

The Effect of Inside-Outside Circle Strategy to Students' Vocabulary Mastery

Rahmania

English Applied Linguistic

State University of Medan

Medan, Indonesia

rahmania.nyoe@yahoo.com

Abstract- The research is an Experimental Research at the First Year Students of Junior High School (SMP Negeri 1 Syamtalira Aron). The problem faced by students were they lack of vocabulary. They also did not know the spelling of word. The objective of the study were to know whether Inside Outside Circle Strategy in teaching vocabulary effective or not. The research was an experimental quantitative research. Population at this research was all the first year of students of SMP Negeri 1 Syamtalira Aron. Two classes were taken by simple random sampling using lottery technique. The experimental group taught by using Inside Outside Circle Strategy, while the control group taught by using conventional method. Before teaching learning process, the researcher gave the students pre-test and after three meeting the researcher gave post-test to both groups. To analyze the result of the test, the researcher used statistical formula t-test to determine the hypotheses of the research. The result of this research showed that students' achievement in experimental group was higher than control group. This was proved by the result of t-test (3,62) was higher than t-table (1,62). It means that the null hypothesis (Ho) was rejected and research hypothesis (Ha) was accepted. Based on the finding, the researcher concluded that teaching by using Inside Outside Circle Strategy gave significant effect to students' vocabulary mastery at first year students of SMP Negeri 1 Syamtalira Aron.

Keywords--*Teaching Strategy; Vocabulary; IOC*

I. INTRODUCTION

A. Background of the Research

Vocabulary is important thing in learning language. It becomes a central part in English learning. Edward stated in his book; "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system"[1]. Without vocabulary it is possible for students mastery the language.

Many students cannot master the four skills even though they have learnt English for many years. One of the reasons is that they have lack of vocabulary. Vocabulary is the basic unit of the language, especially in the second language learning. In fact, good command of vocabulary can make someone express his or her ideas easily.

As the compulsory subject at junior high school. English is seriously learned by students. They must be able communicate with English language. Although it has not

specific subject for vocabulary, In first grade of junior high school, the students is learned vocabularies, almost every chapter has part for learning vocabulary like "family member, name of animal, name things in classroom, things in bag, parts of the house, animal in the school and home". Without vocabulary students can convey nothing. As Wilkins wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [2]. Where the syllabus points that the students' can arrange text of things that corectly in social funtion and grammatical.

In reality, the students' at first year at SMPN 1 Syamtalira Aron are often faced with the problem of vocabulary mastery .Based on the reseacher experience in doing teaching as a teacher and doing observation at SMP Negeri 1 Syamtalira Aron, there were many problems related to vocabulary mastery. Language learner need more of vocabulary to communication. The reseacher observe, the students still asked their teacher for vocabulary and they did not know the vocabulary spelling . The students get high score for test when the test was open book, but when the test was close book the students' score was low. It may indicated that they still difficult to memorize the vocabulary. In line with this problem, it is necessary for the English teaching to have a new good method in giving the materials to the students.

From all the explanation above, it can be concluded that the students' were difficult in memorizing the vocabulary. They did not know meaning and spelling word. It affects on the students' achievement. As a result, their score were low. Therefore, the writer proposes a strategy to solve the problems and make new atmsosphere in teaching lerning classroom is called inside outside circle strategy. It is not easy to teach English vocabulary to the first year junior high school students. The English words have to be introduced clearly to the students, so that they can remember them easily.

Teacher should teach them creatively with has good strategy to the students to make they interest and they will understand. Inside Ouside Circle Strategy is active and warm up class atmsosphere and should be used to get students to interact in the target language

Based on the background above, the reseacher intends to conduct an experimental research entitled "The Effect of Inside Outside Circle Strategy to Student's Vocabulary

Mastery” (An Experimental Research at the First Year Students of SMP Negeri 1 Syamtalira Aron).

B. Identification of the Research

Based on explanation of the background above the researcher formulates the identification of the problem as follow :

1. The students did not know more vocabulary.
2. The students did not know the spelling words.
3. The students’ test score was low.

