insufficient for even the most basic conversations.
2	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.
3	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.
4	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.

- | | |
|---|--|
| 5 | Broad and precise professional vocabulary; general vocabulary adequate to deal with complicated practical problems and a wide range of social circumstances. |
| 6 | Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled. |

d. Fluency

Score	Description
1	Conversation is nearly impossible due to the halting and fragmented nature of speech.
2	Except for short or customary utterances, speech is slow and unsteady.
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.
6	As natural and effortless as a native speaker on all professional and popular topics.

e. Comprehension

Score	Description
1	For the most basic form of communication, I know too little.
2	Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.
3	When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.
4	When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.
5	Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.
6	Knows all that an educated native speaker should know in both formal and informal discourse.

The test was verified by the experts before the distribution to measure the validity of the instruments.

D. Methods of Analysis

This research uses quantitative method to gain the data that will be analyzed by considering the score of the test. It is not only the result of the test that were analyzed, but also the result of the questionnaires that had been given to the participants as an individual reflection toward inside-outside circle model in improving their speaking ability.

1. Data Analysis of Test

In analyzing the collected data, I use some formulas consisted of mean, standard deviation, and t-test. The mean formula adopted from a statistic book by Hasan (2008).

a. Mean

The student's average score is called the mean. The following formula is used to calculate the mean:

$$\bar{X} = \frac{\sum X}{n} = \frac{X_1 + X_2 + \dots + X_n}{n}$$

The description above symbolization as:

\bar{X} : the average score

$\sum X$: the sum of data

n : the number of data

b. Standard Deviation

The standard deviation used to measure students' score and the formula used as follow:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

The description above symbolization as:

S_D = standard deviation

D = differences between pre-test and post-test

N = number of data

c. T-test

The t-test is a statistical test for comparing the means of two groups. Because the groups consist of experimental and control group, I used a paired t-test in this study. The formula used as Ary (2010):

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

The description above symbolization as:

t : t-test value

D : average difference

$\sum D^2$: different score pre-test and post-test

$(\sum D)^2$: difference score experimental and control group

N : the number of data

2. Statistical Hypothesis

The hypothesis was adapted from Sugiyono (2019) therefore the statistical hypothesis of this research is symbolized into:

H_a is accepted if $t\text{-test} > t\text{-table}$ and H_o is rejected

H_o is accepted if $t\text{-test} < t\text{-table}$ and H_a is rejected



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the findings of the research described including the data analysis of pre-test and post-test, data analysis using t-test, the hypothesis analysis, and the discussion of the research.

A. Findings

This research applied Inside-Outside Circle (IOC) model in improving students' speaking skill. It was conducted at Darul Ihsan Islamic Senior High school grade XI. Two classes taken to be participated in this research. Below are the analysis of the data and the analysis of the hypothesis.

1. Data Analysis

The data of this research were taken from the result of oral test in term of pre-test and post-test. The data of this research were taken from the result of oral test in speaking form. The participants divided into two groups: experimental and control group. Both groups were given an equal oral test in term of pre-test and post-test. Therefore, I took the students' score as the data and presented in the table.

a. Pre-test in Experimental Group

The pre-test was done in oral test for experimental group, below was the table of test results:

Table 4.1
The Students' Pre-test Score in Experimental Group

No	Students' Initial Names	Aspects of speaking					Total Score	Pre-test
		Acce nt	Gramm ar	Fluen cy	Vocab ulary	Compre hension		
1.	AM	4	4	3	3	4	18	60
2.	AH	4	3	4	3	4	18	60
3.	CLB	4	3	3	4	4	18	60
4.	DR	4	4	3	4	4	19	63
5.	DHF	4	4	4	4	4	20	66
6.	FU	3	3	4	4	4	18	60
7.	FA	3	4	4	3	4	18	60
8.	FAW	5	4	5	4	5	23	76
9.	KR	5	5	4	4	4	22	73
10.	MR	4	4	3	4	4	19	63
11.	MU	4	4	4	4	4	20	66
12.	NS	4	5	4	4	4	21	70
13.	NAF	4	4	5	4	5	22	73
14.	NYH	4	3	3	4	5	19	63
15.	NR	4	4	4	4	4	20	66
16.	NID	3	3	4	4	4	18	60
17.	PB	4	3	4	4	4	19	63
18.	PHJ	4	4	4	3	4	19	63
19.	PAJ	4	3	4	4	5	20	66
20.	QA	3	4	3	4	4	18	60
21.	RH	4	3	3	4	4	18	60
22.	RK	3	4	3	4	4	18	60
23.	SM	4	3	3	4	4	18	60
24.	SL	4	3	4	4	4	19	63
25.	SS	3	3	4	4	4	18	60
26.	SN	4	4	4	4	4	20	66
27.	TNR	3	3	4	4	4	18	60
28.	TN	4	4	4	4	4	20	66
29.	YN	4	4	4	4	4	20	66
30.	ZA	3	3	4	4	5	19	63
Total		114	109	113	116	125	1915	

From the table 4.1, the total pre-test experimental group score was 1915 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1915}{30}$$

From the table 4.2 the total pre-test control group score was 1869 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1869}{30}$$

$$X = 62.3$$

c. Post-test in Experimental Group

The post-test was done in oral test for experimental group, below was the table of test results:

