THE USE OF INSIDE-OUTSIDE CIRCLE STRATEGY TO IMPROVE THE ABILITY OF THE FIRST YEAR STUDENTS OF SMPN 2 KUANTAN HILIR IN COMPREHENDING DESCRIPTIVE TEXTS

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Abstract

This study was defined as an action research which had be done in the classroom for the purpose of increasing or improving the quality of learning and teaching practices. The research was conducted at SMP Negeri 2 Kuantan Hilir. The objective of this research was to know to know whether using Inside-Outside Circle Game Strategy can effectively and appropriately improve the first grade students' ability of SMPN 2 Kuantan Hilir in comprehending descriptive texts. A classroom action research was conducted by using observation sheets, field notes, and reading comprehension tests. The finding of this research shows that the students' participation increased, and it was followed by the improvement of the students' achievement in reading comprehension. The improvement can be seen from the increase of the students' mean scores. Prior to the implementation of the action, the students' mean score was 57.9. It increased to be 64 after the implementation of inside outside circle strategy in post-test I and increased to be 75.1 in post-test II.

Keyword : Inside Outside Circle Strategy, Reading Comprehension, Descriptive Text

INTRODUCTION

In junior high school Curriculum, reading is one of the skills taught to the students. Generally, reading skills have significant roles in language learning. The students are expected to understand what they read in any case of the subject matter they study. Nuttal (1982: 10) states that reading is not just an active process, but an interactive one. It means that the reader as a receiver catches the ideas, messages and information from the writer as a sender. In other words, there is a communication between the readers and the writer through the text as a facilitator.

According to the 2006 School Based Curriculum at SMP/MTs, one of reading competences which should be learnt by the students is descriptive texts. The aim of teaching descriptive texts is to make students able to read the text effectively and efficiently. They do not only need to understand the structure of the text but also to comprehend the meaning of the texts. In relation to this, students have to know five competencies of reading; they are (1) finding actual information, (2) finding main ideas, (3) finding the meaning of vocabulary in context, (4) making inferences from reading text, and (5) identifying reference words.

Based on the writer's observation of the students of SMPN 2 Kuantan Hilir, they had difficulties in comprehending reading text, especially descriptive text.

They had to face reading comprehension, especially in comprehending descriptive texts which describe and reveal a particular person, place, or thing. The students had difficulty in comprehending descriptive texts. It can be seen when the writer gave a test of comprehending descriptive tests, most of them got low mark and failed to pass the minimum passing score (KKM).

The result shows the low achievement of the students. This may be caused by several factors such as limited vocabularies, students' interest, and teaching strategy used by the teacher. In fact, the English teacher at SMPN 2 Kuantan Hilir did not use the variety of teaching method to increase the students' ability in comprehending reading text in teaching and learning process. Teaching and learning process in reading class are only conducted by asking the students to read the passage, finding out the meaning of the difficult words, answering question based on the text, and collecting the students' reading assignment.

Teachers must be creative in their ways to teach the lessons to their students. The strategy of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability. Unfortunately, the teacher often makes the students confused because they do not apply an appropriate strategy in their teaching. Most teachers only give the text to the students without determining which strategy to use. The strategy used is often decided without considering the students' level of

education. Then they usually ask them to merely answer the questions after reading the text. A mistake to choose a strategy will cause a failure in teaching-learning process. Finally the teaching goals cannot be reached.

In order to help students to improve their reading comprehension, strategy is needed to be found. In this study, the writer wants to present teaching reading descriptive texts to the first year students by using Inside-Outside Circle Strategy. It was introduced by Kagan (1994) who said that by using "Inside-Outside Circle Strategy", students who have low motivation in reading the texts will get read without bore, students also get chance to help and learn from each other.

"Inside Outside Circle Strategy" as suggested by Kagan (1999) is one of the strategies that make the students' responses in comprehending the descriptive text will improve, students are actively engaged in thinking, it will encourage community building among students while incorporating movement and interaction, the students will find a new thing about the text that they have read when they meet their new partner in the discussion process.

The Inside-Outside Circle Strategy is a quick way to involve all students in processing or reviewing of new material. Inside Outside Circle Strategy is one of the strategies that make the students' responses in comprehending the descriptive texts will improve. Here, the students are actively engaged in thinking, it will encourage community building among students while incorporating movement and interaction, the students will find a new thing about the text they have read when they meet their new partner in the discussion process. It was expected can solve the students' low ability in comprehending descriptive texts.

METHODOLOGY

This research was conducted at SMP Negeri 2 Kuantan Hilir on October to November 2012 in academic year of 2012/2013. The population of this research was the first year students of SMP Negeri 2 Kuantan Hilir The number of the population was 86 students in three parallel classes. The writer took class VIIIB as the sample because the problem was found here.

