

Teaching Speaking to Junior High School Students Through Inside-Outside Circle (IOC) Strategy

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Abstrak

Artikel ini membahas penggunaan strategi *Inside-Outside Circle* (IOC) pada pengajaran berbicara dalam bahasa Inggris. Dalam artikel ini dibahas bagaimana pengaplikasian strategi *Inside-Outside Circle* (IOC) dalam proses pembelajaran di dalam kelas bahasa Inggris, yang dapat membantu siswa untuk meningkatkan dan memberikan kemampuan dalam berbicara. Strategi ini melatih siswa terutama siswa SMP untuk berfikir kritis dan bekerjasama untuk saling berinteraksi dengan lawan bicaranya dengan lebih percaya diri tanpa merasa takut untuk berbicara. Tidak hanya itu, melalui strategi pembelajaran ini, siswa juga lebih terbiasa menyampaikan pendapat atau ide yang berkaitan dengan topik yang akan dibicarakan sehingga siswa akan merasa lebih mudah dalam menyampaikan ide dan pendapatnya. Strategi ini terdiri dari dua lingkaran yaitu: *Inside* (di dalam) dan *Outside* (di luar)

Kata kunci: Inside-Outside Circle Strategy, Teaching Speaking, Self Confidence, Junior High School Students

A. Introduction

Speaking is one of the language skills that are important in human life. It is used in order to be able to communicate actively. One should have speaking ability. By mastering speaking, the students can express their idea, opinion or response to other.

Speaking is an important part in human life. In daily life, people do communicate in order to fulfil the needs and do social interaction. By speaking people can express themselves in communicative condition. People can speak naturally because they have been able to communicate since they were born. As the natural means of communication, speaking can be done if there are two or more people involved.

About the importance of speaking, Nunan (1998:39) says that mastering the art of speaking is the single most important aspect of learning the second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In brief, it is agreed that speaking is the main tool of

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communication that by practicing it, the students hold the major function of the language.

According to CIE IGCSE syllabus in Woods (2005:42), speaking aims are to enable students to develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken.

However, the students, specifically junior high school students are very uncommon to use English in their daily life. Even, the students often use mother's tongue in the classroom or out of the classroom. Some of the students at school could not use English correctly. The students could not communicate in English with their friends at school. Based on the writer's experience in teaching English at SMP N 1 X Koto, there were some major problems that were faced by second grade students of junior high school. First, the students were afraid of speaking to express their thoughts, ideas, and opinions. This happened because the students felt afraid for making faults in saying words or sentences in English so, the students did not want to speak.

Next, the students did not have a self confidence to speak or talk in front of public. The students felt ashamed because the students were not used to speak in public or in front of the class. Then, the students had experienced a traumatic such as talking teased, ridiculed, etc. When the teacher asked a student to speak in front of the class, the students were fear because the students were assessed and after that the students judged by the teacher and the students' friends. Thus, the students are lack of vocabularies and grammar. The students didn't know how to say a word in English and the students couldn't say a sentence in English correctly.

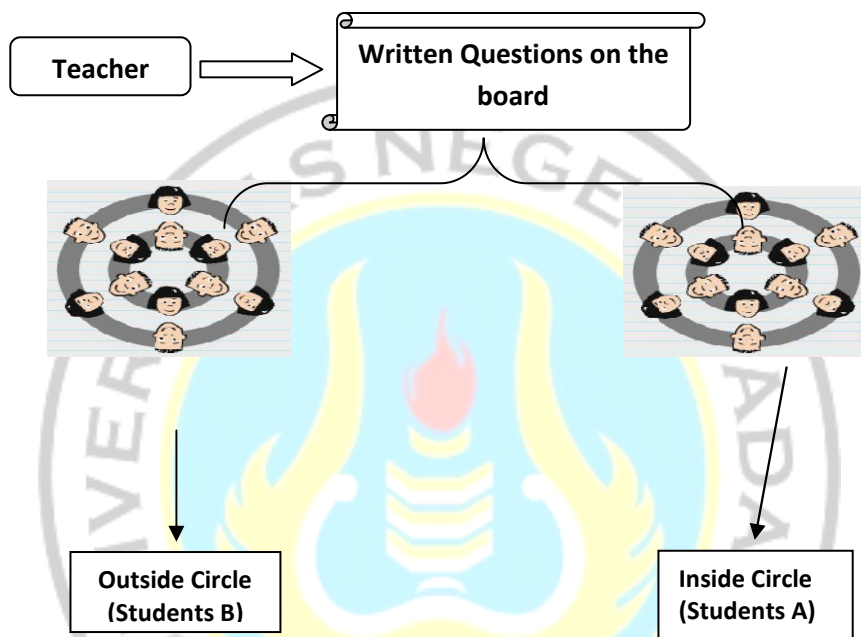
In addition to the above factors, there are other factors that greatly influence the students' fear of speaking English, namely the role of teacher. The teacher is referred as a facilitator in learning process teaches speaking with the strategies which are less varied, so many students felt bored, not interested and just stayed in the students' chair.

