

# THE USE OF INSIDE-OUTSIDE CIRCLE STRATEGY IN TEACHING SPEAKING DESCRIPTIVE TEXT OF ENGLISH COURSE STUDENTS

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## ABSTRACT

This study is to see the response of student's speaking skill on descriptive text for English Course Lombok Lendang by using Inside Outside Circle strategy. The subject of this research is the students English course, which of eight students. The researcher used Inside Outside Circle strategy to improvement student's speaking skill, the treatments were held 3 meetings in which 2 x 40 minutes for each meetings. In every meeting used the brainstorming to motivate the students teaching and learning process. The observation and the test were the data gathered in this study. The results in this study had steps to implementation of teaching Speaking Through Inside Outside Circle strategy, (1) The teacher prepares questions for students, (2) The students looking for the partner, (3) Remaining students find and face their partner, (4) The teacher chose the students to begun from inside circle first to speak, (5) Inside circle was done from their speak and change with outside circle to speak, (6) The teacher gives the limit time for speaking. Most of the students active and fluently when learning used Inside Outside Circle strategy, their more active to speak. The students responses toward the implementation of inside outside circle strategy to teach reading descriptive text was interesting and the implementation of Inside Outside Circle strategy made students be more fun, fluently and confident. Here, the students could share their idea to others, so the students become active. From the result of the questionnaire, that students in English Course gave positive responses, there were 0,55% students who strongly agreed, 0,425% students who agreed, and 0,025% students disagreed

**Keywords :** *Inside Outside Circle, Speaking Skill, Descriptive Text*

## ABSTRAK

Studi ini adalah untuk melihat respon keterampilan berbicara siswa pada teks deskripsi untuk kursus bahasa Inggris Lombok Lendang dengan menggunakan strategi lingkaran luar dan dalam. Subyek penelitian ini adalah siswa kursus bahasa Inggris, yang mana terdiri dari 8 siswa. Peneliti menggunakan strategi luar dan dalam untuk meningkatkan keterampilan berbicara siswa, meneliti diadakan 3 pertemuan yang masing - masing terdiri dari 2 x 40 menit. Dalam setiap pertemuan menggunakan diskusi untuk memotivasi siswa mengajar dan proses pembelajaran. Pengamatan dan tes adalah data yang dikumpulkan dalam penelitian ini. Hasil dalam penelaahan ini memiliki langkah-langkah untuk menerapkan pengajaran berbicara melalui strategi lingkaran dalam dan luar, (1) guru mempersiapkan pertanyaan bagi siswa, (2) siswa yang mencari pasangan, (3) siswa yang tersisa menemukan dan berhadapan dengan rekan mereka, (4) guru memilih siswa untuk mulai dari dalam lingkaran terlebih dahulu untuk berbicara, (5) di dalam lingkaran telah selesai dari ucapan mereka dan diganti dengan lingkaran luar untuk berbicara, (6) guru memberikan batas waktu untuk berbicara. Sebagian besar siswa aktif dan fasih ketika belajar menggunakan strategi lingkaran dalam dan luar, mereka lebih aktif untuk berbicara. Para siswa menanggapi implementasi strategi lingkaran luar dan dalam untuk pengajaran teks deskriptif adalah sangat menarik dan penerapan dari strategi lingkaran dalam dan luar membuat siswa lebih menyenangkan, fasih dan percaya diri. Di sini, para siswa dapat berbagi ide mereka kepada orang lain, sehingga siswa menjadi aktif. Dari hasil pertanyaan, bahwa siswa kursus bahasa Inggris memberikan respon yang positif, yaitu 0,055% siswa yang sangat setuju, 0,425% siswa yang setuju dan 0,025% siswa yang tidak setuju.

**Kata kunci:** *Inside Outside Circle, Keterampilan Berbicara, Deskriptif Teks*



## Introduction

Sari (2019) said that learning foreign language is a process for mastering foreign language in addition to mother tongue or certain regional languages. English is still a foreign language for learners in Indonesia, which until now the learning process is still ongoing and continuous. The expected result of foreign language learning is that students can master the foreign language both verbally and written. Speaking is a crucial part of second language learning teaching. So that speaking become a very important abilities that the students have to master, because they express their ideas and thinking through speaking.

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). Speaking also it 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 (Wael, Asnur, & Ibrahim, 2018).

Inside – Outside Circle is one of cooperative learning techniques that can be applied in the speaking class (Sudrajad & Wijaya, 2016). According to (Hartini, Rusijono, & Nasution, 2018) that Learning

Inside-Outside Circle is a cooperative learning model with small and big circles where students exchange information at the same time with different partners briefly and orderly. Cooperative learning Inside-Outside Circle model presents in education world especially classroom learning to give new mood during the learning process. Inside-Outside Circle 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 (Wahyuni, Mukhaiyar, & Kusni, 2013).

