

**IMPROVING STUDENTS' SPEAKING SKILL
BY USING INSIDE-OUTSIDE CIRCLE TECHNIQUE
(AT ENGLISH FOR TEEN LEVEL 5, LBPP LIA, PEKANBARU)**

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Abstrak: Penelitian Tindakan Kelas ini dilakukan karena nilai kemampuan berbicara siswa ET-5/1 LBPP LIA Pekanbaru rendah. Peneliti menggunakan teknik *Inside-Outside Circle* untuk mengetahui seberapa jauh peningkatan kemampuan berbicara siswa ET-5/1 LBPP LIA Pekanbaru dan faktor apa saja yang mempengaruhi kemampuan berbicara siswa dimaksud. Ada 15 siswa yang terlibat, terdiri dari 7 siswa laki-laki and 8 siswa perempuan. Temuan penelitian memperlihatkan penggunaan teknik *Inside-Outside Circle* bisa meningkatkan kemampuan berbicara siswa. Sebelum teknik dilaksanakan, jumlah siswa yang mencapai angka kelulusan (2,9) hanya 6 orang, pada siklus 1 meningkat menjadi 13 orang and pada siklus 2 menurun menjadi 12 orang. Sementara nilai rata-rata siswa sebelum dilakukan penelitian adalah 2,7, pada siklus pertama nilai rata-rata siswa meningkat menjadi 3,0. Sementara siklus kedua, nilai rata-rata siswa tetap 3,0 namun masih berada diatas angka kelulusan. Adapun faktor yang mempengaruhi peningkatan pencapaian siswa ini adalah *low affective filter*, antusiasme siswa dan *peer pressure*. Kesimpulan yang dapat diambil dari penelitian tindakan kelas ini adalah penggunaan teknik *Inside-Outside Circle* merupakan salah satu cara untuk meningkatkan kemampuan berbicara siswa.

Kata Kunci: *English for Teen Level 5, Keahlian Membaca, Teknik Inside-Outside Circle*

A. Introduction

A.1. Background of the Problem

The factual problem is the result of the oral test last term for ET-5/1 students when they were at ET-4 was significantly lower than the passing score, which is 2.9. In the class where the researcher taught, from total 22 students, there were only 5 students who got score ≥ 3 out of 5 as the highest score. The others' score ranged from 2 to 2.9. As a result, 3 students failed and had to be repeaters at ET-4. Others, luckily were helped by their good result of written test.

These students' lack of speaking skill derived from the students themselves, such lack of participation, motivation, vocabulary, confidence, and interaction. This of ET-5/1 students studied from 16:10-18:00 at LBPP LIA every Monday and Wednesday. Some students had just got back from school at 15:00. They had limited time to take a rest, especially when they lived quite far away from LBPP LIA. The traffic jam that they had to face from home to LIA made it worse. They were just too tired to study not to mention to participate in all activities that they were supposed to be actively involved in.

Moreover, the ones that were obsessed in joining this English Course were their parents. These students even did not know how to register or re-register to get class. It was their parents who did everything for them so that they could join the class. Most of students in this ET-5/1 class admitted that it was their parents who forced them to join the class. Some of them would not get their pocket money whenever they were absent. This lack of willingness to study also contributed to their lack of vocabulary and then lack of confidence in speaking.

ET-5/1 students are Junior High School from Grade 7-9. This Junior High School students tended to not interact with different gender. The boys and the girls usually sat separately. They often fought each other. When the teacher tried to put them in a group, they refused and complained all of the time. So, there was a gap between gender. It needed a lot of effort to have group consist of boys and girls. Even, the ones with the same gender were still separated by their playing favourite classmate. When the time came to group them, they would reject to work with other than their favorite classmates. Therefore, the interaction in this class was automatically set in a very minimum level. Some would never talk to others, even they have been in the same class for several levels, they did not even know their friends' name.