In gaining this objective, the teachers has to find an appropriate way or strategy to make the students more comfortable with speaking and more able to generate their ideas. Harmer (2001:275) states that in teaching speaking process, the teacher should pay attention on the technique or strategy that the teacher uses. It means that, the teacher should use the strategy that is suitable for the students. The teachers are required to create variations of teaching learning strategies, especially in teaching speaking for junior high school students. The activities should reflect the atmosphere to study and to have fun. Because of this reason, the students need an interesting strategy to make them talk and the teachers should develop this strategy to the students.

In this article, the writer would like to explain how to teach the students in speaking through *Inside-Outside Circle* (IOC) strategy. Learning strategy *Inside-Outside Circle* (IOC) was introduced by Kagan (1994) stated that Inside Outside Circle is a cooperative learning strategy where the students are in two groups. It provides the students who normally would not talk to interact with others. One

group (6 students) forms an inside circle and the second group (also 6 students) forms a circle around them in the outside circle. This is a good strategy which is used to encourage discussion between the students and also to develop their speaking skill to interact with others. Inside-Outside Circle will be a fun strategy to be used in the classroom by the teacher because it will forms the students to be more confidence and interested in speaking especially in English.

The Concept of Teaching Speaking through Inside-Outside Circle strategy by Kagan (1994):



1. Figure of teaching speaking by using IOC strategy in the classroom

B. Discussion

1. Teaching Preparation

Before giving speaking activities in learning process, the teacher needs to do some preparations. In order to run the process of teaching and learning well, the teacher should prepare several things in advance. In this case, there are some important points to be prepared. They are choosing the topic and materials, preparation of the lesson plan which include standard competence and basic competence and choice of the suitable strategy.

The most important things to be prepared are choosing the topic and material. In choosing the topic, the teacher should consider the level of students. The teacher has to be really capable in choosing the topic which is suitable with the students' level. The topic itself should be in real life. It means that it happens in daily life or in the students' life in order to make the students easily to understand what the students learn. The material that the teacher used in class should be effective and interesting for the students. So, the teacher becomes aware of teaching in the classroom. Here, the teacher prepares some pictures and cards.

The next important point is preparing the lesson plan. The teacher should make a lesson plan before teaching in the classroom. Lindsay and Knight (2006:103) say that “before the teacher teach a lesson, teacher need to decide: the purpose of the lesson, the resources that is used, whatever to adapt the course book, which types of activities the learners will do, how the students will interact each other, the timing an pacing and also how best to use the classroom”. It is useful to break down a lesson plan into three stages: pre, whilst and post.

The last important one is choosing the best strategy. The teacher should have a good strategy to make the teaching of speaking more interesting for the students. One of the good strategies is Inside-Outside Circle (IOC). This strategy will make the students enjoy while learning and students will not be bored and improve their creativity to share knowledge with their friends.

2. Classroom Procedures

Inside-Outside Circle (IOC) that was introduced by Kagan (1994) is a strategy that can be applied in teaching speaking for students in classroom. This is a good strategy which is used to encourage discussion between the students and also to develop their speaking skill to interact with others. Inside-Outside Circle will be a fun strategy to be used in the classroom by the teacher because it will forms the students to be more confidence and interested in speaking especially in English. In this article the writer gives recount text as an example to be taught. In learning process, there are three stages that are used by the teacher. They are pre-teaching, whilst-teaching and post-teaching.