The writer gave Pre-Test to the students before conducting cycle I. The test consisted of 28 items and the students are asked to comprehend the descriptive text. The Pre-Test aimed at finding the difficulty level of each test item. There are 2 items being revised after giving pre-test. The items being revised because their facility value scores are higher than 0,70 (easy) with the mean score is 57.9, standard deviation is 2.86, and the realibility of test is 0.24 (sufficient). The writer calculated the result of pre-test by using pattern of Heaton (1975).

Facility Value:

F.V = $\frac{R}{N}$

Where: F.V   : facility value

       R   : the number of the correct answer

N   : the number of students taking the test.

(Heaton, 1975:172)

Mean Score:

$$m = \frac{\sum fx}{N}$$

Where: m   = mean score

$\sum fx$ = total score of the students

N   = the number of the students

(Heaton, 1975:169)

Standard Deviation:

$$s.d = \sqrt{\frac{\sum d^2}{N}}$$

s.d   = standard deviation

$\sum d^2$ = the total of squared mean deviation

N   = the number of respondents

(Heaton, 1975:170)

Reliability Test:

$$rii = \frac{N}{N-1}\left[1 - \frac{m\,(N-m)}{Nx^2}\right]$$

Where: rii   = the reliability

N   = the number of the items in the test

m   = the means score of the test for all the tests

x   = the standard deviation of the test score

(Heaton, 1975:157)

After giving pre-test to the students, the writer found that the students' mean score in pre-test was below the KKM. Most of the students had difficulty in comprehending descriptive text. To solve this problem, the writer decided to implement Inside Outside Circle Strategy as a way to improve the students' ability in comprehending descriptive text. The writer believes that the use of Inside Outside Circle Strategy is an effective way to solve the students' problems in reading comprehension. In addition to this, together with the collaborator, the writer prepared the lesson plans for one cycle of treatment, topics that would fit the the school curriculum, and also a set of observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process. The writer used the score in Pre-Test as a guidance to conduct this research.

After giving Pre-Test and knowing the students' base score, the writer gave them treatment by implementing Inside Outside Circle Strategy to the students. The steps of using this strategy were drawn as follows:

- Teacher decides which students will be in each circle (inside outside circle.
- Teacher gives the students reading text about descriptive text.
- Teacher asks the students to read the reading text.

- Teacher puts questions on the board with reading texts given.
- Teacher gives the students "think time" to answer the questions.
- Teacher asks the students (inside circle) to share and discuss their answer with their partner (outside circle)
- Teacher asks the inside circle move one step to the right and share, discuss the same questions with the new partner.
- Teacher asks students to do the exercises.

The collaborator observed both the teacher and the students' activities during the treatment through observation sheets and field notes. The collaborator analyzed the students' progress during treatment. The collaborator also gave comments about the teacher's performance and added any other improvement in using Collaborative Strategic Reading in the classroom.

The writer gave post-test I at the end of cycle I. The purpose of giving post-test was to know the students' progress in comprehending descriptive texts after the Inside Outside Circle Strategy had been accomplished. The test consisted of four descriptive texts and each text consisted of 7 questions based on reading comprehension indicators. Then, the writer decided to conduct the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the writer still used Inside Outside Circle Strategy with any other additional strategy based on the result of reflection in the cycle 1 to improve the ability of students in reading skill. The writer also gave post-test II at the end of cycle II.

Furthermore, the quantitative data of this study was collected through the multiple choices test (Pre-Test, Post-Test I, and Post-Test II), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

In the data Analysis technique for scoring the students, the writer uses the scoring: The data would be analyzed by using formula:

$$M = \frac{x}{N} \, x100$$

(Harris et al, 1986: 79)

M = Individual score
x = Number of correct answer
N = Number of items

The percentage of the students who could answer the test correctly is calculated by using the formula (Hatch and Farhady, 1982:43)

$$P = \frac{R}{N} \, x100\%$$

Where:

P   : Percentage
R   : Number of frequency
N   : The number of the respondents

The score of the students in the test are classified to determine their level of ability. The classification is as follows:
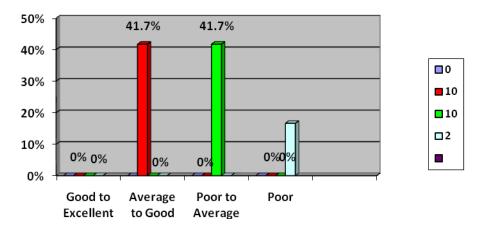
Table 3.3 The Classification of Students' scores

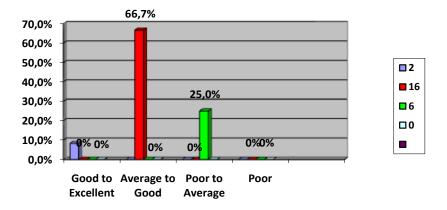| Score	Level of Ability
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

(Harris in Rizkika Azhari)

FINDING AND DISCUSSION

The writer gave pre-test to the students before she gave any treatment. The purpose of giving pre-test was to know the students' base score in comprehending descriptive text. The quantitative data of Pre–Test can be seen as the following chart:

From the result above, it can be seen that there was no student reached level of "Good to Excellent". It indicated that the students' ability still need to be improved by using Inside Outside Circle Strategy.