The above problems had surely to be overcome. There were some alternative solutions to solve it, such as varying teaching aids, joining teacher training or workshop, adding materials other than students' book and exercise book and finding effective teaching techniques to be implemented in the classroom.

One of techniques that can be used in relation to the above explanation is called Inside-Outside Circle. Inside-Outside Circle is a technique which facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs in two concentric circles.

The researcher chose this technique for some reasons. As more verbal interaction is extremely needed to overcome the lack of exposure of target language since these students study English in their own country, Inside-Outside Circle is presumed as appropriate one, for its more intensive speaking practice. If the students do not have a lot of practices, then, their speaking skill will not be getting better as expected.

Moreover, students of this ET-5/1 were teenagers who were physically active, so that doing an activity such as Inside-Outside Circle made them move all the time which, perhaps, what they did want in learning. This technique triggered them to start interacting with friends they had never been talked before although studying in similar class for several levels.

Hence, by using this Inside-Outside Circle technique, the researcher expected that her own teaching technique would improve and resulted in better speaking skill of ET-5/1 students at LBPP LIA.

The research can be formulated as per this following questions:

1. To what extent can Inside-Outside Circle improve ET-5/1 students' speaking skill at LBPP LIA Pekanbaru?
2. What factors influence the improvement of students' speaking skill through Inside-Outside Circle technique?

A.3 Purposes of the Research

The purpose of the research are as follows:

1. To find out to what extent Inside-Outside Circle technique can improve students' speaking skill at ET-5/1 LBPP LIA Pekanbaru.
2. To identify what factors that influence the improvement of students on this skill.

A.4 Review of the Related Theories

A.4.1 Overview of Speaking Skill

There are many definitions of speaking. According to Chaney (1998), speaking is course of action in constructing and distributing the meaning by means of symbols. These symbols can be both verbal and non-verbal which their characteristics are often changing and different depend on the milieu.

The next definition is derived from Brown and Yule (1989) whom said that speaking skill is a productive skill which enables one who has this skill to express the needs-request, information and service. It, actually, entails to greater extent than merely pronouncing the words. Speaking, generally, takes place between oneself to otherself. In addition, Brown (1994) indicates that speaking is a process which is done interactively in building the meaning. Therefore, it deals with producing, receiving and processing information.

Furthermore, Brown (2004) divides speaking skills into micro and macro skills. He, relates the micro skills to bring into being smaller chunks of language, for instance, phonemes, morphemes, words, collocations and phrasal units. On the other hand, the macro skills have something to do with focus of the speaker on the greater elements, for example, fluency, discourse, function,

style, cohesion, non verbal communication, and strategic options.

In connection with aspects of speaking, according to Bygate (1987), in order to be able to speak, there are two aspects to be considered. They are knowledge of the language, and skill in using this knowledge. It is not more than just to possess a specific amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations. People do not only know how to construct sentences in the abstract. They have to be able to produce them and adjust to the condition affecting situation. This refers to in making decisions quickly, implementing them without difficulties, and adjusting our conversation when the unexpected problems are on the way.

Then, Brown (1994) suggests description of speaking to be consisted of four levels. The first one is novice level. This level ability is to communicate minimally with learned material. Then, the second one is intermediate level. The ones that categorized in this level is able to combine and recombine learned elements. They are still, in the most part, are being in a reactive mode, initiate, use a simple way basic communication such as basic task, ask, and answer questions. Next, the advanced level, is determined by speaker's ability to satisfy requirements of daily situations, routine school, and work situation. The last, superior level, which can be seen by the speaker's ability to participate effectively in formal and non-formal conversation on practical, social, professional and abstract topic as well as ability to support opinion and hypothesize using discourse strategy.

Moreover, Nunan (2000) is in the opinion that for many people,

mastering the art of speaking is the first priority of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking skill is extremely crucial as Richards and Renandya (2002) stated that most of the world's language learners study English in order to develop proficiency in speaking. If the learners study their target language in their mother tongue surrounding, it will be more difficult for they have lack exposure to the target language and culture which is crucial to understand sociolinguistic traits such as genre and speech styles, paralinguistic traits such as pitch, stress, and intonation, nonlinguistic traits such as gestures and body language and cultural assumptions in verbal interaction.