Table 4.3
The Students' Post-test Score in Experimental Group

No	Students' Initial Names	Aspects of speaking					Total Score	Post-test
		Acce nt	Gram mar	Fluen cy	Vocab ulary	Compreh ension		
1.	AM	5	5	5	5	5	25	83
2.	AH	5	5	6	5	6	27	90
3.	CLB	5	5	6	5	6	27	90
4.	DR	5	5	5	5	5	25	83
5.	DHF	5	5	6	5	6	27	90
6.	FU	5	5	5	5	5	25	83
7.	FA	5	5	6	5	5	26	86
8.	FAW	6	5	5	5	5	26	86
9.	KR	5	5	6	5	5	26	86
10.	MR	5	5	5	5	5	25	83
11.	MU	5	5	5	5	5	25	83
12.	NS	5	5	5	5	5	25	83
13.	NAF	6	5	6	5	6	28	93
14.	NYH	5	5	6	5	5	26	86
15.	NR	5	5	5	5	5	25	83
16.	NID	5	5	5	5	5	25	83
17.	PB	6	5	6	5	6	28	93
18.	PHJ	5	5	6	5	6	27	90
19.	PAJ	5	5	5	5	5	25	83
20.	QA	5	5	6	5	6	27	90
21.	RH	6	5	5	5	5	26	86
22.	RK	5	5	5	5	6	26	86

23.	SM	5	5	6	5	5	26	86
24.	SL	5	5	6	5	6	27	90
25.	SS	5	5	6	5	6	27	90
26.	SN	5	5	6	5	5	26	86
27.	TNR	5	5	6	5	6	27	90
28.	TN	5	5	6	5	6	27	90
29.	YN	5	5	6	5	6	27	86
30.	ZA	5	5	6	5	6	27	90
Total		154	150	168	150	164	2607	

From the table 4.3 the total post-test experimental group score was 2607

with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = \frac{2607}{30}$$

$$X = 86.9$$

d. Post-test in Control Group

The oral post-test result in control group presented in the following table:

Table 4.4
The Students' Post-test Score in Control Group

No	Students' Initial Names	Aspects of Speaking					Total Score	Post-test
		Acce nt	Gram mar	Fluen cy	Vocab ulary	Compre hension		
1.	AT	5	5	6	5	5	26	86
2.	ASA	4	4	4	4	4	20	66
3.	AI	4	4	4	4	4	20	66
4.	AS	5	5	5	5	5	25	83
5.	DF	4	4	4	4	4	20	66
6.	FZF	4	4	4	3	4	19	63
7.	FB	4	3	4	4	4	19	63
8.	KN	4	4	4	4	4	20	66
9.	MS	4	4	4	4	4	20	66
10.	MA	4	4	3	4	4	19	63
11.	MN	5	4	4	4	4	21	70
12.	NAI	4	4	5	4	4	21	70
13.	NL	4	4	4	4	4	20	66
14.	NM	4	4	4	3	4	19	63
15.	NR	4	4	4	4	4	20	66

16.	NA	4	4	4	4	4	20	66
17.	NTS	4	3	4	4	4	19	63
18.	PH	3	4	4	4	4	19	63
19.	QAY	4	4	4	4	4	20	66
20.	RH	4	4	4	4	4	20	66
21.	RR	4	4	4	4	4	20	66
22.	RN	3	4	4	4	4	19	63
23.	RF	4	4	4	4	4	20	66
24.	RS	3	4	4	4	4	19	63
25.	SDM	3	4	4	4	4	19	63
26.	TW	4	4	3	4	4	19	63
27.	WA	4	3	4	4	4	19	63
28.	YS	4	3	4	4	4	19	63
29.	ZM	4	3	4	4	4	19	63
30.	ZU	4	4	4	4	4	20	66
Total								1986

From the table 4.4 the total post-test control group score was 1986 with the number of students was 30. Therefore, students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1986}{30}$$

$$X = 66,2$$

e. Data Analysis Using T-test

Table 4.5

The Result of Students' Score in Experimental Group

No	Student's Initial Names	The Score		D	D ²
		Pre-test	Post-test		
1.	AM	60	83	23	529
2.	AH	60	90	30	900
3.	CLB	60	90	30	900
4.	DR	63	83	20	400
5.	DHF	66	90	24	576
6.	FU	60	83	23	529
7.	FA	60	86	26	676
8.	FAW	76	86	10	100
9.	KR	73	86	13	169
10.	MR	63	83	20	400

11.	MU	66	83	17	289
12.	NS	70	83	13	169
13.	NAF	73	93	20	400
14.	NYH	63	86	23	529
15.	NR	66	83	17	289
16.	NID	60	83	23	529
17.	PB	63	93	30	900
18.	PHJ	63	90	27	729
19.	PAJ	66	83	17	289
20.	QA	60	90	30	900
21.	RH	60	86	26	676
22.	RK	60	86	26	676
23.	SM	60	86	26	676
24.	SL	63	90	27	729
25.	SS	60	90	30	900
26.	SN	66	86	20	400
27.	TNR	60	90	30	900
28.	TN	66	90	24	576
29.	YN	66	86	20	400
30.	ZA	63	90	27	729
Σx		1915	2607	692	16864
\bar{x}		63.8	86.9	23.06	562.13

From the table, the total mean scores in differences between post-test and pre-test of experimental group was 23.06. The data showed that there is significant improvement on students' speaking ability after they received the treatments by using Inside-Outside Circle model. To know the differences between pre-test and post-test can be seen by using the formula as follow:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{16864 - \frac{(692)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{16864 - \frac{478864}{30}}{29}}$$

$$SD = \sqrt{\frac{16864 - 15962.13}{29}}$$

$$SD = \sqrt{\frac{901.87}{29}}$$

$$SD = \sqrt{31.098}$$

$$SD = 5.57$$

From the result above, it can be seen that the standard deviation in experimental group was 5.57. T-test formula below is used to get the t-test score of Experimental Group.

