

THE USE OF INSIDE OUTSIDE CIRCLE TECHNIQUE TO IMPROVE STUDENT'S WRITING ON RECOUNT TEXT

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ABSTRACT

This study is to see the improvement of student's writing skill on recount text for eight grade students of MTs Al-Khairiyah Pulokencana by using Inside Outside Circle Technique. The subject of this research is the students of Eight Grade of MTs Al-Khairiyah Pulokencana which consist of 25 students.

The method used in this study is Classroom Action Research (CAR) which the researcher works collaboratively with the observer. This study was conducted following kemmis with the following procedure of the research: Planning, Action, Observation and Reflection. The study carried out in two cycles and each cycle consist of two meetings. The observation and the test were the data gathered in this study.

The results in this study indicate that there is improvement of the students' skill in writing recount text. Most of the students gradually gained good score at the end of the cycle. The score of Minimum Mastery Criteion – Kriteria Ketuntasan Minimal (KKM) of English lesson was 70.00 (seventy). The researcher analyzes the writing component containing content, organization, vocabulary, language use and mechanics. The mean score in cycle I is 65,36 and the mean score in cycle II is 76. Based on the mean score of both cycle, the mean score in cycle II is higher than cycle I. So there is improvement of writing skill of the second grade students of MTs Al-Khairiyah Pulokencana after being taught by using Inside Outside Circle Technique.

Keywords : Inside Outside Circle, Writing Skill, Recount Text.

A. INTRODUCTION

In Modern era today, English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of english has always become a special interest. It is because of the importance of English in any scope of our lives, such as in bussiness, economi, technology, politic, entertainment, health and education.

As a communication device, in Indonesia, English is adopted as the foreign language. Nowday, english becomes one of the subject in the school that is taught not only in junior high school, senior high school and university but also in Elementary School even in the Kindergarten.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. Productive skills allow us to hear and see the process as it is performed. Writing gives a permanent product in the form of a written piece. It's mean that writing involves producing language rather than receiveing it.

According to the Psycholinguist theory, Eric Lenneberg in Brown's book (2001: 334) states that " writing is like swimming. Human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviour. The statement above means that writing need and extra effort than other skills.

Anna Raimes (1983:3) said that writing helps the student learn, detail as follow:

"Writing helps the student learn Why? First, writing reinforce the grammatical stuctures, idioms and vocabulary that have been taught by the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning".

In the Curricullum 2013, one of the competence that should be mastered by the student of second grade is be able to write the example of recount text, it is written in the syllabus KI 4 KD 15 ;

"Drafting recount text oral and written, short and simple about the activities, the accidents or events to pay attention to the social function, text structure and the laguage feature based on the context" (*menyusun teks recount lisan dan tulis, pendek dan sederhana tentang kegiatan, kejadian, atau peristiwa dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai kontek*).

But in fact, most of the students still have difficulties in english moreover in writing skill, especially the students of MTs Al-Khairiyah Pulokencana. The

students of grade VIII have difficulties in learning writing recount text, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. For example, the grammatical of Indonesian language is different form english language. while, writing is not only write the sentence to be a paragraph but also it should use the correct structure to make a good text. Anna Raimes (1983: 115) says The students have to learn how english sentence are formed and how paragraph and longer pieces are constructed. Another problem According to William Zinsser in Richard's book (2008: 5), why writing is difficult? It is because teachers often make the students afraid of writing at an early age by assigning topics for which young writers have no aptitude or interest.

Actually there are many ways to improve student's outcome especially in writing skill. Kheryadi (2017) said writing needs students' creativity, imagination, and knowledge to arrange what their ideas in their minds. Many Techniques can be applied to create the interesting teaching related to students' condition. In this case, the writer choose the grade VIII because their writing skill is still low and to solve the students' problem in writing recount text, the writer uses Inside Outside Circle Technique.

Inside Outside Circle is one of the cooperative learning technique developed by Spencer Kagan. According to Kagan (2009: 7.16) 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 student is facing a partner. The primary reason to recommended this technique is to enable students to interact with others by using two concentric circle with which they are facing each other at the same time. This technique allow the student to explore and share their ideas to the others. Beside that, this technique can be applied out of the classroom, so the students can enjoy and fun to follow activities of study.

Based on the reason above, the researcher tries to identify the use of inside outside circle to improve students writing on recout text at eight grade of MTs Al-Khairiyah Pulokencana in academic year of 2016/2017.