Cohen (2004) said that it cannot be denied that it is necessary to facilitate students in developing their sociopragmatic competence with speech acts in their target language. He, then, said that speaking requires an interactive social aspect. Therefore, it is necessary for students to practice a lot orally rather than merely studying expressions without noticing the real usage in the real communication. Thornbury (2005) supports Cohen by stating that everyday people speak to each other without counting how many words that they say. They do not pay attention about it. It flows like water. Since this speaking is so spontaneous and integrated in communication, most people do not remember that they made a great effort to be able to speak when they were children. When learning a foreign language, then, people begin to realize that they have to try so hard like they used to do.

In addition, Bailey (2005) said that people in acquiring second language, learn the pieces by

interacting with other people. It means that in the classroom, students are supposed to learn by interacting during teaching learning process. The problem is in quite a big class, it is almost impossible for the teacher to interact with all of the students, therefore, students-students interaction is strongly suggested. Shortage of opportunities for practice is identified as an important contributing factor for speaking failure (Harmer, 2005).

Actually, there are many techniques that can be done to enhance students' speaking skill by promoting students-students interaction. Harmer (2005) suggests four techniques in speaking: information gaps, surveys, discussion and role play while Thornbury (2005) classified the techniques into three major techniques. They are awareness-raising activities, appropriation activities and toward autonomy. Information gaps and surveys are categorized in communicative task in appropriation activities. Then, discussion and role play are included in toward autonomy.

What is more, speaking skill which has something to do with a pragmatic element has been taken into consideration (Kawai, 2007). This aspect shows that speaking is different from listening, reading or writing. It was still in the same article Kawai emphasized that speaking also generate a whole extra dimension with which the learner must come to terms.

According to Hughes (1989), there are some speaking indicators that can be evaluated in research. They are accent, grammar, vocabulary, fluency, and comprehension. Accent is concerned with the pronunciation produced by the students which is expected to be close to the native speakers'. Then, grammar is concerned with students' error of using the

grammar or pattern that causes misinterpretation. Vocabulary is concerned with students' capability in choosing words and applying the appropriate form as per the situation. Next, fluency indicates students' speed in speaking, slow, incomplete sentence, smooth, or speak like native speakers. The last, comprehension is concerned with the students' understanding about the type of conversation, speech topic and its style.

It is quite similar that Hadley (2001) defines criteria in speaking assessment as communication, accuracy, fluency, vocabulary, and pronunciation. Brown and Abeywickrama (2010) also share the form of oral proficiency scoring categories and elucidates that grammar, vocabulary, comprehension, fluency, pronunciation and task are to be measured in speaking.

A.4.2 The Role of Cooperative Learning in Teaching Speaking

Studies on cooperative learning show positive results and approved that it is effective. It allows students to join in group activities that increase learning. The positive things from this cooperative learning are: academic gains, improved race relations and increased personal and social development. Brady & Tsay (2010) declare that students who actively participated in group activities, exhibited collaborative behaviours, provided constructive feedback and cooperated with their group had a better chance of achieving higher test scores and course grades. Results from the study support the idea that cooperative learning is an activity of teaching that leads to higher academic achievement. Cooperative learning has been found to also increase attendance, time on task, enjoyment of school and classes, motivation, and independence.

Slavin (1990) states that students demonstrate academic achievement after using cooperative learning. It is usually equally effective for all skill levels. Moreover, cooperative learning is effective for all ethnic groups. Student perceptions of one another are increased when they work together. In addition, Johnson and Johnson (1989) concluded cooperative learning results in increased higher level reasoning, increased generation of new ideas and solutions and greater transfer of learning between situations.