The implementation of teaching Speaking Through Inside Outside Circle

(1) The teacher prepares questions for

students, (2) The students looking for the partner, (3) Remaining students find and face their partner, (4) The teacher chose the students to begun from inside circle first to speak, (5) Inside circle was done from their speak and change with outside circle to speak, (6) The teacher gives the limit time for speaking. The advantages of Inside-Outside Circle According to Muhammad (2017) as one of cooperative learning technique which give the students chance to work in group, Inside-outside circle technique has some advantages, Such as: 1. Inside-outside circle technique give the students opportunity to share the information with different partner in the same time. 2. This technique can improve student's communication skill and explore their ideas. 3. This technique can minimize the student's of boredom of the classroom activities. 4. This technique can make all students to active in learning process. 5. This

technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.

When we see on this advantages of Inside-Outside Circle it can be concluded that inside-outside circle has advantages for students, students can express they idea and the students can be active and improve their speaking skill with different partner also different knowledge so that students can increase speaking fluency.

### **Method**

Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative one. It is a descriptive because the objectives of this study are observing and finding the information as many as possible of the phenomena. It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion. In this method, the data used is a questioner

which is explored by description. According to (Silverman, 2016) qualitative research is essential step-by-step guide to carrying out a research study and writing it up effectively. aimed at students with inquiring minds at every stage of their studies. qualitative research also can provide detailed descriptions of the circumstance and behaviour of potential service-user such the material assistance is given with the design of targeted serviced. In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

### **Finding and Discussion**

#### **Finding**

The researcher chose the English Course of Lombok Lendang to implement the classroom because from the result of the observation, this class

of English Course shown that most of them find some difficulties in learning English especially on speaking skill reading text and their speaking on the English language is low, so that the researcher try to implement the classroom, to improve the students speaking in English lesson by using inside outside circle strategy in teaching speaking descriptive text.

### **How are the Implementation in Teaching Speaking by Using Inside-Outside Circle Strategy**

The researcher did the observation at the English Course. The observation was conducted in the three meetings in 10<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup> June 2020. The following were the condition in the implementation of Teaching Speaking Using Inside-Outside Circle to teach descriptive text in classroom.

#### **1. The First Meeting**

The first meeting was held on Wednesday, June 10<sup>th</sup> 2020. For this

meeting the time allocation was 2 x 45 minutes. The observation was held on English Course.

At the beginning of the lesson, the teacher greeted the students. The teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning journal then checked the students' attendance next, the teacher asked the students who were absent at that day and they answered that there were no one students absent today. So, there were 8 students in this meeting, after the teacher checked the students' attendance, the teacher reviewed the previous meeting about conditional sentence, and explained the goal of the study. The teacher told them that they would get new material about descriptive text.

After the teacher told the students that they would get new material about descriptive text, the teacher gave

students brainstorming. For the brainstorming the teacher showed a picture to motivate the students. When the students listened that story from the teacher they were very interested. After that activity, the teacher had a text on the paper entitle “My Lovely Mio”. The teacher pointed some of the students to read it aloud, one students’ read one paragraph. After that the teacher asked to all students to find the difficult words from the text then wrote it on the paper. Most students wrote their difficult words. Then, the teacher asked to the students to find the meaning of the difficult words using dictionary, all students also wrote the difficult words in their book, in this activity the situation was very noisy. Therefore, the teacher warned them to keep quiet.

After doing that activity, the teacher discussed their difficult words. Next, the teacher gave question to students, “what the text told about”?, most of students answered “that the text told

about My Lovely Mio”, then the teacher asked again, “what the kind of the text was”? most of the students answered that was descriptive text, yet some of students answered that was narrative text. Than the teacher stated it was descriptive text. Next, the students asked the teacher “what generic structures were”? than the teacher explained the generic structure of the descriptive text.

After doing that activity, the teacher asked students to description person using Inside Outside Circle strategy, then the teacher asked the students, to stand up from their seat and make a circle and asked the students also to find their partner, when the students was done find their partner, the teacher asked students face to face with their partner, half of them inside and half students other in outside, after that the teacher gave some instruction before going their speak, the teacher asked the

students to more speak and do not stop if the teacher not gave the students stop,

Moreover the teacher explained the step of Inside-Outside Circle strategy, the students must creative and speak by them self about the teacher asked to them, then the teacher gave the students speak just five minutes, after that the teacher asked students on the first speaker is from inside circle, when was done at inside circle change with outside circle, then the teacher asked to description on them self.