B. THEORITICAL FRAMEWORK

1. Definiton of Writing

Writing is one of four language skill that should be mastered by by the students. Many expert have defined writing in many context. Hyland (2004: 23) define writing as sociocognitive activities which involves skills in planning and drafting as well as knowledge of language, context and audience.

Writing, however is more than a matter of arranging elements in the best order, and writing instruction is more than assisting learners to remember and execute the patterns. Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge. According to Fletcher in Janet C Richard's book (2008: 1) says that Good writing isn't forged by magic or hatched out of thin air. Good writing happens when human beings take particular steps to take control of their sentences, to make their words do what they want them to do.

From some definiton of writing kheryadi (2018), add that the researcher can conclude that Writing is a way of sharing personal meaning in written context.

2. The Proses of Writing

Writing is not like reading or listening, to make a product of writing, it needs some process in it. Many expert explain about the stage of writing process. Tricia Hedge (2008: 14) divided the process of writing in 4 stages, they are communicating, composing, crafting and imrpoving. According to Jeremy Harmer (2004, 4-5), writing as a process has some stages they are planning, drafting, editing (reflecting and revising) and final version. Meanwhile in Barbara Fine Clouse's book (2005: xii-xiii) stated that successful writers typically engage in a number of activities, and do so takes time. They are prewriting, drafting, revising and editing. The process of writing detail as follow:

a. Prewriting

Prewriting is the first step of writing. It is the process which the writer try to get many ideas to write about. The activities in prewriting are brainstorming, collecting data, note taking and outlining.

b. Drafting

After getting some ideas, the next step is drafting. In this step the writer make the first attempt getting those ideas down.

c. Revising

Revising can be defined as the process wick the writer reading over the draft and fixing spelling and punctuation. According to Tobi Fulwiler (2002: 20), revising means plan to rewrite everything more than once, Reseeing the first words and determining whether or not they do the job that want them to do.

d. Editing

Editing is the last stage of writing process. In this stage, the writer hun for errors and mistakes especially in grammatical errors, so they do not distract the reader.

3. The Reason of Writing

According to Tricia Hedge (2008: 14), there some purpose of writing why someone writes something, as follow:

- a. For paedagogic purposes, to help students learnh the system of language.
- b. For assessment purposes, as a way of astablishing a learner's progress or proficiency.
- c. For real purposes, as a goal of learning, to meet student's needs.
- d. For humanistic purposes, to allow quieter students to show their strenghts.
- e. For creative purposes, to develop self-expression.
- f. For classroom management purposes, as a careful mode of working with settles students down.
- g. For acquisitional purposes, as a careful mode of working with language which enable students to explore and reflect in language in a conscious way.
- h. For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

4. Genres of Writing

There are many genre of writing. Every genre has its own purpose. According to Brown (2001: 219), writing has 3 genres as follow:

a. Academic writing

Academic writing is a style of writing governed by rules and practices such as a formal strucutre and order, citation of research to support ideas, and the use of correct spelling, grammar and punctuation. Some example of academic writing are paper and general reports, essays, journal, technical report, theses, and dissertations.

b. Job related writing

It is a style of written communication used in workplace environment that allows professionals to make informed decisions. The purpose of this genres writing is to convey information to readers within workplace. Some writing product that include in this genre are messages, letters/emails, memos, advertisements, announcements, schedules and labels.

c. Personal writing

Peronal writing can be defined as atype of writing that usually concerns personal matters and it can be sent from one individual to another. Some examples of personal writing are letters, greeting cards, invitation, diary, personal journal, medical report and notes.

5. Definition of Recount Text

Mark and Kathy Anderson(1997: 48) defined a recount as a piece of text that retell past event, usually in the order in which they happened. According to Hyland (2004: 20), Recount is a kind of text that has social function to reconstruct past experiences by retelling events in original sequence. Recount text has 3 generic structures that are orientation, events and resolution.

6. Inside Outside Circle technique

Inside Outside Circle is one of Cooperative learning techniques which involve the students to work in group. Wendy Jolliffe (2007: 3) stated in her book that: “ in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others”. According to Robert E Slavin (1985: 9), the effects of cooperative methods have been studied in two principal areas: student achievement and student social relationships. Positive effects on achievement in a cooperative group means students are likely to encourage and help one another to learn meanwhile positive effects on social relationships, such as improved race relations and attitudes toward academically handicapped classmates, are also expected because cooperative learning creates the conditions of nonsuperficial, cooperative contact long believed to improve relationships across such boundaries as race or ethnicity.