C. Problem of the Research

From the explanation above, the researcher formulates the research problem as follow : Does inside outside circle strategy give significant effect to the students’ vocabulary mastery?

D. Objective of the Research

Based on the formulation of the problem, the objective of the research is to find out whether inside outside circle strategy give significant effect to the students’ vocabulary mastery.

E. Scope of the Research

To get focus on the research, the researcher limits the research in the use of inside outside strategy in teaching vocabulary. Vocabulary has many clasifies but for this research researcher focus for noun especially concrete noun.

F. Previous Study

The research that the writer takes is a research entitled “Improving Students’ Speaking Ability in Describing Someone Through Inside Outside Circle of The Seventh Grade Students of SMPN 4 Purwodadi in Academid Year 2012/2013, researched by Agnes Prasetyarini in 2013, the student of IKIP PGRI Semarang.

In the research, she analyzed the using of Inside Outside Circle to improve the students’ ability in describing someone. The title is almost same with the writer’s research, but in the writer’s research she will use Inside Outside Circle to improve the students’ speaking ability in telling their activities or their experiences.

The research about inside – outside circle strategy had also been researched by Muhammad Yunus (2001) entitled Improving Students’ Speaking Skill Through Guided Questions with Inside – Outside Circle at the First Grade of SMA Wahid Hasyim Malang. This research is categorized classroom action research.

The result of this research was the students’ progress in their speaking skill. This research only focused on three speaking indicators; pronunciation, vocabulary, and fluency. Which the result of students’ achievement from cycle 1 to cycle 2, there was a significant improvement. It can be seen from the mean average of cycle 1 was 8.5 became 11.5. It means that students can improve their speaking skill.

The third research has been conducted by RitaSusilawati (2007), the title is Teaching Speaking Through Inside - Outside Circles Strategy for Junior High School Students in West Sumatra.

The result of this research was the students’ progress in their speaking skill. This research only focused on three speaking indicators; pronunciation, vocabulary, and grammar. Which the result of students’ achievement from cycle 1 to cycle 2, there was a significant improvement. It can be seen from the mean average of cycle 1 was 9.5 became 12.6. It means that students can improve their speaking skill.

This research can be concluded that teaching speaking through inside – outside circle technique can help students engage in learning process. They can share information when questioning, sharing or problem solving in the class.

This research intended to get all students up moving around the room and interacting with one other. In this strategy one-half of students stand and form a circle facing out, and the other half forms a circle around of the first group. Then, the teacher gave a question or problem to discuss. Next, the teacher instructs one circle to rotate, so that the students can share their ideas with others, and they get different opinion about a problem they have discussed.

II. LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a fundamental component of second language proficiency; Burns and Broman define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different [3]. one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner’s competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Vocabulary is collection of words that you hear and read throughout your life [4]. Everyday, when the person stil young, they found new word from hear to their parents or inveronment or read the word from book. After had much of vocabulary the person can communicate to other based what they hear and read before.

So vocabulary can be defined as the list of word in a language which get by hear and read after that used as branch of knowledge and it is very important to develop person ability in learning speaking, listening, reading and writing as the fundamental in learning language and to apply in their life with meaningful.

1. Concrete Noun

Concrete noun refers to physical bodies which we use at least one of our senses to observe. Or concrete noun is a word whose shape can be seen physically. It means the word can be known when it is seen, touched. Words can show real objects.

B. Inside Outside Circle Strategy

1. Definition of Inside Outside Circle Strategy

Inside/Outside Circles is an activity that involves all students in the class. Inside/Outside Circles are particularly useful for: differentiation, kinesthetic learners, conversation practice, and community-building in the classroom [5]. This activity can be a great warm-up as well as a useful way to change things up and get students moving during a long class. This is a good “ice-breaking,” “warm-up,” or “review” activity and should be used for short periods of time to get students to interact in the target language [6]. It may be used to practice a particular grammatical structure (in this example, the vocabulary in use). Prior to the activity, the teacher may want to introduce or review vocabularies that students will need to engage in the interaction.