### 1. Inside Circle

The students inside circle tried to first beginning speak with their patner, when the students describe them self, the teacher walked around to control the students speaking they must more speak, but in this time the students were noisy, therefore the teacher warned them to speak load, in this time the allocation was five minutes.

### 2. Outside Circle

Next, the teacher asked the outside students to beginning speak after Inside Circle done on their speak, here the outside students also describe them self, the teacher control and warned them to speak load and more load, in this time the allocation was five minutes also.

After they sharing on their self, the teacher asked students to seat again from stand up, and the teacher asked students to wrote them self on their book.

Suddenly, the bell was rang, then the teacher asked students to submit their work, the teacher said to the students that we would read about their self in the next meeting. Then, the teacher confirmed what the lesson today, the teacher reminded the students for next meeting, and ended the lesson with greeting.



## 2. The Second Meeting

The second meeting was held on Wednesday, June 17<sup>th</sup> 2020. For this meeting the time allocation was 2 x 45 minutes. At the beginning of the lesson, the teacher greeted the students. The teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning journal then checked the students' attendance, in the second meeting, the total of students in this meeting was 8 students, the teacher asked the students who were absent at that day and they answered that there were no one students absence today. The teacher did not explain the goal of the material because the teacher had been explained it in the first meeting.

After the teacher checked the students' attendance, the teacher reviewed the previous meeting, the teacher continued the previous meeting about students' analyzed in the generic

structure and language feature in descriptive text, then the teacher discussed the generic structure and language feature from descriptive text, the teacher asked students about generic structure, where is general classification and where is the description, also language feature in the text, most of students can answer it, after that, the teacher returned the students' book.

After doing that activity, the teacher explained all of descriptive text to make them understand better, the students also wrote the teachers' explanation. Then, the teacher gave students individual worksheet, the students could answer it quickly because they looked on their book, after the students finished to do their individual worksheet, the teacher continued the material.

Here the teacher showed a picture on the paper as brainstorming. It was "My Cat". Next, the teacher asked the students about "what picture was"? than

the teacher gave students a descriptive text entitled "My Cat".

After the teacher gave students a descriptive text, the teacher asked the students to describe about the cat, and the teacher asked to the students wake up from their seat to make circle and also to chose their partner, in this time the teacher asked students to make Inside-Outside Circle, when students had done make Inside-Outside Circle, the teacher asked to students speak load about the cat, they must describe it. The instruction about step of Inside-Outside Circle the teacher had explain in the first meeting.

#### 1. Inside Circle

In this time, all of students inside circle thought more speak and load, they tried to speak load and must describe about "My Cat", and the teacher also walked around the class to control the situation on their speak process, beside that inside

circle must shek their hand, it is to be understand listener what their speak about, then the teacher warned the student the allocation just five minutes.

#### 2. Outside Circle

After inside circle speak, it to be change with outside circle, and the teacher asked to inside circle do not make noisy, they must pay attention to outside circle speak, some of students they make asking and answer, for outside circle activity the time allocation was five minutes.

Next, the teacher asked students to seat again from their stand, after that the teacher reminded the students that is time for share their speak, when the students speak in the circle, the teacher asked students sharing to in front of the class, all of students come forward and share in front of the class. After the students shared in front of the class, the

teacher also come forward and how to sharing about My Cat correctly, in order to make understand better and to make interested the study of speaking using descriptive text.

After doing those activities, the teacher confirmed what the lesson today, then the teacher asked them about the difficulties they speak, when they tried to describe about my cat, the teacher confirmed, gave conclusion and feedback. After that, the teacher gave the students homework, the homework were to describe about their house, the students must do it because their must speak again with their friends. Next, the bell is rang and the teacher ended the lesson with greeting.

### **3. The third Meeting**

The third meeting was done on Wednesday, June 24<sup>Th</sup> 2020. For this meeting the time allocation was 2 x 45 minutes. At the beginning of the lesson, the teacher greeted the students. The

teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning journal then checked the students' attendance, in the third meeting, the total of students in this meeting was 8 students, the teacher asked the students who were absent at that day and they answered that there were no one students absence today. The teacher did not explain the goal of the material because the teacher had been explained it in the first meeting. The teacher also asked the students about their homework to describe about their house, the teacher gave brainstorming.

After doing that activities, the teacher asked the students to observed the text they brought today and paid attention to the detail and specific information, then students observed the text, however the students were confused about what the detail information and specific information

was. Thus, they asked the teacher about what the specific and detail information was, the teacher answered the question from students directly, after that the teacher asked the students to comprehend the text than find any specific information from the text.