7. Teaching Writing by Using Inside Outside Circle technique

According to Spencer Kagan (2009: 7.16-7.17), there are four steps in applying the Inside Outside Circle in teaching process. They are fun interview, pair selected, pairs pair, and timed roundrobin.

a. Step 1 : Fun interview

Before doing the fun interview, the students are divided into two equal group and stand to make two concentric circle. the first group is called inside circle and other group is called outside circle, and they face each other.

While students are standing in the Inside Outside Circle, they do a pair interview with their face partner. The students of inside circle ask the students of outside circle about some topic such as vacation, dream or favourite food, and

they answer the question of their partner. After that, one line rotates, and the other line remains in place to find a new partner and they do interview again, and it is time for the students of outside circle to ask the students of inside circle.

b. Step 2 : Pair selected

In this step the teacher selects two adjacent pairs to team up to form a team of four and sit down as a team.

c. Step 3 : Pairs pair

The third step is pairs pair. In this step the selected pair from the second step walk toward each other to close the gap, and they leave to sit down as a team.

d. Step 4 : Time RoundRobin

Time Round Robin is the last step of Inside Outside Circle. when the students are stated as a team, they share the information about their partner in the group about what they have learned in the pair interview.

C. RESEARCH METHODOLOGY

1. Research Method

This research used a Classroom Action Research is commonly called the CAR. CAR can be interpreted as a class of research that aims to improve the quality of the process and outcomes of education through learning in the classroom. CAR is also an effort to improve the quality of learning. According to David Hopkins (2008: 1) says Classroom Action Research is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities. There are four stages in doing classroom action research. 1) planning, This stage is the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the writer and the teacher could find a good solution to solve the problem. 2) Observation, This phase is carried out observations on the implementation of the Action, by using observations that have been set up to

determine the condition of the class, so the data is collected in this cycle. 3) Reflection, The data obtained through observations collected and analyzed. Furthermore, researcher take remedial action in the next cycle.

2. Setting

The subject of this research is the students in VIII class of MTs Al-Khairiyah Pulokencana, academic year 2016/2017. The number of the students consist of twenty five students, nineteen girls and six boys. This research carried out for 2 months started from April 27th 2 up to Mei 20th 2017.

3. The Technique of Data Collecting

Technique of collecting data in this research used observation and test (pre-test and post-test).

a. Observation

Observation is done to identify teaching and learning activities, especially writing activities directed by the real teacher and to reveal problem of writing activity in a classroom. It may be about the teacher's performance during Classroom Action Research and students' response concerning the use of Inside Outside Circle technique.

b. Test

The test used in this research is written test. To know students' existing knowledge of writing skill, the writer will give written test to the students. Because the test is written test, the writer divides the score into five criteria, which are the scores of content, organization, vocabularies, language use and mechanics.

4. Technique of data analyzing

To analyze the data, the researcher applied the following step:

- a. Collecting and submitting the data (student's test sheet)
- b. Analyzing and scoring the student's test sheet

- c. To identify student's score in writing, the researcher will use this formula of writing test as follow:

$$S: \text{Content} + \text{Vocabulary} + \text{Language Use} + \text{Organization} + \text{Mechanic}$$

- d. Accounting the average of student's score. It it used to know how well students' score as a whole on writing skill. It uses the formula:

$$\bar{X} = \sum \frac{x}{n}$$

\bar{X} = mean

x = total of individual score

n = number of students

- e. After get the average of student's score the researcher tries to get the clas percentage which pass the KKM 70 (seventy). It uses the formula:

$$P = \frac{F}{N} \times 100 \%$$

P = The Class Percentage

F = number of student's who pass the KKM

N = Number of Students

D. FINDING AND DISCUSSION

1. Cycle 1

After analysing the data, the researcher knew that in the first cycle, there were many difficulties that faced by students in writing. For examples, they didn't understand about structure and they lacked of vocabularies. They found some difficulties in seraching the meaning of words in dictionary. Therefore the researcher revised the lesson plan and set the new design of learning scenario at cycle two. Beside, the researcher reselected the attractive topic and explained clearly.