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{23.06}{\sqrt{\frac{16864 - \frac{(692)^2}{30}}{30(30-1)}}$$

$$T = \frac{23.06}{\sqrt{\frac{16864 - \frac{478864}{30}}{30(29)}}$$

$$T = \frac{23.06}{\sqrt{\frac{16864 - 15962}{870}}}$$

$$T = \frac{23.06}{\sqrt{\frac{902}{870}}}$$

$$T = \frac{23.06}{\sqrt{1.036}}$$

$$T = \frac{23.06}{1.017}$$

$$T = 22.67$$

The explanation above shows the result of t-test in experimental group was 22.67. to know the standard deviation and T-test value in control group can be seen in table 4.6

Table 4.6
The Result of Students' Score in Control Group

No	Student's Initial Names	The Score		D	D ²
		Pre-test	Post-test		
1.	AT	66	86	20	400
2.	ASA	76	66	-10	100
3.	AI	66	66	0	0
4.	AS	60	83	23	529
5.	DF	60	66	6	36
6.	FZF	60	63	3	9
7.	FB	60	63	3	9
8.	KN	60	66	6	36
9.	MS	63	66	3	9
10.	MA	60	63	3	9
11.	MN	60	70	10	100
12.	NAI	63	70	7	49
13.	NL	63	66	3	9
14.	NM	63	63	0	0
15.	NR	60	66	6	36
16.	NA	60	66	6	36
17.	NTS	63	63	0	0
18.	PH	60	63	3	9
19.	QAY	70	66	-4	16
20.	RH	63	66	3	9
21.	RR	60	66	6	36
22.	RN	60	63	3	9
23.	RF	73	66	-7	49
24.	RS	60	63	3	9
25.	SDM	60	63	3	9
26.	TW	60	63	3	9
27.	WA	60	63	3	9
28.	YS	60	63	3	9
29.	ZM	60	63	3	9
30.	ZU	60	66	6	36
$\sum x$		1869	1986	117	1585
x		62.3	66.2	3.9	52.83

From the table, the total mean scores in differences between post-test and pre-test of control group was 3.9. The data showed that there was no significant improvement on students' speaking ability by using discussion and lecturing method of learning. To know the differences between pre-test and post-test, can be seen by using the formula as follow:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{1585 - \frac{(117)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{1585 - \frac{13689}{30}}{29}}$$

$$SD = \sqrt{\frac{1585 - 456.3}{29}}$$

$$SD = \sqrt{\frac{1128.7}{29}}$$

$$SD = \sqrt{38.92}$$

$$SD = 6.21$$

From the result above can be seen that the standard deviation in control group was 6.21. T-test formula below is used to get the t-test score of control group.

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{3.9}{\sqrt{\frac{1585 - \frac{(117)^2}{30}}{30(30-1)}}}$$

$$T = \frac{3.9}{\sqrt{\frac{1585 - \frac{13689}{30}}{30(29)}}$$

$$T = \frac{3.9}{\sqrt{\frac{1585 - 456.3}{870}}}$$

$$T = \frac{3.9}{\sqrt{\frac{1128.7}{870}}}$$

$$T = \frac{3.9}{\sqrt{1.297}}$$

$$T = \frac{3.9}{1.13}$$

$$T = 3.45$$

The explanation above shows the T-test result of both experimental and control group research. It can be concluded that students' speaking ability improved significantly after teaching using Inside-Outside Circle model during the research rather than the control group.

2. The Hypothesis Analysis

The criteria of the hypothesis that has been mentioned before are:

- a. If $t\text{-test} > t\text{-table}$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant improvement in speaking skill using Inside-Outside Circle model.
- b. If $t\text{-test} < t\text{-table}$, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant improvement in speaking skill using Inside-Outside Circle model.

T-table was used to analyze the hypothesis at significant level of 0.05. The hypothesis testing criterion was as follows: if $t\text{-test} > t\text{-table}$, the alternative

hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Furthermore, the t-table with 0.05 level and degree of freedom (df) $n-1 = 60 - 1 = 59$ is 2.00. The Experimental group's t-test was 22.67, and the t-table was 2.00. The t-test value was greater than the t-table value ($22.67 > 2.00$), indicating that the t-test hypothesis was accepted (H_a). As a result, the Inside-Outside Circle model improves students' speaking abilities.

3. The Aspects of Improvements Analysis

There are five (5) aspects of speaking used in assessing students' speaking ability in both pre-test and post-test. Those aspects are accent, grammar, fluency, vocabulary, and comprehension. The total aspects score in experimental group can be seen as follow:

Table 4.7
Speaking Aspects Score

No	Aspects of Speaking	Pre-test	Post-test	D
1.	Accent	114	154	40
2.	Grammar	109	150	41
3.	Fluency	113	168	55
4.	Vocabulary	116	150	34
5.	Comprehension	125	164	39

The table above showed that there was significant improvement in all students' speaking aspects after using Inside-Outside Circle model. The accent total score in pre-test with 114 improved after the treatment with 154, following grammar from 109 to 150, fluency from 113 to 168, vocabulary from 116 to 150, and comprehension from 125 to 164. In short, the aspects of speaking are increased significantly, and the aspect that increased the most is fluency.

B. Discussion

Before the students received any treatments, a pre-test was given to the students at the beginning of the research to measure their ability in speaking. The result revealed that the mean of pre-test score for the experimental group was 63.83 and the mean of pre-test score for the control group was 62.3. After that, the experimental group used an Inside-Outside Circle model to learn, whereas the control class used a discussion and presentation model of learning. For the three times treatment, I used a narrative text as the material. Following the completion of the research, post-test was administered to measure how much the students' speaking ability in both experimental and control group had improved. In the experimental group, the mean of post-test score was 86.9, while in the control group it was 66.2.

From the explanation above, it is found that there was significant difference between the result of experimental group and control group. Teaching speaking using Inside-Outside Circle model in experimental group was more effective than teaching speaking using the conventional method (discussion and lecturing). It could be seen from the difference of the mean score from both groups. Based on the analysis above, the result of t-test was 22.67. Since the result of t-test was higher than t-table ($22.67 > 2.00$), the alternative hypothesis (H_a) was accepted. It means that the using of Inside-Outside Circle model significantly improved students' speaking ability.

There are 5 aspects of speaking rated in both pre-test and post-test, such as accent, grammar, fluency, vocabulary, and comprehension. The five aspects

increased after the treatment was conducted in post-test result of experimental group. Before the treatment, accent total score was 114, grammar was 109, fluency was 113, vocabulary was 116, and comprehension was 125. After the treatment, the total score of each aspects increased as accent was 154, grammar was 150, fluency was 168, vocabulary was 150, and comprehension was 164. Furthermore, the most increased score of the five aspects is fluency.