The quantitative data in cycle 1 was collected by looking at the progress that students' got through two treatments. In the end of cycle I, Post-Test 1 was given as the evaluation. The result of quantitative data in Post-Test 1 can be seen as the following chart:
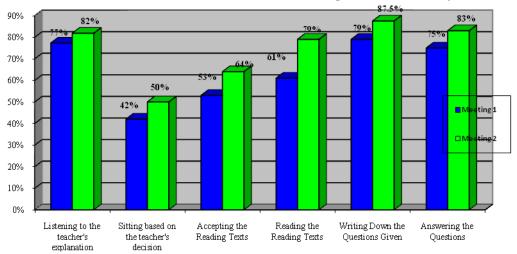
Based on the data above, there was an improvement of the students' score in post-test I. There were 2 students who could reach "Good to Excellent" level. There was also no student who reached "Poor" level. There was an increasing of the students' ability in post-test I from that of pre-test. Unfortunately, the result of quantitative data in this cycle showed the unsatisfying score. It's because their mean score had not achieved KKM (70Even though the result almost showed good improvement, the students still needed more treatments using Collaborative Strategic Reading.

Based on the students' scores in pre-test and post-test I, there was significant improvement. The average score of pre-test was 57.89 (poor to average level), while the average score of post-test I was 64.4 (average to good level). It means that the students' achievement in reading comprehension was better after implementing Inside Outside Circle Strategy which could improve the reading ability of the first year students of SMP Negeri 2 Kuantan Hilir. Unfor4tunately, the students' score in post-test I could not achieve the minimum passing score (KKM) at SMP Negeri 2 Kuantan Hilir; namely 70.

The observation sheet of students shows that some students did not follow the procedures of Inside Outside Circle completely. Only few of them follow all of the procedures completely. From the information above, the researcher convinces she was successful yet in increasing the students' ability in cycle I by conducting this research to the first year students at SMP Negeri 2 Kuantan Hilir. The writer needed to conduct cycle II in order to increase the students' ability in comprehending narrative texts.

In short, Almost all of the students got involved in Collaborative Strategic Reading (CSR). The teacher should give bthe students more explanation and practice in order to be active and enthusiasm in using Collaborative Strategic Reading (CSR).

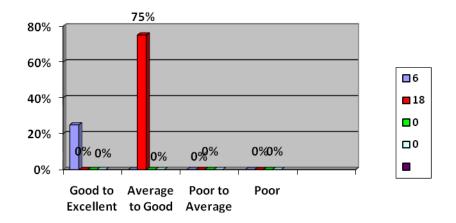The result of the observation and field note in cycle 1 could be interpreted in a chart as below:

The Chart of The Result of The Observation During Treatment in cycle 1

The data above indicated that the activeness of students in each activity from the first meeting to the second meeting in this cycle, students started to understand how to use Inside Outside Circle Strategy . However, in some activities almost all students got confused and they didn't get involved on it. The steps of Inside Outside Circle Strategy.

Therefore, referring to the result of observation above, the writer had to rearrange the planning in taking action, so that an improvement could be achieved by students. Then, the writer formulated the result of reflection that would be implemented at the second cycle, the way of teaching writing to the students was still same as before, she still used Collaborative Strategic Reading.

The teacher gave task to the students every meeting after learning reading by implementing Inside-Outside Circle Strategy in order to know the students' achievement in comprehending reading text. The task consists of comprehension test, it was multiple-choice test. The writer gave comprehension test that consists of finding the factual information, finding main idea, guessing meaning in vocabulary context, finding references, inference, language features and generic structures of the reading text. Then, the writer observed achievement of the students' task after they were taught by Inside-Outside Circle Strategy.
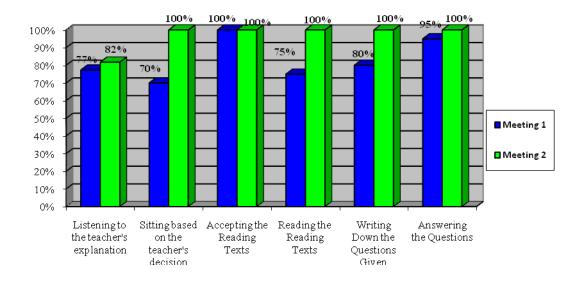
The result of cycle 2 showed a significant improvement. The result of quantitative data in cycle 2 can be seen as the following chart:

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The data above showed that there was a significant improvement in students' reading ability after giving three treatments in cycle 2. It was also obviously clear that there were almost all of the students achieved KKM. Compared with the result in Post-Test I, it indicated that the significant improvement can be seen in the level of "Good to Excellent". There were six students got level "Good to Excellent" from that of Post-Test I.

