

Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang

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Abstract: This study is categorized as a classroom action research (CAR). This study proposed *guided questions through inside outside circle* as the strategy in the teaching English at the first grade students of SMA Wahid Hasyim Malang to solve the students' incompetency on speaking skill. As the result of the preliminary study indicated that the students' problems toward their speaking competence can be grouped into four problems: (1) lack of vocabularies, (2) the poorness of producing utterances, (3) lack of ideas to speak, and (4) afraid to speak. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by repeating conversations for many times in the activity of guided questions through inside outside circle and also demanding the students to involve actively, the students' speaking skill improved and the students' participation in the classroom was highly positive.

Key words: guided questions, inside outside circle, classroom action research

One of the objectives in foreign language teaching in Indonesia is to improve speaking skill accurately and fluently. To reach the target of teaching speaking, the educational institution from secondary to higher education should implement appropriate strategies to produce good outcomes of foreign language learners. Therefore, the teaching of English on speaking skill in the classroom should be interesting and vary that can cause students to be active and enjoy learning experience.

Clark and Clark (1997: 223) define speaking that it is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. It refers to oral proficiency and is very similar to the notion of communicative competence. Proficiency itself refers to a high degree of competence through training (Omaggio, 1986: 2).

To most people, especially for foreign learners, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Learning English is different from learning Math. In Math learners just need to sit down and concentrate to the problems and they master Math, but in English they need to practice a lot.

Levelt (1989) as quoted by Bygate (2001) in Carter and Nunan (2001:16) proposed that speech production involves four major processes. They are (1) conceptualization, (2) formulation, (3) articulation, and (4) self-monitoring.

Conceptualization is concerned with planning the message content. It draws on background knowledge, knowledge about topic, about the speech situation, and on knowledge of patterns of discourse. In line with this (Grice: 1975) in Yule (1983) describes that the topic represents the area of overlap in the knowledge which has been activated and is shared by the participants at a particular point in a discourse. He suggests that in conversation there should have a general agreement of co-operation between participants in doing conversation, then each participant can expect the other to conform to certain conventions in

speaking. These conventions or maxims have to do with the quantity (or informativeness), the quality (truthfulness), the manner (clearness) and relevance of conversational contributions.

The second process is the formulation which refers to finding words and phrases the meaning, sequencing them and putting in appropriate grammatical markers (such as inflection, auxiliaries, articles). It also processes the language processing, effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended (Harmer: 2003:271) .

The next process is articulation. This involves the motor control of the articulation organs; in English: the lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath. Besides, Harmer (2003: 269) adds that effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd have gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).

The last one is self-monitoring. Self-monitoring is one process in speech production. It is concerned with language user being able to identify and self-correct mistakes. Sometimes students fell afraid to speak because of making mistakes. By practicing lots they will investigate and study other speakers then they can contemplate how to be a good speaker and avoid making lot of mistakes.

The result of the preliminary study that was obtained through observation in grade I of SMA Wahid Hasyim Malang indicated that their speaking proficiency was low. Having listing the causes, at least there were four problems; (1) lack of vocabularies, (2) the poorness of arranging utterances, (3) lack of ideas to speak, and (4) afraid to speak. The problems mentioned above cause the incompetency of students' speaking skill. Besides that, the participation of the students in joining the classroom tended to be passive where the learning teaching activities was teacher-oriented. Too much emphasized on grammar caused the language medium used was Indonesian.

This situation contradicted to the implementing curriculum. The current curriculum (competency-based curriculum) demanded the students to mastery four English skills (speaking, writing, reading, and listening). Each skill should be integrated in learning teaching process. The dominance of teachers should be decreased and give as much as possible for students to practice as well. The solution proposed here is guided questions through inside outside circle. Therefore, this study is to answer the research question "How can guided questions through inside outside circle improve the students' speaking skill at the first grade of SMA Wahid Hasyim Malang."

Approach to teaching speaking has moved from the traditional structural approach to the communicative one. In structural approach, grammar is emphasized on students' learning, however communicative is emphasized on communicative operation.

According to Richard (1990: 76-77), two major approaches characterize "current" teaching of conversation, an indirect approach in which learners are more or less set loose to engage in interaction, and a direct approach that "involves planning a conversation program around the specific micro-skills, strategies, and processes that are involved in fluent conversation."