The findings of the research are similar with the existing research that has been mentioned such as a study conducted by Wahyuni et al. (2013) showed that Inside-Outside Circle technique could marginally increase students' speaking ability at LBPP LIA Pekanbaru. Moreover, the study conducted by Tiwery et al. (2019) revealed that students' motivation and interaction are increased during the implementation of Inside-Outside Circle in the speaking classroom. It is in line with the advantage of the Inside-Outside Circle model stated by Ali (2018) that this model could minimize the boredom of learning activities, and makes all students participate actively. To conclude, the Inside-Outside Circle model was not only useful in improving speaking ability, but also increasing students' motivation and interaction during the class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

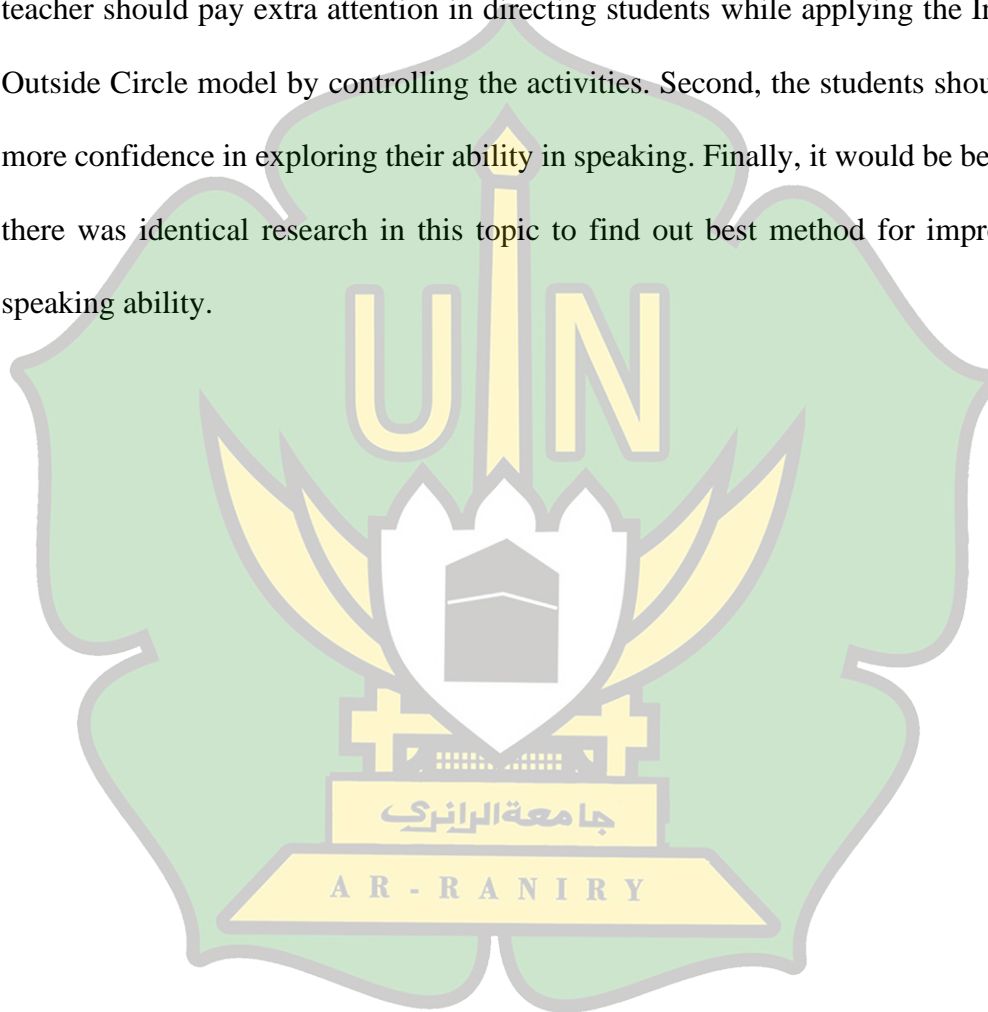
A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the conclusion can be drawn as follow:

1. Based on the findings of the analysis performed using the t-test, the results were obtained where $t\text{-test} = 22.67$ was higher than $t\text{-table}$ with a significance level of $0.05 = 2.00$. The result of the analysis is also found that the mean of post-test for experimental group was 86.9 and the mean of post-test for control group was 66.2. In other words, the Inside-Outside Circle (IOC) model could improve speaking skills.
2. Based on the total score of each five (5) aspects of speaking, there are significant improvements between pre-test and post-test. The result shown that each aspect of speaking increased significantly after the treatment. The higher score of the aspects was fluency with total difference between pre-test and post-test score was 55.

B. Recommendation

After conducting the study, there are several essentials that can be highlighted. First, it is better for English teacher to use Inside-Outside Circle model in teaching-learning activity because it can improve students' speaking skill. The teacher should pay extra attention in directing students while applying the Inside-Outside Circle model by controlling the activities. Second, the students should be more confidence in exploring their ability in speaking. Finally, it would be better if there was identical research in this topic to find out best method for improving speaking ability.



