CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Description of the Data

The research was conducted at SMA Negeri 1 Bandar Batang. SMA Negeri 1 Bandar Batang is a senior high school which is located at Jl. Sidayu Km. 3 Bandar, Batang.

Drs. Haryoko Maskha is the headmaster of SMA Negeri 1 Bandar Batang. There are 40 teachers in SMA Negeri 1 Bandar who teach the students of SMA Negeri 1 Bandar that consist of 236 students at grade tenth, 208 students at grade eleventh, and 224 students at grade twelfth in the academic year of 2014/2015.

There are 208 students in the eleventh grade. They are divided into six classes. There are three science classes and three sosial classes. Each class consist of 34 to 35 students.

The students of SMA Negeri 1 Bandar study with complete enough facilitation such as library, laboratory, healthy center, mosque, and sport field. SMA Negeri 1 Bandar is also in building process to make the school better in infrastructures from time to time.

B. The Data Analysis
1. The Analysis of Pre-cycle

The pre-cycle was conducted on Thursday, November 13th 2014. In this occasion, the researcher joined the

speaking class and observed the initial condition and students' activity in class to identify the problem. During pre-cycle, the researcher observed students' behavior and activity based on the observation checklist.

Table 4.1
Teacher's score of observation in pre-cycle

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher prepared lesson plan				√		4
2.	Teacher explained the material				√		4
3.	Teacher asked questions			√			3
4.	Teacher responded students' questions			√			3
5.	Teacher managed the class			√			3
6.	Teacher used media		√				2
7.	Teacher gave instruction			√			3
8.	Teacher gave exercises			√			3
9.	Teacher gave feedback and reviewed the material		√				2
TOTAL SCORE							27

The score of observation as follow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score} x100\%$$

$$= \frac{27}{45} \times 100\%$$

$$= 60\%$$

In this activity, teacher explained the material and gave instruction clearly, but the media that used is whiteboard and textbook. Teacher seldom responded students' question, because few students asked questions. Teacher always asked to know the students' understanding about the material. Teacher also warned the students that did not pay attention when the teacher explained the material.

Table 4.2

Students' score of observation in pre-cycle

No	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students paid attention to teacher's explanation				√		4
2.	Students responded or answered to teachers' question		√				2
3.	Students asked questions to clarify understanding	√					1
4.	Students were active during teaching learning process	√					1
5.	Students were enthusiastic in using *inside-outside circle technique*						
6.	Students did the test			√			3
TOTAL SCORE							11

The score or the observation as follow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score} x100\%$$

$$= \frac{11}{30} \times 100\%$$

$$= 36.67\%$$

From the result of observation above, it could be concluded that not all of students participated in the class activity. Most of them only paid attention to the teacher's explanation, and then they did not pay attention to the class. The researcher found that many students have difficulties in speaking, that is because students have little practice in speaking and they felt shy in stating their opinion. Some of them only kept silent and follow another answer.

While in teaching learning process, the interaction is teacher center. Teacher explained and asked some questions about the material. After that, students were asked to do the exercise. In this preliminary research, the teacher gave test. Students were asked to retell the procedure text after the teacher gave a text. The purpose of the test was to measure the skill of the students in speaking and to know the basic score of speaking.

Table 4.3

Students' score in first cycle

No.	Name	Score
1.	Afi Ismianto	80
2.	Agung Anugerah Gusti	76
3.	Basmal Adiansyah	62
4.	Bayu Indra Laksana	60
5.	Cita Septiana Riski	72
6.	Dani Ardianto	78

