CHAPTER I

INTRODUCTION

1.1 Background of the Study

English becomes the first foreign language in Indonesia which has important role because it can support many different aspects, such as the development of Science, Technology, and maintaining International communication as achieving career. In mastering English, There are four skills should be mastered, such as listening, writing, speaking and reading. Speaking becomes one of the important skills which has very essential role in English. As Aye and Phyu (2015) stated that English need the effectiveness of speaking skill in the whole life aspects in this globalization. People need to have good ability in communication especially in speaking because it is not only for daily life but it also need to achieve career and academic-related goals.

Baker (2003) says that learning to speaking English well, can give more advantage to students' speaking skill which can be useful in their life and can contribute to others aspects. Being able to speak in English is not easy for the students. Even they have learnt English since they were kindergarten. As Louma (2004) states that speaking needs very long time to develop which the learners should master the sound system of the language and appropriate vocabularies.

Teaching English especially for the speaking skill is still as hard job for the teacher. As Aleideh, Alsobh and Alkhasawneh (2016) explained that speaking seem

to be the most important skill required communication. The goal in teaching speaking English is the students can improve their communication skill to interact with other people. Moreover Curriculum 2013 emphasized that in the modern pedagogical dimension in learning activities which are using scientific approaches. It means the students give opportunities to develop their potential abilities. It is expected that the students have competence skill and can encourage them to construct the information and also can interpret their ideas in the classroom, but unfortunately the students still find many difficulties to practice the English. It can see from reality where there are many problems that face the students while they want to show their ability in speaking. Students need to know the concept when they want to speaking English. Firstly, the students feel afraid to speak up even among their friends, or in front of their friends and teacher. They feel afraid if they bad pronunciation while the speaking. It can make their partner difficult to understand. Second, the students have lack of vocabularies, so they cannot communicate each other as well because they didn't know many words that they want to say. Third, the students have lack of interest in studying English because they think that English is very difficult and they don't want to study English. As Hinkel (2005) stated that communication problem occur because the learner face a word they don't understand, a form of word they do not know how to build become a sentence, or find that they can't express their intended meaning.

The researcher has observed on of school in Medan, namely SMA SINAR HUSNI MEDAN it found that there are only five or six of thirty six students who were interested in learning English. They said English was a boring subject and they

did not speak English because there were no interactions that should make them to speak English. And also the teacher only asking them to read the book, do the exercise and drill the conversation. There were no communication activities in order to make the students more active and also give the best interaction between friends and teachers.

Besides the problems come from the interest of the student, those problems may come from the strategy used by the teacher in teaching the speaking skills in the classroom. The teacher only uses conventional strategy that is only by giving example of the material without practice it. As the result, the students feel that the bored and ashamed because there is no interaction in the classroom. The phenomenom above also happened in SMA Swasta Sinar Husni. The researcher found the students' score of speaking skill under of the Kreteria Ketuntasan Minimal (KKM). It also can be seen from the English result study of the students in two semesters at SMA Swasta Sinar Husni Medan that the students' achievement in speaking skill is still slow. It is shown in Table 1.1

Table 1.1 Speaking Skill Score of English Final in SMA Sinar Husni Medan

No.	Academic Year	The Score of Speaking Skill		KKM
		XI Science-1	XI Science-2	
1.	2017/208	60	56	75
2.	2018/2019	65	60	75

From the Table 1.1, it concluded that the students do not fulfil The Minimal Passing Grade Criteria (Karakteristik Ketuntasan Minimal) that is determined by the teacher 75 based on complicated materials. The researcher gets the score from English teacher there. The scores are taken from the speaking test in the final

semester test. It shows that there is still a gap between students' failure and curriculum expectation in speaking achievement.

Based on the explanations above, it can be concluded that there were some problems in teaching speaking English in SMA Swasta Sinar Husni. The teacher should find the solution to solve the problem. Melendez, Zavala and Mendez (2014) says that speaking is the main challenge for the beginners and often makes the frustration so teaching speaking really need various strategies for them. The teacher should find the best strategies to build up the students' interest in speaking English. In this school also uses a curriculum 2013 revisiom where As Moeller and Reitzes (2011) said that for the effective learning to take a place, good strategies must be adopted by teacher because the background and knowledge of the students as well as the environmental and learning goals must be considered.

As the solution to solve the problems, the teachers need to find the suitable teaching technique to solve the problems that appear in classroom. There are some strategies which can be applied by teachers to improve students speaking ability and to build up the students' interest in speaking English. The strategies are from cooperative learning model which is from Kagan Spencer. The model of cooperative learning is a strategy which focuses on the cooperative learning between students in group to achieve learning process. There are some examples of strategy which are from cooperative learning. They are Student Team Achievement Division (STAD), Team Game Tournament (TGT), Team Assisted Individualization (TAI) and Inside-Outside Circle (IOC).

Number Head Together (NHT) strategy which gives the opportunity for the students who they can share their each information in small group member gets a different number. Trianto (2007) says NHT strategy involves the students to analyse more about the materials in a lesson and also check their understanding about the topic in the material. In this strategy, firstly the students will divide the students into a group or team which there will be 4 or 5 students in one group. Then the teacher also gives different number in each group. Next, teacher will give question related to the topic and the teacher will give time for the groups to think and discuss with their group. Each group should make sure that all the members in a group know and convince about the answer. After that the teacher will call a certain number then students from each group with the same number raise their hands and prepare answers for the whole class.

Another strategy which is also from Spencer (1994) is very good to build the interest of speaking achievement. It is by Spencer (1994). Inside-Outside Circle strategy will concentrate of two circles and they will take turn on rotation for each circle. The both circle will rotate to get new partners to answer and discuss the teacher questions.