2. Cycle 2

In cycle II, the student seemed more enthusiastic and active to share their ideas. Despite they still find difficulties in searching the meaning of certain word but some of them can solve it by themselves. In addition, their score in this cycle had improved than in the previous cycle. It is because they already have prepared it well and understood about the concept. Finally, from the explanation above, the writer has known that there is movement between the first cycle until last cycle in improving students writing using inside outside circle technique. The mean score of cycle one is 65,36 and the mean score of cycle two is 76. The data above indicates that the application of inside outside circle technique can improve students' writing. The students score improvement can be said as the result of using inside outside circle technique which applied in two cycle.

4. Interpretation of Data

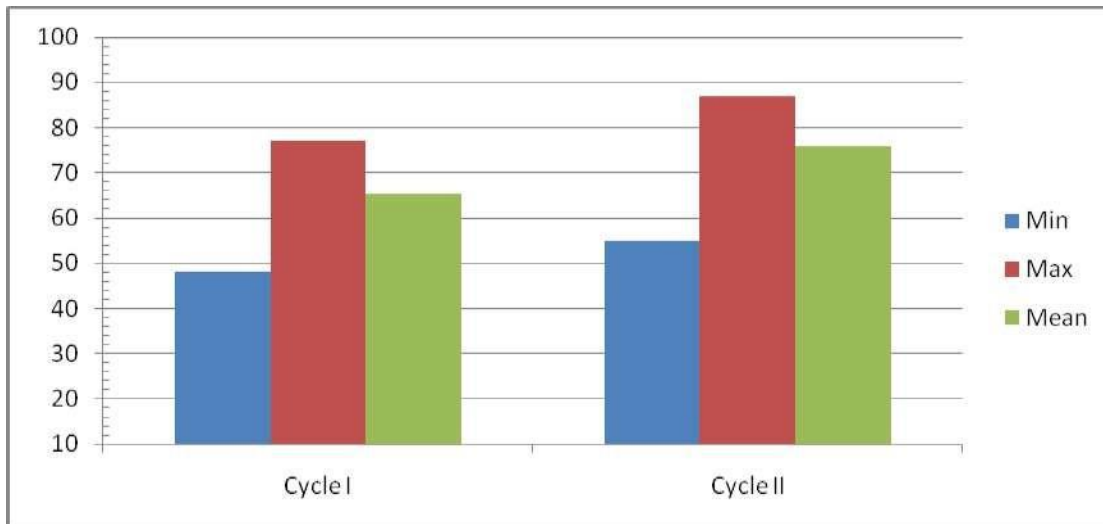
After conducting the classroom action research by using Inside Outside Circle, the researcher knew that there is improvement of the student's learning outcome from the cycle 1 to the cycle 2, as showed by the following graphic:

Figure 1 : The Result of Evaluating Test in Each Cycle

| Category | Cycle 1 | Cycle 2 |
|----------|---------|---------|
| MIN | 48 | 55 |
| MAX | 77 | 87 |
| SUM | 1634 | 1900 |
| MEAN | 65,36 | 76 |

From the table above, the researcher could compare the result test in cycle I and cycle II. There was improvement of students' skill in content, organization, vocabulary, language use and mechanics. It could be seen from the average of category in cycle I and cycle II. For detail see the following graphic.

Figure 2: The Improvement of Each Cycle



Based on the graphic above, we can see that score of students had improved in cycle II than in cycle I. The mean score in cycle I was 65,36 which is not pass the KKM. But in cycle two the mean score was 76, which is 88% of students in the class had passed the KKM. So, from the interpretation above the researcher can conclude that the implementation of classroom action research by using inside outside circle technique can improve students' writing especially on recount text of second grade of MTs Al-Khairiyah Pulokencana.

E. CONCLUSION

Based on the analysis and interpretation in the previous chapter, it can be concluded as follow:

1. The use of inside outside circle is very effective to improve the student's learning outcomes, because this technique has many advantages if applied in the classroom activities. This technique engages all the student to active in the classroom and give them opportunity to share and explore their ideas in the same time with their partner.
2. The process of students' writing in recount text through inside outside circle for eight grade of MTs Al-Khairiyah Pulokencana improved. It could be seen from the process of improving students' writing in every cycle and could be seen from the increase students' mean score among preliminary study, first

cycle and second cycle in chapter four. The mean score of student's writing in cycle I was 65, 36 in which 9% of the students had achieved the target score and in cycle II was 76 in which 88% of the students passed the KKM. Its mean that the student of eight grade of MTs Al-Khairiyah Pulokencana had achieved the target of the Minimum Mastery Criteria – *Kriteria Ketuntasan Minimal* (KKM) and the implementation of classroom action research was categorized to be success.

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