7.	Faizin	72
8.	Fiyandra	66
9.	Galih Dammarizqon	62
10.	Hajah Khotijah	56
11.	Herman Slamet	72
12.	Hidayatul Islamy	80
13.	Ika Nurul Hikmah	80
14.	Ita Karomatus Tsaniyah	78
15.	Jazimatul Khasanah	76
16.	Kholifatul Aini	72
17.	Leni Seviyanti	64
18.	Mar'atus Solekhah	70
19.	Mudlofar	68
20.	Muhamad Khoerul	62
21.	Mujifatun Nasiroh	66
22.	Muna Mufidah	52
23.	Mundrikah	58
24.	Nur Atikah	76
25.	Prio Rudianto	70
26.	S. Rofikhotunikoh	76
27.	Septianti Nurul Aisyah	54
28.	Sholeh Adi Kurniawan	56
29.	Suryo Abdi Ningsih	76
30.	Suryo Aji Santoso	68
31.	Vika Lutfiana	82
32.	Wiji Lestari	58
33.	Yogi Khismantoro	76
34.	Zaenal Abidin	72
35.	Hafiz Syahrul Saputra	82
Total Score		2428
Average		69.37

Based on the observation and students' score, most of the students had difficulties to do it. It can be seen from their face which appeared nervous and also from their activities. They were afraid to express their idea, feeling and they were

less confident. From the problem found in pre-cycle observation, the researcher planned to implement *inside-outside circle technique* in speaking class in order to train students to speak in front of their friends and to improve students' speaking skill.

2. **The Analysis of First-cycle**

   a. Planning

   The first cycle was held on Thursday, November 20 2014. In planning, before applying the method, researcher had to prepare everything which needed in learning process, researcher prepared lesson plan, the material, the test instrument, and the observation checklist.

   b. Action

   In the class, the teacher did the teaching learning process according to the procedures that made before. The teacher opened the class, greeted the students and checked students' attendance. Teacher gave stimulant question to the students related to the material, then explained the material to the students. She explained the generic structure, language features, and social function of procedure text. Teacher gave example of procedure text.

   After explained the material, teacher explained about *inside-outside circle technique* to the students and

asked them to apply it. Students were asked to make two equal groups and form inside circle and outside circle. Then they had to discuss the text and make conversation based on the text. The next activity was rotate and face new partner. They also had to discuss and make conversation based on the text. Then the teacher gave quiz and reviews the material. At the end of the lesson, the researcher gave assessment by oral test.

c. Observation

The next phase is observation. In this phase, the researcher observed the class during the teaching learning process. The observation was done in order to know teaching learning activity, students' activeness, students' responses and students' participation in learning activity. In first cycle, the score was higher than in pre-cycle.

Table 4.4

Teacher's score of observation in first cycle

NO	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher prepared lesson plan				√		4
2.	Teacher explained the material				√		4
3.	Teacher asked questions			√			3
4.	Teacher responded students' questions				√		4
5.	Teacher managed the			√			3

No.		1	2	3	4	5	Score
	class						
6.	Teacher used media			√			3
7.	Teacher gave instruction			√			3
8.	Teacher gave exercises				√		4
9.	Teacher gave feedback and reviewed the material			√			3
	TOTAL SCORE						31

The score of observation in first cycle as follow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score} \times 100\%$$

$$= \frac{31}{45} \times 100\%$$

$$= 68\%$$

According to the result of the observation, it shows the teacher activities using *inside-outside circle* technique is fair with 68%. Teacher explains the material clearly. Teacher asked some questions to know the students' understanding about the material. Some students answered the teacher's questions. There was progress between teacher and students' interaction, although some students answered the questions and paid attention the teacher's explanation. Teacher also warned some students that did not pay attention when the teacher explained the material.

Table 4.5
Students' score of observation in first cycle

No	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students pay attention to teacher's explanation				√		4
2.	Students respond or answer to teachers' question			√			3
3.	Students ask questions to clarify understanding	√					1
4.	Students are active during teaching learning process		√				2
5.	Students are enthusiastic in using *inside-outside circle technique*			√			3
6.	Students do the test			√			3
TOTAL SCORE							16

The score of the observation in first cycle as bellow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score} x100\%$$

$$= \frac{16}{30} \times 100\%$$

$$= 53.33\%$$

From the observation in first cycle, it can be concluded that the students were more active than in the pre-cycle. More students joined the class enthusiastically but still did not respond well. When applied the technique, there were some students' confused about this technique. Because they still confused with the direction and they never practiced this technique before. Then, all

of students did the test. Students told procedure text that they have made orally without text.