Next, the students thought and worked individually to find any specific information from their descriptive text. Further, most of the students underline the sentence on the text which included the specific information on the text. The teacher walked around to control the students in the class, in this time allocation was 15 minutes. Then, here the students discussed the specific information that they had done in individual work about the specific information, here the students very active, the students discusses their opinion especially about specific information from the text that they bring today, for this activity the time allocation 10 minutes.

After that, the teacher asked the students to stand up from their seat, that to make inside outside circle, this activity same as in the first meeting and the second meeting. When they was done from their activity, the teacher asked the students to seat again, after that the teacher asked students to share about them description, with title “House” after all the students had shared in front of the class, the teacher discussed the students’ sharing about the specific information. The teacher gave students individual worksheet to check their comprehension.

After all students had done with their individual worksheet, the teacher corrected their work, than the teacher distribute the students’ individual worksheet.

Next, the teacher confirmed the lesson today, reviewed the learning process, and asked students about their experience such as the difficulties that students faced in the learning activity,

the teacher also gave feedback for students, than the teacher reminded for next meeting, it was about analytical exposition and ended the lesson with greeting.

### **Students Responses Toward the Implementation of Inside Outside Circle Strategy**

Based on the total of students responses from all of question in questionnaire (recapitulation), there was 0,55% students who strongly agreed and 0,425% students who agreed, 0,025% students disagreed.

The explanation above, the implementation of Inside Outside Circle strategy to teach reading descriptive text was interesting and the implementation of Inside Outside Circle strategy made students be more fun, fluently and confident. Here, the students could share their idea to others, so the students become active, based that, the strategy could help students to comprehend the

text and also assist, when the students speak in front of their audiences their very easy to speak.

### **Discussion**

The study was conducted in three meetings, from the finding above, we could see there was the process of the implementation of Inside Outside Circle strategy to teach reading descriptive text in each meeting. Here, the researcher discussed the implementation of Inside Outside Circle strategy to teach reading descriptive text at English Course Lombok Lendang.

### **The Discussion of the Implementation Inside Outside Circle Strategy to Teach Reading Descriptive Text**

Inside Outside Circle strategy had some steps to great students improve their speaking, according to (Hannum, Ikhsan, & Antika., 2017) said step 1, students work individually. Step 2 with a partner the students face to face and to talk or

speak. Step 3, they share with other what was talked in the circle.

Based on the result of observation in three meetings, those steps were implementation in teaching learning process, before implementing this strategy, the teacher gave the students brainstorming such as picture on the paper. Then, the teacher showed a text, the teacher asked the students to comprehend the text, then determine generic structure, language future, found specific information, and also the teacher asked students to speak by used Inside Outside Circle with face to face, then the teacher gave explanation to the students about steps or the process of that strategy Inside Outside Circle.

The teacher explained, at the first that students stand up from their seat, second, the students looking partner and face to face, the students star to speak on their self with describe what the teacher gave some work, third, the students seat again after their described something after

that the students share about what their speak with their partner.

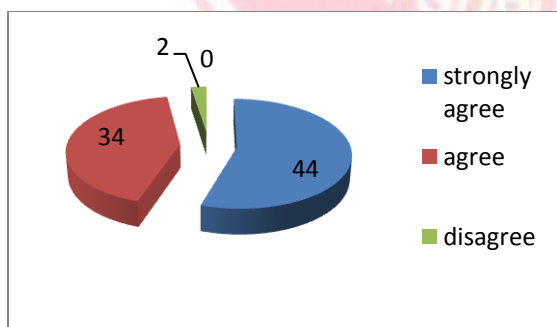
After doing those activities, the teacher confirmed and order the students' share. Then, the teacher gave students to come forward in front of audience to share what their talk in the circle, after that the teacher gave the students individual worksheet to them in the last meeting to check their reading comprehension in the last meeting.

After doing that activity, the teacher corrected the students' work, than the teacher confirmed the lesson, gave feedback and conclusion, reminded the next meeting and ended the lesson with greeting.

Based the explanation above, Inside Outside Circle strategy was implemented Inside Outside Circle strategy is alternative strategy to students speaking and to teach reading descriptive text at English Course students. The students tried to

comprehend the text, determine the generic structure, language used, specific information and social function in descriptive text, the teacher also can make the students to be active and confident because they could discuss and share each other in this case, Inside Outside Circle made students active in their speaking, in this case, also Inside Outside circle with reading descriptive text made students became active in the teaching learning process, therefore Inside Outside Circle strategy is the appropriate technique to teach and learning speaking with reading descriptive text.