A.4.3 Inside-Outside Circle

Inside-Outside Circle is one of Cooperative Learning Techniques introduced by Kagan (1994). This technique places learners facing each other in two concentric circles, one within the other. It will be more effective if it is done with six or more students, half in each circle. This Inside-Outside Circle technique facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs.

Usually, Inside-Outside Circle is used to smooth the process of practicing dialogue between students, which helps community building at the beginning of term. It is an effective technique for introducing movement and variety into a lesson.

Kagan defined procedures in Inside-Outside Circle techniques as people in the outside circle exchange ideas with the person facing them in the inside circle. Then, those in the outside circle rotate to face different person in the inside circle.

Furthermore, Hadfield (2002) explained how to do Inside-Outside Circle at first meeting activity. The teacher should divide the class into two groups of equal size. Then, the groups are asked to form two circles, one

inside the other. The learners should face each other in pairs. Afterward, the pairs are asked to introduce themselves to each other. Everyone in the outer circle is asked to move a step to the right so that they are facing new partner. Then, everyone in the outer circle is ordered to continue moving around until they have gone all the way around and go back where they started.

This Inside-Outside Circle technique can be modified or adjusted. Thornbury (2005) has modified this Inside-Outside Circle into three techniques; Onions, Poster Carousel and Headlines and Art Gallery.

1. Onion

This is named due to the shape of cut Onion. This activity, basically, employs two concentric circles. The difference is, instead of standing, chairs are arranged in two circles (inside circle facing in and outside circle facing out) and learners sit on the arranged chairs. If in original Inside-Outside Circle technique the learners have to interact face to face, in this Onion technique, the learners will have to sit back to back in doing their speaking activities. Reversing roles and rotating done in this Onion are similar to Inside-Outside Circle technique.

2. The Poster Carousel

Actually, it is exactly the same with basic Inside-Outside Circle which is done by standing. What makes it different is the learners equip themselves with posters which they have previously created with verbal interaction. The posters may be done individually or in small group.

3. Headlines and Art Gallery

As variations of the Poster Carousel, this Headline and Art Gallery use Headline previously prepared by the learners and Art Work taken or self-created by the learners.

Finally, Nation (2009) named Inside-Outside Circle as Walk and Talk. He used this technique in teaching lesson regarding students' activities in the past. The students form two circles with a person in the inside circle being paired with a person in the outer circle. The person in the inside circle tells their partner what they did during the weekend. Then they move two persons to the right and tell their new partner. Later, in the whole class a few students tell what their partners have told to them.

B. Method

The research conducted in this case is classroom action research. The problem taken is the real situation that is faced by the researcher in her own classroom.

The participants of this research are ET-5/1 students of LBPP LIA Pekanbaru, Term I, 2012. There was 15 students. Actually, there were 19 students. Two students quitted since they had been in 9 grade and had a lot of other courses at school to prepare for their National Exam and Entrance Test for Senior High School. The other two changed their schedule to Tuesday and Thursday night. The numbers of students in each class is approximately 15-22 students. The total number of students in this term was 801.

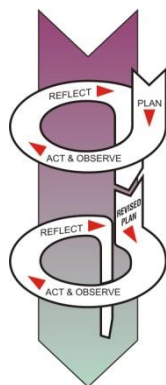
In doing her research, the researcher was helped by a collaborator. This collaborator assisted the researcher to observe while she was teaching in the classroom. Besides, the collaborator also helped her to analyze the data got from the observation. The researcher involved the collaborator in identifying the problem and interpreting the data.

This research was carried out at ET-5/1 students of LBPP LIA Pekanbaru, Jl. Ahmad Yani No. 149,

Pekanbaru, Riau Province. The class was chosen because it was the researcher whom taught this class previously and still taught afterward. She noticed students' lack of speaking skill. It was seen from their score of promotion test for the previous term when they were taught by the researcher at ET-4/1. Actually there were three ET-5 classes and among of these of ET-5 classes available this term, the students speaking skill of this ET-5/1 class was the lowest.

