CHAPTER I

INTRODUCTION

This chapter discusses of the whole contents of the background of the study, statement of the problems, the objectives of the study, significances of the study, scope and limitation, the assumption, and definition of key terms as follows:

1.1. Background of Study

English originally, is the language of United Kingdom. It was expanded to a number of countries to serve as a communication means. It is, therefore, English widely used across the world as worldwide language (Andrade, Pereira, & Tolo, 2018)

Teaching doesn't just happen; to the contrary, effective teaching depends in large part upon the instructor's having a clear set of goals and a sufficient strategy for reaching those goals. James R. Davis hunch is that most professors can greatly improve their teaching by persistently applying one or more of the teaching strategies described in the chapters which follow (Davis, 2019). (Lysniak, Gibbone, & Silverman, 2019) Said effective teaching structures practice correctly, so students receive appropriate practice, which is very important in learning motor skills. The more teachers provide training, the more effective learning than when teachers teaches, the teacher has clear goals, such as speaking skills.

Speaking skill is required by people to interact among them. In speaking activity, many things that should be paid attention, not only related to what is being spoken, what the language is used, but also who is our interlocutor. In addition, a good speaker should pay attention what the topic is being spoken by him/her, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks. Hence speaking is a

tool to communicate ideas that are arranged and developed accordance with listeners need (Rahimi & Quraishi, 2019).

According to Wael, Asnur, & Ibrohim (2018) speaking can be considered as the productive skill of the oral communication which involves other people in conveying the information by pronunciation the words. Beside that speaking is taught in academic level. speaking also used to deliver the idea which aims to gain the knowledge. Learners need to be able to know English orally to enhance their English competence because, in common sense of people's viewing, speaking is one of the crucial parts.

In speaking learning the research use descriptive, to make easy understand students after students pay attention to teacher explanation. (Suprijadi, Masitoh, & Dasep, 2015) said descriptive is for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality. Before students describe something they are asked to make a circle to share their idea.

Inside-outside circle strategy allow the students to explore and share ideas to others without being afraid about any mistakes that will appear, because they share it with their own friends. During inside-outside circle the students stand in two concentric circle around the room with the inside circle facing in and the outside circle facing out, so each students is facing a partner. And inside-outside circle also can motivate students in learning process (ALI, 2018).

According to Rahmania (2017) said Inside outside circle strategy also is a terrific cooperative learning strategy that really engages English language learners. This strategy can

give an change to all students to share information at the same time with different partner in a short time and in such structural way. Students stand in two concentric circles, facing a partner and have discussion

Based on the explanation above, the researcher will conduct a research entitle "The Use of Inside-Outside Circle Strategy in Teaching Speaking Descriptive Text of English Course"

2.1. Statement of the Problem

The researcher specifies the research in teaching speaking Inside-Outside Circle strategy in the English Course. Then, to make the study easy to understand, the writer formulates the problem as follows:

1. How are the implementation in teaching speaking by using inside-outside circle strategy?
2. What are the students' response in speaking by using inside-outside circle strategy?

3.1. Objectives of the Study

Based on the formulation of the problems above, the researcher can formulate this study with the following objectives:

1. To investigate the implementation of teaching speaking by using inside- outside circle strategy
2. To describe the students' response in speaking by using inside- outside circle strategy

4.1. Scope and Limitation

The researcher conducts a research about the use of inside-outside circle to improve student's speaking on descriptive. It is conducted only for students of the English Course Lombok, Academic Year 2019-2020.

This research is trying to develop students' skill in speaking especially on descriptive. The researcher takes descriptive because most of the student still find many difficulties in speaking skill.

5.1. Significance of the Study

This research is concerned with improving reading comprehension through Inside-Outside Circle strategy. The result of the study is expected to have benefits. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on the importance of implementing Inside-Outside Circle instruction in improving speaking. It can be described as follows:

Theoretically, this research is expected to be a study guide or reference for further research. In addition, it can contribute to new research findings on improving the Inside-Outside Circle teaching and learning strategy to train students to talk in front of their peers or in public. In other words, this research can provide information about techniques that can be applied in the teaching and learning process, especially about understanding how to speak in this technique.

The significance of the study will be useful for:

a. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

b. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

c. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

d. For the further researchers For further research it is recommended to be able to combine this research with other research objects which are also studies that have similar criteria with Inside-Outside Circle research, so that it can be known whether this research can be used in further research and perfecting understanding of interrelating variables.

6.1. Assumption

In this case, the researcher had the assumption of the study that of teaching speaking using Inside-outside Circle strategy gives individual students a lot of speaking time. They are more confident and more motivated than when completing exercise individually.

7.1. Definition of the Key Terms

To avoiding misunderstanding, there were four kind of the key terms as follow

1. Teaching

Teaching English is not easy job for many people. English teachers find a lot of problem. Teacher should understand the characteristics of the students. It is considered that the students as learners have different characteristics, especially in teaching learning process (Jannah, Mustanuri, & Syilvia, 2015).

2. Speaking

Humans must be able to articulate the sounds of language. Articulation is one of the main concerns of the phonetic discipline. Each language sound is produced through the interaction of a number of speech organs, or 'articulators', such as vocal folds, lips, and tongue. In language learning (Hughes & Rebecca, 2017).

3. Inside-outside circle

Inside-outside circle is an activity that involves all students in the class. Inside outside circle is very useful to establish communication between students and build community in the classroom. This strategy enabled the students to want or do not have to talk to each other. By interacting with fellow friends, they would exchange their thoughts about the topic, motion, or pictures provided by the teacher. By practicing their ability to continue to try to practice speaking then naturally, they will motivate themselves to speak in the learning process (Tiwery & Souisa, 2019).

4. Descriptive Text

Descriptive text is one genre that must be mastered by students in learning English. And theoretical (Sumarsih & Sanjaya, 2013). Descriptive text is to describe the persons, animals, and thing. Than, the descriptive text make students to improve speaking skill.