**The Students Responses Toward the Implementation of Inside Outside Circle Strategy**



From the result of the questionnaire, it can be concluded that students in English Course gave positive responses, based on the recapitulation, there were 0,55% students who strongly agreed, 0,425% students who agreed, and 0,025% students disagreed.

Moreover, Inside Outside Circle strategy made the students be fluently, the percentage showed, there were 0,375% students who strongly agreed and 0,625% students who agreed, that Inside Outside Circle strategy can made students be fluently, and then Inside Outside Circle strategy made students confident the percentage showed, that there was 0,475% students who strongly agreed and 0,5% students who agreed that Inside Outside Circle strategy made students confident.

**The percentage result of closed-ended questionnaire**

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Do you agree learning	0,625% (5)	0,375% (5)	0 (0)	0 (0)

	English is fun		(3)								
2	Do you agree that the ability to speak English is important in mastering English	0,75 % (6)	0,25 % (2)	0 (0)	0 (0)						
3	Do you agree that using the Inside Outside Circle strategy can easy and upgrade your understanding	0,5% (4)	0,375 % (3)	0,125 % (1)	0 (0)	7	Do you agree the Inside Outside Circle strategy in learning descriptive text makes you confident	0,375 % (3)	0,5 % (4)	0,125 % (1)	0 (0)
4	Do you agree that the Inside Outside Circle strategy can increase your interest in speaking	0,625 % (5)	0,375 % (3)	0 (0)	0 (0)	8	Do you agree the Inside Outside Circle strategy in learning descriptive text makes you comfortable	0,25 % (2)	0,75 % (6)	0 (0)	0 (0)
5	Do you agree that teaching speaking by Inside Outside Circle strategy helps you with descriptive text lessons	0,75 % (6)	0,25 % (2)	0 (0)	0 (0)	9	Do you agree that teaching speaking through Inside Outside Circle strategies can be applied in the classroom	0,375 % (3)	0,625 % (5)	0 (0)	0 (0)
6	Do you agree	0,375 %	0,625	0 (0)	0 (0)	10	Do you agree that Inside	0,875 % (7)	0,125 %	0 (0)	0 (0)



Outside Circle strategies later can be applied in all teaching speaking		(1)		
<b>TOTAL</b>	0,55 % (44)	0,4 25 % (34)	0,0 25 % (2)	0 (0)

In line with Hannum, Ikhsan & Antika (2017) said that the inside Outside Circle strategy had some benefits, it was the way to make students fluently and confident, it was also supported by result of observation when the students did the step Inside Outside Circle strategy, with very active in each meeting, and it was showed in the teaching learning process, that students felt fluently and confident when they told about their idea.

### **Conclusion**

This research was conducted at English Course. It was carried out in the month of June 2020, the objective of this research the learned was to improve the

students' speaking and reading skill through the use of Inside Outside Circle strategy, and the results of discussions about the chapter, it is can used or conducted that using the implementation of this strategy IOC (Inside Outside Circle), in the teaching and learning process of reading and speaking skill, it is can be effective and also to be improve the students' speaking skill and reading text.

The result of this research revealed the improvement contributed by the implementation of Inside Outside Circle strategy in the teaching and learning process of speaking and reading text. Using Inside Outside Circle strategy were believed to be effective to improve the students' motivation, they were able to engage the students' attentions and interests during the teaching and learning process of speaking. Besides, using Inside Outside Circle strategy could provide the students active and sharing the ideas in their minds. Than the analysis and

interpretation in this chapter, it can be used as the followed:

1. On the students speaking skill on descriptive text before applying inside outside circle strategy is still low they speaking skill and reading text. Most of the students faced many problems in speaking such the still confuse on the vocabularies, but they used the time to looking for some difficult words to be used on their speaking.

2. The used strategy of IOC (Inside Outside Circle) is the effective one to improve students' teaching and learning process because it is was many benefit advantages if this strategy can be applied in the classroom activities aspecialy in the method of speaking. Than, this strategy it can be used for all the students speaking, to be more active in the classroom when the teaching and learning process and give them

some oppportunity to share what they have in their mind or to be explore their good ideas with their partner in the same time.

The learning and teaching process of the students' speaking on descriptive text through strategy of students IOC (Inside Outside Circle) for English Course it could be seen on the chapter four in every meeting, on the first, second and third meetings the students was doing that the activities and their very interested with this strategy, the means here the teaching and learning process of using IOC (Inside Outside Circle) strategy had be make the students' speaking more active and their felt fluently and confident.

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