The Inside-Outside Circle Strategy will divide into two groups. The inner circle is formed as one of the groups and the other group is formed as the outer groups. The students in inside circle will stand facing the students in the outside circle. Then, the teacher processes a problem to the students. It means the teacher has a role which is only to facilitates and guide the discussion between the students. The

teacher processes a particular question to the students. The teacher give time to think about it and from the inner group will share their opinions about the questions with his or her partners of the outside circle. Then the outside circle will be response to the opinion which is given by the inner group. After that the teacher will give a signal to the students. The inner circle will move one step to their left and the students do the same thing as before with new partners. The students share their opinion and discuss quickly.

This strategy is really good because it will provide the opportunities for students' interaction and physical movement in the class. Harris (2011) states the IOC gives the students a quick and funny way to share and elaborate their ideas and thoughts with other students in the classroom through this strategy. Hopefully by using this strategy will be able to build up students' interest in speaking English because this strategy does an effective way to develop communication skill for the students in the class. It makes them feel free to interact among other students.

As previous research found that the Inside-Outside circle strategy can be improve each aspects in speaking skills including pronunciation, grammar, vocabulary, fluency, comprehension (Wijaya, 2017). In the research, the researcher found that there is significance effect to students' speaking skill. And also in the research of Habibi (2017) claimed that by using Inside-Outside Circle Strategy in teaching speaking skill can make the students also showed good achievements in social science lessons after the teacher giving tests. During the implementation of the actions, the teachers provided the motivation, direction, and guidance during the learning process took place so that students got good grades. Tiwery (2019) also

conducted a classroom action research in teaching and learning by using Inside-Outside Circle strategy and the finding showed that the strength of the Inside-Outside circle strategy, such as this strategy can get some difference information in the same time, this strategy also make students easier and fun in learning English, and this strategy can make the students to interact in speaking activities.

Based on the description above, it can conclude that the Inside-Outside Circle strategy will be chosen in this strategy than NIHT because this strategy is interesting to be used in improving students' interest in students' speaking achievement. Whereas, the researcher considers that the students who has high and low interest should be taught in appropriate teaching strategies because will have difference performance and achievement in learning the speaking skills. Therefore, this study will continue the previous study and it will be specified on the students' achievement in speaking skill. Considering the problems above the researcher decides to conduct a research entitled "

1.2 The Problems of the Study

In relation to the background of the study, the problems of this research were formulated as follow:

1. Were the students' speaking achievement taught by using IOC significantly higher than that taught by using NHT strategy?

2. For high interest students, was IOC strategy higher than NHT strategy in speaking achievement?

3. For low interest students, was IOC strategy higher than NHT strategy in speaking achievement?

4. Was there any significance interaction between teaching strategies (IOC and NHT) with interest in speaking achievement?

1.3 The Objectives of the Study

The primary objectives of this study were to answer the questions that mentioned in the problem of study, in order to describe:

1. To explain whether students' speaking achievement higher taught by IOC or NHT strategy.

2. To explain whether for high students' interest higher taught by IOC strategy than NHT strategy in speaking achievement.

3. To explain whether for low students' interest higher taught by IOC strategy than NHT strategy in speaking achievement.

4. To explain whether there is interaction between teaching strategies and students' interest on students' speaking achievement.

1.4 The Scopes of the Study

There were many strategies which are probably used in teaching speaking skill to improve the student's achievement in speaking. In this study the researcher focused on the usage of a strategy namely Inside-Outside Circle Strategy (IOC) and Number Head Together Strategy (NHT) on the students' achievement in speaking skill based on interest. It meant that by knowing the level of the students weather high

and low interest, this expectation of this study will give clear description on the effect of teaching techniques weather there are any interactions between teaching techniques and interest on students' achievement in speaking skill.

Based on the syllabus in RPP of K13, the topics focused on the Expression of Giving and Asking Suggestion, the Expression of Giving and Asking Suggestion the Expression of Giving and Asking Opinion, the Expression of Agree and Disagree, the Expression of Giving an Invitation and the Expression of Receiving and Declining Invitation. The class will be on the Eleventh grade of Science class such as XI Science – One and XI Science - Two. The students' achievement in speaking ability tested by using dialogue and it will be measured by using the assessment of speaking stated by Brown (2003)

1.5   The Significances of the Study

The findings of this study were expected to be useful theoretically and practically significant for students, teachers, and other researchers.

Theoretically, the findings of this study are expected as follows:
- For students, they will be able to improve their speaking skill in English. From knowing and understanding the Inside-Outside Circle strategy, they will have another choice in improving the speaking skill especially in Asking and Giving Opinion.
- For teachers, it is useful for using a better strategy in teaching speaking and understanding the teaching speaking through Inside-Outside Circle strategy and. There are many strategies offers by the expert by Inside-Outside Circle strategy

but this strategy can be as one of the alternative strategy in improving their teaching skill in speaking especially in Asking and Giving Opinion.

- For other researchers, as the reference for other researchers to conduct a research in speaking. The Inside-Outside Circle strategy can be another consideration for them in determining a topic or a problem that related to writing skill using a useful strategy.

     Practically, the findings of this research are expected as follows:

- For students, it is expected to take benefit from being taught with The Inside-Outside Circle Strategy.

- For the English teachers, as alternative teaching strategies in teaching English. Basically, the usage of various strategies in teaching learning process especially speaking will increase the students' ability in certain subject, in this case will focus on speaking. Also it will give broad description for the teachers about the effectiveness of the application of alternative teaching strategies in teaching English especially in speaking English.

- For other researcher, this can be other alternative examples for this researcher.