Inside outside circle strategy is a terrific cooperative learning strategy that really engages English language learners. This strategy can give a chance to all students to share information at the same time with different partners in a short time and in such a structural way. Students stand in two concentric circles, facing a partner and have a discussion.

In short, it can be said that inside outside circle strategy is cooperative learning, that involves all students in the class and makes students move around and interact with each other to share information with their partner in the same time and have a discussion.

2. Procedure of Using Inside Outside Strategy in Teaching Vocabulary

Inside-Outside Circle (IOC) that was introduced by Kagan is a strategy that can be applied in teaching vocabulary for a good strategy which is used to encourage discussion between the students and also to develop their vocabulary to improve their English language. IOC will be a fun strategy to be used in the classroom by the teacher because it will form the students to be more confident and interested in learning English language. In this article, the learning process, there are steps, variations that are used by the teacher who is published by Kagan. They are:

1. Form two circles containing the same number of students- one outside the other. Try numbering the students with odd numbers forming the inside and even numbers forming the outside circle.
2. Students in the inside circle face a partner standing in the outside circle.

3. Students from the inside circle, answer a teacher-posed question by sharing with their outside circle partner. Other ideas may be summarizing a reading, or content review with questions/answers.
4. Students reverse roles. The students on the outside circle share with or quiz their partners.
5. The teacher then instructs the inside circle to rotate a few spaces. The students face their new partners. Repeat steps 2 and 3.

Variations:

For high beginning or intermediate students, vary the amount of time with each partner. Three minutes with the first partner, two minutes with the second partner and one minute with the third partner. With each retelling, students are able to communicate with greater fluency.

- a. Change the conversation topic when students switch roles from listener to speaker. This way the listening partners actively listen instead of planning what they want to say.
- b. For beginners, the task would be well controlled. After being taught how to ask and answer questions using the continuous tense, the Inside-Outside Circles can be used to practice. For example, students on the inside of the circle hold a picture or cards such as a woman driving a car, children playing or a man singing. The partner on the outside asks, “What is she doing?” The student with the picture responds, “She is driving.” Students switch partners and practice the questions and answers two or more times. Students can exchange pictures or cards for more practice.
- c. Can also be done with two parallel lines instead of circles.[8]

Inside outside circle strategy has some steps, the teacher forms two circles that have the same number of students and they face each other. After that they will discuss and share information around the circle. The teacher can give variations in strategy with the use of some cards.

Based on the explanation above, the researcher makes the Role of Teacher and Students in Application Inside Outside Circle Strategy in Teaching and Learning Vocabulary. There are some roles of teacher and student in the class when applying Inside Outside Circle strategy in teaching and learning vocabulary:

- 1) The teacher divides the class into two groups, group A and Group B. The teacher asks the group A to stand up with the inside circle facing out.
- 2) The teacher asks the group B to stand up with the outside circle facing in. The students in group B

face the students in group A. Automatically, each students have a partner.

- 3) The teacher give cards to all students (in inside circle and outside circle)
- 4) The students in group A which exist inside circle, they read and ask the question/clues card to their partner, the students in group B which exist outside circle and otherwise. The teacher give one minute for each students to read and answer it. After that, each students exchange the card.
- 5) After that the students which exist inside circle don't move, but the students which exist outside circle move to the right. Automatically each students has new partner and get new question. This activity is continuous until the last student.

C. Hypothesis

Hypothesis is a temporary answer for the problem of the research. So the hypothesis in this research are:

Ha : "There is significant effects of inside outside circle strategy toward the students' vocabulary mastery".

Ho : "There is no significant effects of the incide outside circle strategy toward the students' vocabulary mastery".

III. RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher made an experimental research and used quantitative approach.. Experimental design are used to control testing of causal processes. The general procedure is one or more independent variables are applied to determine their effect on a dependent variable.

B. Population and Sample

1. Population

Population is all of subject in the research, while sample is a part of population researched [9]. The population of this research is the first year students of SMP Negeri 1 Syamtalira Aron. The first year students of SMP Negeri 1 Syamtalira Aron has six paralel classes. The number of students was 171 students.