Table 4.6

Students' score in first cycle

No.	Name	Score
1.	Afi Ismianto	74
2.	Agung Anugerah Gusti	82
3.	Basmal Adiansyah	69
4.	Bayu Indra Laksana	64
5.	Cita Septiana Riski	74
6.	Dani Ardianto	71
7.	Faizin	74
8.	Fiyandra	69
9.	Galih Dammarizqon	65
10.	Hajah Khotijah	64
11.	Herman Slamet	72
12.	Hidayatul Islamy	78
13.	Ika Nurul Hikmah	78
14.	Ita Karomatus Tsaniyah	84
15.	Jazimatul Khasanah	76
16.	Kholifatul Aini	72
17.	Leni Seviyanti	70
18.	Mar'atus Solekhah	67
19.	Mudlofar	66
20.	Muhamad Khoerul	63
21.	Mujifatun Nasiroh	65
22.	Muna Mufidah	62
23.	Mundrikah	67
24.	Nur Atikah	76
25.	Prio Rudianto	69
26.	S. Rofikhotunikoh	66
27.	Septianti Nurul Aisyah	65
28.	Sholeh Adi Kurniawan	59
29.	Suryo Abdi Ningsih	74

30.	Suryo Aji Santoso	66
31.	Vika Lutfiana	83
32.	Wiji Lestari	63
33.	Yogi Khismantoro	68
34.	Zaenal Abidin	72
35.	Hafiz Syahrul Saputra	79
Total Score		2466

The average of the class in first cycle:

$$M = \frac{\Sigma x}{N}$$

$$= \frac{2466}{35}$$

$$= 70.46$$

From the activity in the first cycle, students were more enthusiastic. They enjoyed the activity and tried to speak more.

d. Reflection

In reflection, teacher and collaborator discussed about the result from the first cycle. The researcher and the teacher needed to make improvement to be implemented in class. Firstly, the teacher had to give the motivation to students that speaking is a needed skill. The teacher also had to prepare teaching media well.

From the activity, students enjoyed *inside-outside circle* technique, but they had no achieved the minimum score yet. The teacher and the researcher decided to give them second cycle to improve their improvement.

3. The Analysis of Second-cycle

a. Planning

The second cycle was conducted on Thursday, November 27th 2014. As in the first cycle, the researcher also prepared everything that needed in the second cycle. In planning, the researcher made lesson plan, prepared the material, observation checklist, and the test instrument. Teacher did this cycle based on the reflection of first cycle.

b. Action

In this cycle, the teacher did teaching learning process according to the procedures that made before. The teacher referred to the activities from the first cycle. The teacher opened the class, greeted the students, and then checked students' attendance. Before started the lesson, the teacher gave motivation more to students to build students bravery in speaking. Teacher then gave stimulating question to students and explained the material. After explained the material, teacher asked students to apply *inside-outside circle technique*. Teacher then gave assessment by oral test. At the end of the lesson, teacher gave chance to students to ask about students' difficulties. Finally, teacher closed the class.

c. Observation

In observation, the researcher observed the class during the teaching learning process. The observation was done in order to know teaching learning activity, students' activeness, students' responses and students' participation in learning activity.