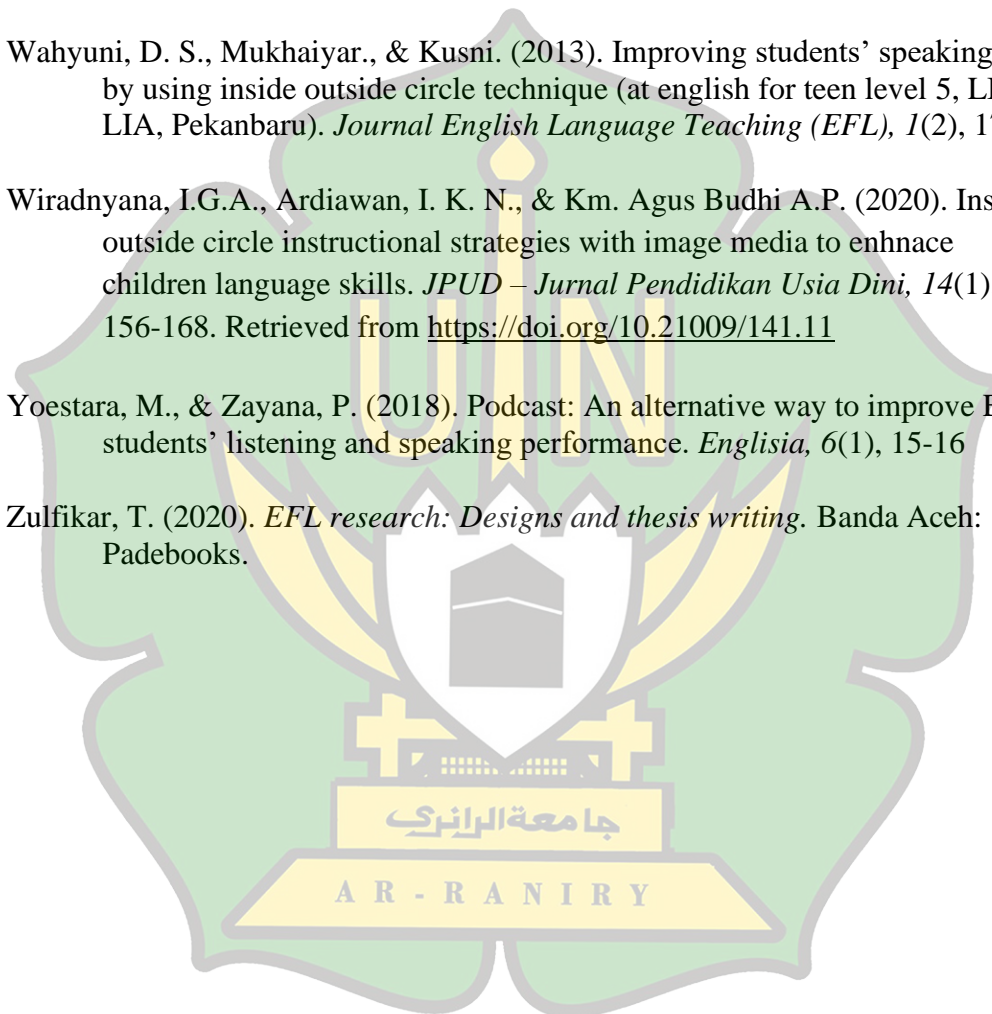
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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5693/UN.08/FTK/KP.07.6/04/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022
- Menetapkan** : **MEMUTUSKAN**
- PERTAMA** : Menunjuk Saudara:
1. Prof. T. Zulfikar, M. Ed
2. Siti Khasinah, M.Pd.
- Untuk membimbing Skripsi :
- Nama : **Khalida Akmalia Nurhen**
- NIM : **180203164**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Use of Inside-Outside Circle (IOC) Model in Improving Speaking Skill**
- Sebagai Pembimbing Pertama
- Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA, 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 25 April 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6201/Un.08/FTK.1/TL.00/05/2022
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Kepala Sekolah MAS Darul Ihsan

Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Khalida akmalia nurhen / 180203164**
 Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampoeng Lieue, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Inside-Outside Circle (IOC) Model in Improving Speaking Skill***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Mei 2022
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,

AR - RANIRY



Berlaku sampai : 24 Juni 2022

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
 معهد دار الإحسان للتربية الإسلامية
 DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE



NPSN:10114246; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN

Nomor: 048/Ma.01.038/PP.00.6/2022

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama : Khalida Akmalia Nurhen
 NIM : 180203164
 Prodi/Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan dengan judul :

The use of Inside-Outside Circle (IOC) Model in Improving Speaking Skill

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.



18 Juli 2022

Kepala Madrasah,

Atallah S. Ag

018760103 200710 1 002

AR - RANIRY

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL GROUP

(RPP)

SMA/MAS : MAS DARUL IHSAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X (Sepuluh) / Genap

Aspek/Skill : Speaking (Berbicara)

Materi Pokok : Narrative Teks

Alokasi Waktu : 6 JP (3 Pertemuan)

A. Kompetensi Inti

KI. 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI. 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan (C1) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap (P4) makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis	4.8.1 Berlatih membacakan teks narrative terkait legenda rakyat secara berpasangan dengan intonasi dan pengucapan yang tepat.

<p>sederhana terkait legenda rakyat</p>	<p>4.8.2 Menyebutkan informasi penting dan pesan moral yang terkandung dalam teks narrative terkait legenda rakyat.</p> <p>4.8.3 Menceritakan kembali teks narrative secara lisan terkait legenda rakyat dengan intonasi dan pengucapan yang tepat.</p>
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C. Tujuan Pembelajaran

Melalui pendekatan Scientific dengan menggunakan model pembelajaran Cooperative Learning dalam bentuk Inside-Outside Circle (IOC), peserta didik dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis pada beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana serta peserta didik dapat berlatih membacakan, menyebutkan pesan moral yang terkandung dalam teks narrative, serta menceritakan kembali sebuah teks narrative terkait legenda rakyat dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.

D. Materi Pembelajaran

1. Fungsi Sosial: menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.
2. Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

3. Unsur Kebahasaan

- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbial penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Pendekatan, Model dan Metode Pembelajaran

1. Pendekatan : Scientific
2. Model : Cooperative Learning
3. Metode : Inside-Outside Circle

F. Media, Alat dan Sumber Pembelajaran

1. Media : Handout
2. Alat : Papan tulis, Spidol, Laptop
3. Sumber :

- Th. M. Sudarwati ,dkk (2014), Pathway to English, Kelompok wajib, Kelas X, Penerbit Erlangga, Jakarta.
- Kamus Bahasa Inggris, dan
- Sumber lainnya.

G. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

3.8.1 Menjelaskan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8.1 Berlatih membacakan teks narrative terkait legenda rakyat secara berpasangan dengan intonasi dan pengucapan yang tepat.

a. Kegiatan Pendahuluan

- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.
- Guru menjelaskan prosedur Inside-Outside Circle (IOC) yang akan diterapkan dalam pertemuan ini.

b. Kegiatan Inti

- Guru membagikan Hand Out yang telah disediakan dan Siswa untuk mengamati berbagai contoh teks narrative dalam bentuk tulisan terkait legenda rakyat yang berhubungan dengan sesuatu yang terjadi dimasa lampau maupun format penulisannya.
- Dengan bimbingan dan arahan guru, siswa bertanya mengenai fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative.
- Guru menjelaskan fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative.
- Siswa membaca teks narrative “Sura and Baya” bersama pasangannya secara bergantian.
- Siswa bersama pasangannya mulai menganalisa struktur teks narrative “Sura and Baya”.
- Siswa memilih nomor yang menentukan posisi berdiri serta pasangan mereka dan diberikan 1 (satu) kartu pertanyaan yang telah disediakan oleh guru.
- Siswa berdiri membentuk lingkaran luar (outer circle) dan lingkaran dalam (inner circle) sesuai dengan nomor yang didapat.
- Siswa melakukan speaking dengan partner sesuai strategi Inside-Outside Circle (IOC) berdasarkan topik yang dipelajari dan guru mengawasi jalanya percakapan mereka.
- Siswa secara acak memberikan informasi yang didapat dari kegiatan Inside-Outside Circle (IOC) di depan kelas.

c. Kegiatan Penutup

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.
- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan maju satu-persatu kedepan kelas.
- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama.
- Guru menyampaikan salam sebelum meninggalkan kelas.

Pertemuan 2 (2JP)

4.8.2 Menyebutkan informasi penting dan pesan moral yang terkandung dalam teks narrative terkait legenda rakyat.

a. Kegiatan Pendahuluan

- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan

- Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.

b. Kegiatan inti

- Siswa bersama teman sebangkunya untuk mengamati teks narrative “Cinderella” dan menemukan informasi penting yang terdapat didalam teks narrative.
- Guru bertanya mengenai pesan moral yang terkandung didalam teks narrative kepada siswa.
- Siswa secara berpasangan untuk menganalisa pesan moral yang terkandung didalam teks narrative “Cinderella”
- Siswa memilih nomor yang menentukan posisi berdiri serta pasangan mereka dan diberikan 1 (satu) kartu pertanyaan yang telah disediakan oleh guru.
- Siswa berdiri membentuk lingkaran luar (outer circle) dan lingkaran dalam (inner circle) sesuai dengan nomor yang didapat.
- Siswa melakukan speaking dengan partner sesuai strategi Inside-Outside Circle (IOC) berdasarkan topik yang dipelajari dan guru mengawasi jalanya percakapan mereka.
- Siswa secara acak menyebutkan informasi penting dan pesan moral yang terkandung dalam teks narrative berdasarkan hasil kegiatan.

c. Kegiatan penutup

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.

- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan menuliskan note pada sticky notes yang telah disediakan.
- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama.
- Guru menyampaikan salam sebelum meninggalkan kelas.

Pertemuan 3 (2 JP)

4.8.3 Menceritakan kembali teks narrative secara lisan terkait legenda rakyat dengan intonasi dan pengucapan yang tepat.

a. Kegiatan Pendahuluan

- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.
- Guru menjelaskan prosedur Inside-Outside Circle (IOC) yang akan diterapkan dalam pertemuan ini.

b. Kegiatan Inti

- Siswa bersama teman sebangkunya untuk mengamati teks narrative “Golden Eggs”.
- Dengan bimbingan dan arahan guru, siswa bertanya mengenai kosa kata yang tidak diketahui didalam teks narrative “Golden Eggs”.
- Guru menjelaskan tentang teks narrative “Golden Eggs”.
- Siswa memilih nomor yang menentukan posisi berdiri serta pasangan mereka dan diberikan 1 (satu) kartu pertanyaan yang telah disediakan oleh guru.
- Siswa berdiri membentuk lingkaran luar (outer circle) dan lingkaran dalam (inner circle) sesuai dengan nomor yang didapat.
- Siswa melakukan speaking dengan partner sesuai strategi Inside-Outside Circle (IOC) berdasarkan topik yang dipelajari dan guru mengawasi jalannya percakapan mereka.
- Siswa secara acak menceritakan kembali teks narrative berdasarkan informasi yang didapat dari kegiatan Inside-Outside Circle (IOC) didepan kelas.

c. Kegiatan Penutup

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.
- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan menggambar emoticon di papan tulis.

- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama.
- Guru menyampaikan salam sebelum meninggalkan kelas.

H. Penilaian Hasil Pembelajaran

- Teknik Penilaian
 - Tes lisan
- Bentuk Penilaian
 - Menentukan tenses yang akan digunakan
 - Menceritakan sebuah cerita narrative secara lisan

1. Instrument Penilaian Sikap

a. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

b. Sikap social

	Nama	Tanggung Jawab		Kerjasama		Peduli		Pro-aktif		Predika t	Deskri psi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

2. Instrument Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamati tayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					
	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