2. Sample

In this research, the reseacher takes two classes at the first year student of SMP Negeri 1 Syamtalira Aron for the sample. The first class is experimental group and the second class is control group. To take the sample, the researcher used Simple Random Sampling, where the member of population must be homogeneous. The name of

each class was written on a sheet of paper, the researcher took them by using lottery technique.

After the researcher took the sample, she found that class VII-4 consist of 5 students as an experimental group, and class VII-5 consist of 5 students as a control group.

C. Research Procedure

There are three stages in doing experiment research; they are pretest, treatment and posttest.

1. Pretest

Pre-test was given before the treatments. First, the researcher came to the class. Then, the researcher explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

2. Treatment

Reseachr take three meeting because matery for things in the first year students' senior high school take eight hours, it mean four meeting for four clasifies of things, the researcher just take three clasifies. In first meeting, Second meeting, and Third meeting the researcher teaching vocabulary use Inside Outside strategy in experimental group but, in control group the reseacher teaching vocabulary without using Inside Outside Strategy.

3. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' ability after they were given treatments. The result of test was analyzed statistically.

IV. RESEARCH FINDINGS

Based on the data found, the average score and variance from students post-test from experimental and control groups were show below

Group	Average Score (\bar{x})	Variance (s^2)	Standard Deviation (s)
Experiment	64,5	212,6	14,58
Control	50,26	326,25	18,06

Table 1: Table of Average Score, Variance and Standard Deviation From Students Post-test of Experiment and Control Groups

From the distribution t, the researcher got $t_{1-0,05} = t_{0,95}$. So, from the distribution table got that $t_{(0,95)(58)} = 1,67$. The conclusion of this research was if $t_{score} > t_{table} = 3,62 > 1,67$. It means that the null hypothesis (Ho) was rejected and research hypothesis (Ha) was accepted. The researcher indicated that the experimental group achievement was better than control group. They got

improvement in learning vocabulary by using Inside Outside Circle as a strategy in teaching vocabulary. Therefore, the researcher concluded that Inside Outside Circle Strategy gave significant effect to the students' vocabulary mastery.

Students' vocabulary mastery taught by using IOC strategy is higher than taught by using Conventional strategy. The result of F- test states that IOC strategies significantly affect students' vocabulary mastery. Thus, it can be concluded that IOC strategy is effective to enhance students' vocabulary mastery. The total Mean shows that students taught by using IOC have higher score than students taught by using Conventional strategy. This is caused in IOC strategy, real-world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems. Students work in fun atmosphere, bringing together collective skills at acquiring, communication, and integration information.

V. CONCLUSION AND SUGGESTION

A. Conclusions

1. Based on the research result and hypothesis authentication that were found by using $t_{score} > t_{table} = 3,62 > 1,67$. As result, (H_0) was rejected and research hypothesis (H_a) was accepted. So, using Inside Outside Circle Strategy in teaching vocabulary to the first year student of SMP Negeri 1 Syamtalira Aron was effective.
2. In studying vocabulary by using Inside Outside Circle Strategy that include all of the students and all of them is active when teaching learning process.
3. Teaching Vocabulary by using Inside Outside Circle Strategy was effective to improve students's vocabulary mastery. Inside Outside Circle Strategy makes students get new way in learning by sharing with their friend to get new vocabulary.

B. Suggestions

After describing the conclusion, the researcher would like to draw some suggestions, hopefully to be useful for everyone who are interested in this research they are :

1. For English teacher: in teaching learning process the researcher suggests the teacher to apply Inside Outside Circle Strategy in teaching vocabulary.
2. For students: the researcher suggest to improve their vocabulary mastery by sharing with friend use Inside Outside Circle Strategy.
3. For all reader: the researcher hopes this thesis could be beneficial as additional information for new research finding and it can be used an

idea to improve knowledge especially in teaching vocabulary by using Inside Outside Circle Strategy.

Finally for other researcher: it is suggested to replicate this research again with other different population and sample to get comparison result with this research or make other research (collaboration action research) using Inside Outside Circle Strategy

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