Based on the result on the students' observation sheet, there were improvements to the students' activities in the classroom. It showed that the students were more active in learning reading. Below is the description of the students' activities in learning reading by implementing Inside Outside Circle Strategy..

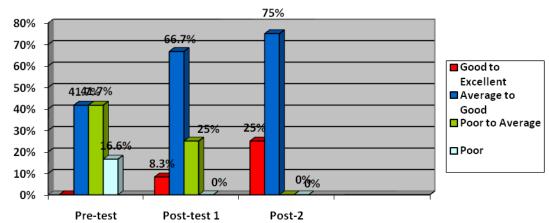The result of cycle 2 could be interpreted in the chart as below:

The Chart of the Result of Observation during Treatment in Cycle 2

The improvement of the students also can be seen from the observation sheet of students' result. There is a significant improvement from meeting to meeting. It can be seen by seeing the students' observation sheet; the students were not active before the treatment given and after cycle II conducted, but in cycle II, the students highly involved in learning process and they also were active. Most of them.

Beside observing the teacher' and students' activities in teaching and learning process, the collaborator also made field note about something that she found while teaching process. In this research, the writer made sixth field notes for six meetings.

In the first meeting, the note for teacher was she should speak clearly and loudly so that students could hear her explanation. For the students, they should pay attention to the teacher's explanation. In the second meeting, teacher should give the limitation time when the students did the exercise. For the students, they should manage their time in doing the tasks. In the third meeting, the teacher should ask all students to do and answer the questions given. For the students, they should do what the teacher asked, such as, did the exercises. In the fourth meeting, the teacher should control the class condition to avoid students' discussion about something which was not related with the lesson. In the fifth and sixth meeting, the teacher could manage the class well, and for the students, they had done well.

For the overall result, the following chart showed the result for students' writing ability from cycle 1 to cycle 2.

The Chart of Students' Reading Ability from Cycle 1 to Cycle 2

From the calculation above, it can be concluded that the implementation Inside-Outside Circle Strategy could increase students' ability in comprehending reading texts of the first year students of SMP Negeri 2 Kuantan Hilir.If the students' average score in post-test 2 was compared with minimal mastery criteria, it showed the significant improvement (75>70). In addition to this, there were students reached level of "Good to Excellent" in Post-Test II.

CONCLUSION

This research was done to see whether the implementation of Inside Outside Circle Strategy helps the students' ability in comprehending descriptive texts at SMP Negeri 2 Kuantan Hilir. Based on the result of the research in previous chapters, the writer concludes that:

Firstly, the implementation of Inside Outside Circle Strategy can improve the students' reading ability. The improvements can be seen from the increasing of the students' scores in reading tests from the pre-test to post-test I until post-test II. In fact in the data, we can see the average score of the pre-test was 57.89 (poor to average level), while the average score of post-test I was 64.4 (average to good) and the average score of post-test II was 75.15 (average to good level). Then the dominant factor, Inside Outside Circle Strategy makes the students more active in learning reading, because the students can keep developing their thinking and also leads the students to have a good concentration towards the reading material by implementing Inside Outside Circle Strategy, and working with clue given makes the students pay more attention to the lesson. Inside Outside Circle Strategy is an appropriate reading strategy to increase the students' interest, motivation, participation, modified reading materials and reading comprehension. As a result, it could increase the students' ability in reading comprehension.

IMPLICATION

Using Inside Outside circle Strategy could make the students more active and participative in comprehending reading texts and can be used to improve students' mastery in reading comprehension of the first year students at SMP Negeri 2 Kuantan Hilir.

SUGGESTION

Having had the research findings, the writer would like to give more some suggestions: Firstly, the teacher needs to prepare or select the material before conducting teaching and learning process. The teacher should find the interesting and update material based on the topic that will be given to the students in order the students can enjoy and understand the lesson. Second, teacher can use Inside Outside Circle Strategy in teaching reading because it can improve the students' motivation and consequently the ability is also improving. Third, Inside Outside Circle Strategy is suitable to be applied by the teacher in the classroom activity to help the students in comprehending reading texts. And the last, teacher must be creative in developing their teaching strategy particularly using Inside Outside Circle Strategy or to find out interesting and motivating teaching strategies to assist students in learning process.

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