3. Pedoman Penskoran

Penilaian berbicara

Category	Scoring criteria	Total points	Score
Accent	Pronunciation is frequently difficult to understand.	1	
	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.	2	
	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.	3	
	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.	4	
	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.	5	
	There is no indication of a "foreign accent" in this native speech.	6	
Grammar	Except in standard phrases, grammar is almost entirely incorrect.	1	
	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.	2	
	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.	3	
	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.	4	
	Errors are few, and there is no pattern of failure.	5	
	During the interview, make no more than two mistakes.	6	
Vocabulary	Vocabulary insufficient for even the most basic conversations.	1	
	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.	2	
	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.	3	
	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some	4	

	circumlocutions in discussing any non-technical issue.		
	Broad and precise professional vocabulary; general vocabulary adequate to deal with complicated practical problems and a wide range of social circumstances.	5	
	Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled.	6	
Fluency	Conversation is nearly impossible due to the halting and fragmented nature of speech.	1	
	Except for short or customary utterances, speech is slow and unsteady.	2	
	Speech is hesitant and choppy, and phrases are frequently left unfinished.	3	
	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.	4	
	Speech is effortless and fluent, but the speed and evenness are noticeably non-native	5	
	As natural and effortless as a native speaker on all professional and popular topics.	6	
Comprehension	For the most basic form of communication, I know too little.	1	
	Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.	2	
	When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.	3	
	When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.	4	
	Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.	5	

	Knows all that an educated native speaker should know in both formal and informal discourse.	6	
	Skor maksimal	30	

Score guide: $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$

Mengetahui,
Kepala Sekolah MAS Darul Ihsan

Aceh Besar, 09 Juni 2022
Guru Mata Pelajaran

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APPENDIX D

RENCANA PELAKSAAAN PEMBELAJARAN

CONTROL GROUP

(RPP)

Nama Sekolah : MAS Darul Ihsan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/ Genap
Aspek/Skill : Speaking (berbicara)
Jenis Teks : Narrative text
Alokasi Waktu : 6 JP (3 Pertemuan)

A. Kompetensi Inti

KI. 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI. 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan (C1) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
4.8 Menangkap (P4) makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Berlatih membacakan teks narrative terkait legenda rakyat secara berpasangan dengan intonasi dan pengucapan yang tepat. 4.8.2 Menyebutkan informasi penting dan pesan moral yang terkandung dalam teks narrative terkait legenda rakyat.

	4.8.3 Menceritakan kembali teks narrative secara lisan terkait legenda rakyat dengan intonasi dan pengucapan yang tepat.
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C. Tujuan Pembelajaran

Melalui pendekatan Contextual Teaching Learning (CTL) dengan menggunakan model pembelajaran Discovery Learning serta lecturing, peserta didik dapat mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis pada beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana serta peserta didik dapat berlatih membacakan, menyebutkan informasi penting dan pesan moral yang terkandung dalam teks narrative, serta menceritakan kembali sebuah teks narrative terkait legenda rakyat secara lisan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.

D. Materi Pembelajaran

1. Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
2. Struktur Teks

Dapat mencakup:

- Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
3. Unsur Kebahasaan
- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam legenda
 - Adverbial penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4. Topik
- Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

E. Pendekatan, Model, dan Metode Pembelajaran

1. Pendekatan : Contextual Teaching Learning (CTL)
2. Model : Discovery learning
3. Metode : Diskusi, Lecturing, dan Tanya Jawab

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Handout
2. Alat : Papan tulis, Spidol, Laptop
3. Sumber :

- Th. M. Sudarwati ,dkk (2014) Pathway to English Kelompok Wajib, Kelas X, Penerbit Erlangga, Jakarta.
- Kamus Bahasa Inggris, dan
- Sumber lainnya.

G. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

- 3.8.1 Menjelaskan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
 - 4.8.1 Berlatih membacakan teks narrative terkait legenda rakyat secara berpasangan dengan intonasi dan pengucapan yang tepat.
- a. Kegiatan Pembuka (20 menit)
- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
 - Guru mengecek kehadiran siswa.
 - Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
 - Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.

b. Kegiatan Inti (60 menit)

Stimulation

- Guru membagikan Hand Out yang telah disediakan dan siswa untuk mengamati berbagai contoh teks narrative dalam bentuk tulisan terkait legenda rakyat yang berhubungan dengan sesuatu yang terjadi dimasa lampau maupun format penulisannya.
- Guru menjelaskan fungsi social terkait teks narrative.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks, dan unsur kebahasaan yang digunakan dalam teks narrative.
- Siswa dengan bimbingan guru siswa bertanya tentang kosa kata yang tidak diketahui dalam teks narrative yang diberikan.

Data collection

- Siswa membaca teks narrative “Sura and Baya” secara bergantian dengan teman sebangkunya.
- Siswa bersama pasangannya mulai menganalisa fungsi social, struktur teks, dan unsur kebahasaan yang digunakan dalam teks narrative “Sura and Baya”.

Verification

- Guru menyiapkan pertanyaan terkait teks narrative “Sura and Baya”.
- Setiap siswa maju kedepan secara bergantian untuk menjawab pertanyaan guru terkait teks narrative “Sura and Baya”.

Generalization

- Setiap siswa berhak memberikan pertanyaan dan kritik terhadap temannya yang maju ke depan kelas.

c. Kegiatan Penutup (10 menit)

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.
- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan maju satu-persatu kedepan kelas.
- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama.
- Guru menyampaikan salam sebelum meninggalkan kelas.

Pertemuan 2 (2 JP)

4.8.2 Menyebutkan informasi dan pesan moral yang terdapat dalam teks narrative lisan dan tulisan terkait legenda rakyat.

a. Kegiatan Pembuka (20 menit)

- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
- Guru mengecek kehadiran siswa.

- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.

b. Kegiatan Inti (60 menit)

Stimulation

- Siswa secara individu membaca teks narrative “Cinderella” yang telah tersedia pada Hand Out.
- Siswa dengan bimbingan guru menirukan contoh pengucapan kalimat-kalimat dalam teks narrative.

Problem statement

- Dengan bimbingan dan arahan guru, siswa bertanya tentang kosa kata yang tidak diketahui dalam teks narrative yang diberikan.
- Siswa bertanya mengenai pesan moral yang terkandung dalam teks narrative “Cinderella”.