This classroom action research refers to Kemmis and Mc Taggart (1988). It consists of several cycles which have steps to be implemented; plan, action, observation and reflection. Every cycle has three meetings for teaching and learning process and one meeting for speaking test and interview. Each meeting has 2 x 50 minutes allocation time. The activities can be drawn as follow:

Figure 1. Procedures of Classroom Action Research



Referring to the scheme above, this classroom action research has four steps:

1. Plan

Some activities is done by the reasearcher in this stage:

- a. Designing materials that is implemented in teaching and

learning process during research in term of lesson plan.

- b. Providing the instruments that is needed in the classroom, such observation sheets, field notes, test and interview. These is done the researcher and the collaborator.

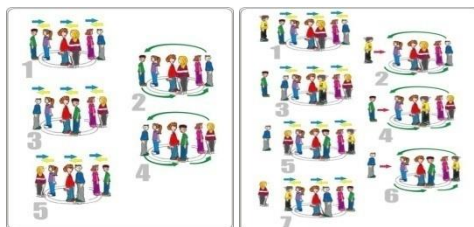
2. Action

In this phase, the researcher implements the material that has already decided in the lesson plan. She teaches the student how to do Inside-Outside Circle in order to provide more students' talking time. The steps are:

Students

1. Students form two equal circles, (similar number of students in one circle and in the other). The circles form so that one circle is inside the other one. Students in the inside circle face outward and students in the outside circle, inward. As the circles form, each student is facing a partner. The inside circle students starting asking question such as "What were you doing at 10 o'clock yesterday?" The students in the outside circle then, answer the question such as, "I was playing basketball". Then, the inside circle students continue in asking questions as the outside circle students answer them. When everyone has done with their questions or answers, they change the role. The students in the outside circle, then, will be the one whom ask questions and answered by the inside circle students.
2. Having done with changing role, outside circle members rotate clockwise while inside circle members stand still.
3. Each student has new partner and the process repeats itself.

Figure 2. Inside-Outside Circle



If the numbers of students are uneven, one of students can be the one who rings the bell and takes turn with others in getting into the outside circle.

Teachers

1. Be the one who rings a bell or say “move” or “rotate” when the number of students are even.
2. Act as resource person and fasilitator for the students to ask when they do not know or forgot the questions and the answer. Teacher walks around the class to help students with their difficulties.
3. **Observation**

The researcher, then, carries out the observation together with the collaborator. During the observation stage, the collaborator plays an important role for he is the one that take a note while the researcher does her work as a teacher, that is teaching in the classroom. It is quite difficult for the researcher doing the research while she is teaching. The researcher is able on observing herself during the process by this help from the collaborator. Observation sheets and field notes on this observation stage are the main tools that are used.

4. Reflection

The taken data is analyzed by the researcher and the collaborator in this phase. Some revisions are done. The assumption is the application for the next cycle is much better.

C. Discussion

It was stated previously that some studies had been carried out by using Inside-Outside Circle. Those had confirmed that the output of Inside-Outside Circle was undoubtful satisfactorily. The research done by Liang (2002) revealed that the Inside-Outside Circle treated group had better performance in students’ four skill of English language; listening, speaking, reading and writing at Taiwan University. The finding exposed that Inside-Outside Circle technique shared in significantly different academic achievement.

Then, Murie (2003) and Susanti (2010) did their research by using Inside-Outside Circle on Math subject, confirmed that the technique influence the students’ score to significantly higher score. Hanifudin (2011) and Rismawati (2011) conducted their researches in social science and civic subject respectively, also verified that there were significant improvement after Inside-Outside Circle has implemented.

The last one, Sanytasari (2011) did her research in writing functional text through Inside-Outside Circle and claimed that the students’ achievement in writing was significantly different between lecturing technique and Inside-Outside Circle technique.

Eventhough the improvement of students’ speaking skill is beyond the researcher expectation, the number of students whom can achieve passing score is quite relieving in cycle 1.