Table 4.7

Teacher's score of observation in second cycle

NO	ASPECT	SCORE					Grade
		1	2	3	4	5	
1.	Teacher prepared lesson plan				√		4
2.	Teacher explained the material					√	5
3.	Teacher asked questions				√		4
4.	Teacher responded students' questions				√		4
5.	Teacher managed the class				√		4
6.	Teacher used media			√			3
7.	Teacher gave instruction				√		4
8.	Teacher gave exercises				√		4
9.	Teacher gave feedback and reviewed the material				√		4
TOTAL SCORE							36

The score of the observation in second cycle as follow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score} x100\%$$

$$= \frac{36}{45} \times 100\%$$

$$= 80\%$$

According to the result of the observation, it showed that the teacher's activities using *inside-outside circle* technique is fair with 80%. Teacher explained the material clearly. Teacher asked some questions to know the students' understanding about the material. Some students answered the teacher's questions. There was progress between teacher and students' interaction, because all of students answered the questions and paid attention to the teacher's explanation.

The researcher also observed students in learning process. In this cycle, students showed their enthusiasm more than in the first cycle. The result for the second observation was higher than in the first cycle.

Table 4.8

Students' score of observation in second cycle

No	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students paid attention to teacher's explanation					√	5
2.	Students responded or answered to teachers' question				√		4
3.	Students asked questions to clarify understanding		√				2
4.	Students were active during teaching learning process			√			3
5.	Students were enthusiastic in using				√		4

No.					√		4
	inside-outside circle technique						
6.	Students did the test				√		4
TOTAL SCORE							22

The score of the observation in second cycle as follow:

$$\text{Score} = \frac{Total\ score}{\max imal\ score}\ x100\%$$

$$= \frac{22}{30} \times 100\%$$

$$= 73.33\%$$

From the result of observation, it showed that the students' participation in teaching learning process was increasing. Students were more active and enthusiastic to follow speaking class. After applied the *inside-outside circle technique*, the researcher gave a test. The test form was an oral test. Here is the score of the students in second cycle.

Table 4.9
Students' score in second cycle

No.	Name	Score
1.	Afi Ismianto	80
2.	Agung Anugerah Gusti	88
3.	Basmal Adiansyah	76
4.	Bayu Indra Laksana	80
5.	Cita Septiana Riski	76
6.	Dani Ardianto	72
7.	Faizin	80
8.	Fiyandra	80
9.	Galih Dammarizqon	75
10.	Hajah Khotijah	78
11.	Herman Slamet	82
12.	Hidayatul Islamy	84

No.	Name	Score
13.	Ika Nurul Hikmah	80
14.	Ita Karomatus Tsaniyah	85
15.	Jazimatul Khasanah	82
16.	Kholifatul Aini	80
17.	Leni Seviyanti	Absent
18.	Mar'atus Solekhah	75
19.	Mudlofar	74
20.	Muhamad Khoerul	74
21.	Mujifatun Nasiroh	75
22.	Muna Mufidah	Absent
23.	Mundrikah	75
24.	Nur Atikah	78
25.	Prio Rudianto	75
26.	S. Rofikhotunikoh	75
27.	Septianti Nurul Aisyah	75
28.	Sholeh Adi Kurniawan	72
29.	Suryo Abdi Ningsih	74
30.	Suryo Aji Santoso	74
31.	Vika Lutfiana	82
32.	Wiji Lestari	75
33.	Yogi Khismantoro	78
34.	Zaenal Abidin	78
35.	Hafiz Syahrul Saputra	80
Total Score		2568

The average of the class in second cycle:

$$M = \frac{\Sigma x}{N}$$

$$= \frac{2568}{33}$$

$$= 77.82$$

From the result of the test, it showed the improvement of the score. It indicated that the students' speaking skill had been improved. The average of the

class was 77.82. It is higher than in the first cycle. It concluded that students had been improved their speaking skill and achieved the minimum criteria of the class.

d. Reflection

For the reflection in second cycle, the researcher found the improvement from the students. The students were more confident to speak. Students were more active than in first cycle. From this improvement, it could be concluded that teaching students by using *inside outside circle* technique was more significant to improve students' speaking skill.