Data collection

- Siswa secara berpasangan mendiskusikan informasi penting serta mengidentifikasi pesan moral yang terkandung dalam teks narrative “Cinderella”.

Verification

- Guru menyiapkan pertanyaan terkait teks narrative “Cinderella”.

- Setiap siswa maju kedepan kelas dan menjawab pertanyaan guru terkait teks narrative mengenai informasi penting didalamnya.
- Guru menunjuk siswa secara acak untuk membeberkan pesan moral yang terkandung didalam teks narrative “Cinderella”.

Generalization

- Setiap siswa berhak memberikan pertanyaan dan kritik terhadap temannya yang maju ke depan kelas.

c. Kegiatan Penutup (10 menit)

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.
- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan menulis notes pada sticky notes yang disediakan guru.
- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama. Guru menyampaikan salam sebelum meninggalkan kelas.

Pertemuan 3 (2 JP)

- Menceritakan kembali teks narrative secara lisan terkait legenda rakyat dengan intonasi dan pengucapan yang tepat.
 - Kegiatan Pembuka (20 menit)

- Guru mengucapkan salam ketika memasuki kelas dan mengajak siswa berdoa sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- Guru menjelaskan tujuan pembelajaran dan penilaian yang akan digunakan selama kegiatan pembelajaran berlangsung.

b. Kegiatan Inti (60 menit)

Stimulation

- Siswa secara individu membaca teks narrative “Golden Eggs” yang telah tersedia pada handout.
- Siswa dengan bimbingan guru menirukan contoh pengucapan kalimat-kalimat dalam teks narrative.

Problem Statement

- Siswa dengan bimbingan guru siswa bertanya tentang kosa kata yang tidak diketahui dalam teks narrative yang diberikan.
- Guru memberikan beberapa pertanyaan terkait teks narrative.

Data Collection

- Siswa menjawab pertanyaan yang diberikan guru secara acak.
- Siswa secara berpasangan mendiskusikan struktur teks dan pesan moral yang terkandung dalam teks narrative “The Golden Eggs”.

Verification

- Setiap siswa maju kedepan kelas untuk menceritakan kembali teks narrative “The Golden Eggs” secara singkat didepan kelas.

Generalization

- Setiap siswa berhak memberikan pertanyaan dan kritik terhadap temannya yang maju ke depan kelas.

c. Kegiatan Penutup (10 menit)

- Siswa membuat kesimpulan mengenai materi yang telah dipelajari.
- Guru memberikan penguatan terhadap materi yang dipelajari.
- Guru memberikan tes kepada siswa terkait materi yang telah dipelajari.
- Siswa melakukan refleksi terhadap kegiatan pembelajaran dengan menggambar emoticon di papan tulis.
- Guru menyampaikan pesan moral dari materi yang telah dipelajari.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Membaca doa setelah belajar bersama-sama.
- Guru menyampaikan salam sebelum meninggalkan kelas.

H. Penilaian Hasil Pembelajaran

- Teknik Penilaian
 - Tes lisan
- Bentuk Penilaian
 - Menceritakan sebuah cerita narrative secara lisan

1. Instrument Penilaian Sikap

a. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

c. Sikap social

	Nama	Tanggung Jawab		Kerjasama		Peduli		Pro-aktif		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

2. Instrument Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamati tayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					

	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

3. Pedoman Penskoran

Penilaian berbicara

Category	Scoring criteria	Total points	Score
Accent	Pronunciation is frequently difficult to understand.	1	
	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.	2	
	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.	3	
	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.	4	
	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.	5	
	There is no indication of a "foreign accent" in this native speech.	6	
Grammar	Except in standard phrases, grammar is almost entirely incorrect.	1	
	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.	2	
	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.	3	

	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.	4	
	Errors are few, and there is no pattern of failure.	5	
	During the interview, make no more than two mistakes.	6	
Vocabulary	Vocabulary insufficient for even the most basic conversations.	1	
	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.	2	
	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.	3	
	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.	4	
	Broad and precise professional vocabulary; general vocabulary adequate to deal with complicated practical problems and a wide range of social circumstances.	5	
	Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled.	6	
Fluency	Conversation is nearly impossible due to the halting and fragmented nature of speech.	1	
	Except for short or customary utterances, speech is slow and unsteady.	2	
	Speech is hesitant and choppy, and phrases are frequently left unfinished.	3	
	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.	4	
	Speech is effortless and fluent, but the speed and evenness are noticeably non-native	5	
	As natural and effortless as a native speaker on all professional and popular topics.	6	
Comprehension	For the most basic form of communication, I know too little.	1	

Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.	2	
When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.	3	
When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.	4	
Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.	5	
Knows all that an educated native speaker should know in both formal and informal discourse.	6	
Skor maksimal	30	

Score guide: $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$

Mengetahui,
Kepala MAS Darul Ihsan

Aceh Besar, 09 Juni 2022
Guru Mata Pelajaran

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APPENDIX E

PRE-TEST AND POST-TEST

1. Pre-test

Test: Oral test (Monologue)

Task:

- Please tell a narrative story that you know already!

Topic: Narrative text

2. Post-test

Test: Oral test (Monologue)

Task:

- Please retell the story of Lake Toba in short!
- What lesson can we learn from the story?

Topic: The story of Lake Toba

The Scoring Rubrics

No	Nama siswa	Aspek penilaian					Jumlah nilai
		Accent	Fluency	Grammar	Vocabulary	Comprehension	
1							
2							
3							
4							
5							
6							

APPENDIX F

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

RESEARCH DOCUMENTATION



Figure 1 Pre-test Control Group



Figure 2 Pre-test Experimental Group



Figure 3 The First Meeting of Control Group



Figure 4 The First Treatment of Experimental Group



Figure 5 The Second Meeting of Control Group



Figure 6 The Second Treatment of Experimental Group



Figure 7 The Third Meeting of Control Group



Figure 8 The Third Treatment of Experimental Group



Figure 9 Post-test Control Group



Figure 10 Post-test Experimental Group