1. Pre-Teaching Activities

The first stage is called pre-teaching activity. In this teaching activity, the teacher starts the meeting in the classroom. This activity is usually about ten to fifteen minutes. Pre-teaching activity is done at the beginning of the class. It is done in order to give students background knowledge and to build their self-confidence. These activities will bring a fun and relax atmosphere to class because students are interesting in talking about their own last holiday.

The activities involved in this stage are; first, the teacher greets the students, asks the students to do the praying together and checks the student's attendance. Then, the teacher asks the students to move all chairs and tables to the front and the outside of the classroom so the middle of the class will be free. Next, the teacher divides the students into two groups. One group consists of 12 students. The teacher asks the students to sit in the middle of the class and form two circles. The students in one group will forms two circles which called Inside-Outside Circle. One circle in the inside (6 students) and another is in the outside circle (6 students). The students will partner and facing each other. After that, the teacher and students do some activities to activate background knowledge and stimulate the students' imagination with the material given. The aim is to build up the students' background knowledge which has the relationship with the topic that will be learned. Students are involved in getting information broadly about what is learning and teacher wants students to be cooperating and autonomous people.

The teacher gives the pictures about the place that can be visited for holiday. The teacher gives some questions from the pictures to build the students' background knowledge, for example; what do you see in the picture? Have you

ever gone to Bukittinggi zoo? How many animals do you see? What are they? Did you go to Bukittinggi on last holiday? What place that you visited?

2. Whilst-Teaching Activities

In this activity, the learning process is aimed to reach Basic Competence which is done interactively, joyfully, challengingly, and motivationally. Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered and practiced during the class. This may be done around fifty minutes.

First, the teacher comes to the topic that will be learned by telling the teacher's experience about the teacher's last holiday in front of the class as an example. After finish, the teacher asks some questions about the teacher's experience to the students. While asking some questions, the teacher writes the questions on the white board. There will be an interaction between the teacher and the students.

Then, the teacher writes some questions on the board and gives the students a minute to think about their response. The teacher also prepares some cards for the students. The card is used to write questions that are written on the white board and the students may add other questions that the students want to ask. The teacher asks the students in the outside circles (students B) to ask the question first to the students in the inside circle (students A).

Next, the students in the inside circle (students A) response the questions of students in the outside circle. One student will answer all the questions. If the students in the outside circle have finished in asking questions for the students in the inside circle, the teacher asks the students to say "pass". Have the outside circle to move one step to the left or right and discuss the same question with the new partner in the inside circle. The students can ask some new questions to discuss the equal topic. Finally, after all students have had their turn in asking the questions and sharing their experience each other, the teacher asks the students to sit on their chair themselves.

3. Post-Teaching Activities

The third activity is post-teaching. In this activity, the teacher checks the students' comprehension related to the lesson that is learned by the students. Before the teacher checks the students' comprehension about the lesson, the teacher chooses a student in every group to retell their experience in front of the classroom. Therefore, the teacher can repeat or conclude the lesson to the students who still do not understand in a quick way.

C. CONCLUSIONS AND SUGGESTIONS

Based on the previous discussion, it can be concluded that in teaching speaking, a teacher has to find a good way or strategies to serve the students to attract students' self confidence in speaking especially for doing interaction. The teacher should not use the equal strategy all the time in teaching speaking. The teacher should more creative to create the learning process more interested. One of them is *Inside-Outside Circle* (IOC) strategy. By using this strategy, the students will be more confidence to do speaking activity. This strategy can be more helpful for students, because this strategy help the students to be more active, feel easily to express their ideas or opinions and sharing with others.

Therefore, the teacher should ask the students to practice speaking continuously. The teachers are expected to be more creative in facilitating their students with the interesting materials and topics that happens in real life. The teacher should know the students interest and make an enjoyable learning. Such as, the topic that will be selected by the students (should be a topic which they are acknowledgeable, daily life and interested in). The appropriate topic will help the students to develop their ideas in doing interaction because the students enjoy doing it without any pressure.

Note: This article is written based on the writer's paper with guidance from Drs. Don Narius, M.Si

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