The stagnancy in cycle 2 is due to students boredom in doing the technique. These teenager students tend to expect the new things to be done in teaching and learning process. As they got familiar with the technique, automatically their excitement in doing

the technique was gone. This situation was getting worse as the teacher and the collaborator implemented inappropriate direct correction.

In connection with the factors that influenced the improvement of students' speaking skill, there are three factors that should be considered; affective filter, students' enthusiasm, and peer pressure.

The first factor is affective filter. It was confirmed by Krashen (2003) that certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input. It can be handled by initiating interest, providing low anxiety environments and strengthen the learner's self-esteem.

The interactive group work may reduce many students' unease feeling about performing and lowers their affective filter, by mean of that, the learning will be facilitated. The students were in comfortable class atmosphere at cycle 1. In Cycle 2 this comfort was a little distractive because of the reinforcing of direct correction by the teacher and the collaborator.

As the teacher and the students were getting closer, the students still felt a little bit distractive when she did direct correction. It is similar with direct correction from the collaborator, whom was totally stranger although he joined the class for several meetings to observe. This condition resulted in higher students' affective filter in cycle 2. If only the teacher could avoid this kind of correction, the result will probably different.

The second factor is students' enthusiasm. Sometimes, students show short bursts of enthusiasm. They start doing something enthusiastically, but lose interest after a while, because they find it hard to sustain them. It is in line to what is stated by McIntyre and Gardner (1989) that students might initially enter the language learning situation with enthusiasm.

The teacher need to deal with the students' enthusiasm. As they are enthusiastic, the teaching and learning process will be a lot easier for the students. It is seen in cycle 1. They can get into deeper study just because of this enthusiasm. Presenting something new and different will be enthusiastic for students. In this case, the technique that has been too familiar for the students lessens their enthusiasm and as consequence, what they did is merely mechanical dilling of sample dialogs in cycle 2. They are not eager to create it in their own.

The third factor is peer pressure. Treynor (2009) said that peer pressure can also have positive effects when people are pressured toward positive behavior. The peer pressure teenagers have in language learning is quite unlike what the adult experiences. These teenagers usually have strong control and limit upon them to behave according to the usual standards of behaviour which are expected by a group or society. They are told in words, thoughts, and actions that they had better be like the rest of their peers. Although sometimes peer pressure impacts in negative way, in this research, this peer pressure helps students to keep on doing the tasks they are obligated to.

D. Conclusion and Suggestion

By referring to the analysis and findings, the researcher draws her conclusions that Inside-Outside Circle

technique can slightly improve ET-5/1 students' speaking skill at LBPP LIA Pekanbaru in cycle 1. This slight improvement can be perceived by the enhanced score got by the students in speaking test in each indicators except for grammar from cycle 1. Although in cycle 2 caused by some reasons and in particular circumstances, there is a reduction in fluency and vocabulary from cycle 1, the total score was similar to cycle 1 and it reaches passing score.

Moreover, there are some factors which influence the improvement of students speaking skill by using Inside-Outside Circle technique; 1) low affective filter which places students in their comfortable zone so that they feel free to speak, 2) students' enthusiasm which allows them to explore themselves in further learning and 3) peer pressure which turns out to be positive that enables the students to practice a lot with their peers.

By referring to conclusion, the researcher suggests the following so as to improve teaching and learning speaking quality by using Inside-Outside Circle technique.

1. The researcher in using Inside-Outside Circle have to consider to use the technique more than three times in a row. It is possible to do it every now and then and to integrate other techniques in teaching speaking so that the classroom activity will be more effective, fun and interactive.
2. If necessary, it is suggested to modify the technique's movement into other technique that basically similar to Inside-Outside Circle, such as Bamboo Tree and Eternal Mingle in order to avoid boredom.
3. Any teachers in any classes has possibility to use Inside-Outside Circle in their classroom in

teaching speaking by adjusting to the situation and condition that they face in their own classroom.

4. For other researchers, it is recommended to do relevant and further research regarding this Inside-Outside Circle technique.

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