C. Discussion

Purwanto states that the students achievement is often used as a measure to determine how far a student mastered the material taught. It is required a series of measurements by using good evaluation tools to realize it.[1]

Inside-outside circle technique can improve students speaking skill in the eleventh grade of SMA Negeri 1 Bandar Batang. It is proved by the percentage of teacher's performance and students' engagement in teaching learning process which influence the average of the students' score test from the pre-

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[1] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: Pustaka Pelajar, 20013), p. 44

cycle, first cycle until the second cycle. The comparison of the result in every cycle can be presented below:

Table 4.10
Comparison of the Percentage Teacher's Performance

No	Cycle	Percentage (%)
1	Pre cycle	60
2	Cycle 1	68
3	Cycle 2	80

Table 4.11
Comparison of the Percentage Students' Engagement

No	Cycle	Percentage (%)
1	Pre cycle	36.67
2	Cycle 1	53.33
3	Cycle 2	73.33

Table 4.12
Comparison of the Average of Students' Score

No	Cycle	Average
1	Pre-cycle	69.37
2	Cycle 1	70.46
3	Cycle 2	77.82

Table 4.10 presents the comparison of the percentage of teacher's performance in every cycle. It shows 8% improvement from 60% in the preliminary to 68% in the first cycle. In the second cycle it increases to 80% in which there is 12% of improvement.

Table 4.11 presents the comparison of the percentage of students' engagement in each cycle. Before *inside-outside circle* technique being applied, the students were not interested in the

teaching and learning process. The students' engagement is only 36.67%. It rises to 53.33% in the first cycle and 73.33% in the second cycle after the teacher implemented *inside-outside circle* technique. Majority of the students were enthusiastic in the teaching and learning process. From the result of cycle 2 that the students' engagement passed the indicator of success, the researcher and the teacher decided to finish the treatment.

Another way to see the improvement in the teaching and learning process is by analyzing the students' score of test. From the table, it can be concluded that there is improvement. In preliminary, the average of students' score is 69.37. In the first cycle, the average of students' score is increased, it is 70.46. in the second cycle, the average of students' score is 77.82.

Inside-outside circle technique makes the students more active in their learning. This technique give chance to all students to speak with different partner in short time and in such structural way. It is appropriate with Huda's statement that cooperative learning helps students to have positive attitude in learning, ready to involve with their friends, and cooperate to improve their own learning.[2]

Here is the improvement graph:

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[2] Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur, dan Model Penerapan,* (Yogyakarta: Pustaka Pelajar, 2013), p. 265

Graph 4.1

The Improvement in Every Cycle
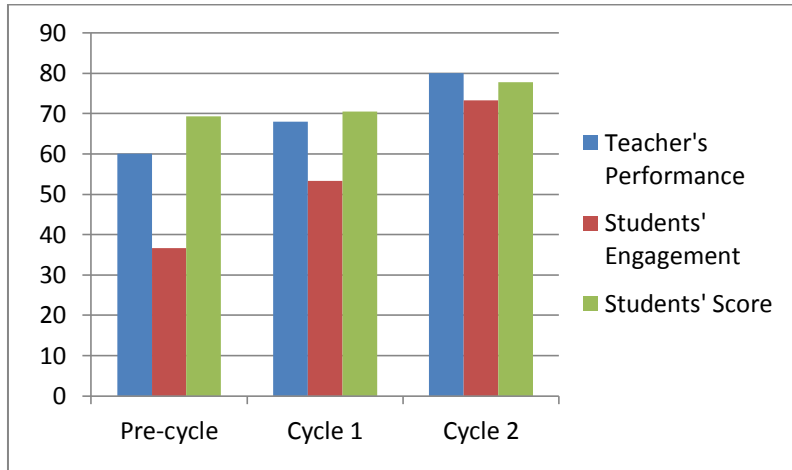
From the graph above, it can be concluded that the implementation of *inside-outside circle* technique can improve students' speaking skill. The improvement is not only in the students' achievement but also in their interest in learning. Therefore, this classroom action research in the implementation of *inside-outside circle* technique to improve students' speaking skill at the eleventh grade of SMA Negeri 1 Bandar Batang in the academic year of 2014/2015 is successful.