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, a teacher can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read out side of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. The explanation of content and form oriented as follow:

1. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
2. Form-oriented input focuses on ways of using the language: guidance from a teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Teachers often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the teacher has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. An information gap activity is exchange of information among participants in order to complete a task. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activity approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Guided questions is one technique to help students practice speaking. Brown (2002: 271) states that there are many types of classroom speaking performances. Three of them are intensive, responsive, and transactional. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are “going over” certain forms of language.

Responsive is one of type speaking performance where short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogue. Such speech can be meaningful and authentic:

T: How are you today?

S: Pretty good, thanks, and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority.

The next is transactional. Transactional language carries out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech:

T: What is the main idea of this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

But, the problem may come from that activity that some students are difficult to start saying anything. According to Hasanah (in Cahyono, 1997: 2), there are two factors affected to the weakness of students' ability in speaking, they are internal and external factors. The internal factors come from the treasure of their vocabularies, lack of motivation, and reluctant to express the ideas. The other one is the external factor comes from the activities in the classroom without any variations, monotonous activity have the students fell bored, and no interesting topic. In line with this, Ur (1999: 121) supported the ideas of Hasanah that some problems faced by students may come from inhibition, nothing to say, low participation, and mother tongue use.

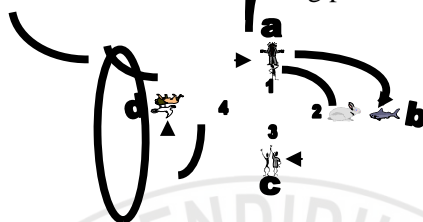
Guided questions are lists of questions which going to be asked to other students. The students being asked must answer the questions based on their own experiences related to certain topics. Students' majorities are involved in this activity. Because pair teaching will help much to the improvement of students' speaking skill.

A guided question is made by a teacher related to topics discussed. It is believed to help students in practicing speaking. The answers to the questions are not provided. The students should answer the questions. The strength of it is challenge students to speak using the answers of the questions and help them to start to speak as well.

Inside outside circle is an activity in the classroom belongs to cooperative learning. Inside outside circle is developed by Spancer Kagan to give a chance to students to share information in one time (Lie: 2002: 64). The advantages of using this activity are the clearness of the structure which giving opportunity to students to pair with different race, age quickly and regularly. Besides, students work with others cooperatively and have much time to improve communicative skill. The procedures of inside outside circle are explained below.

1. A half of students in the class stand up and make small circle; a teacher can name them as student 1, 2, 3, 4, etc (as inside circle). They stand up roundly and face outside.
2. The other ones make another circle outside the first circle; a teacher can name them as student A, B, C, D, etc (as outside circle). In other word, they stand up roundly and face inside and pair with the students, in this case a student A with a student 1, and so forth.

3. Two students who are pairing, can start conversation. A student A who stays inside can be a student who asks questions and a student B who stays outside as the respondent.
 4. Then, the students who stay inside circle still stay and the outside students move one movement and face a new partner; now a student A with a student 2, a student B with a student 3 and so forth.
 5. Do conversation as like step 3
- the above procedure can be seen in the following picture.



METHOD

Based on the focus of the research, this research intends to improve the students' speaking skill using the strategy of guided questions through inside outside circle. Therefore, the design of this research is Classroom Action Research (CAR). As defined by Latief (2003: 99), classroom action research for English learning aims at solving the learning teaching problems in the classroom using an appropriate strategy that match learners' learning style. In this research, the researcher participated in the process from the first through the end. The researcher did planning, actuating, observing (gathering and analyzing the data), and reflecting (making conclusion and research report) as proposed by Kemmis and Taggart (in Hopkins, 1985: 34).

1. Planning

In this step, the researcher and the collaborator prepared the guided questions through inside outside circle to be implemented in learning teaching activity. It consisted of the strategy, lesson plan, and criteria of success.

a. Preparing a Suitable Strategy

The strategy of guided questions through inside outside circle applied in the classroom as follow.

- 1) Firstly, the researcher gave guided questions to all students and explained each question in order to avoid miss understanding among students. Then the researcher divided the students into two big groups. One group was a small circle. A small circle is an inside circle. The students who are in inside circle have to ask questions. The other one was a big circle. A big circle is an outside circle. The students who are in outside circle have to answer questions. It can also be modified that one group as line A that students have a role and a chance to ask questions and the other group face the first group as line B that students have a role and a chance to answer questions.
- 2) Secondly, the researcher described what the students should do after they come forward. The inside group or line A group must ask questions to his/her partner (outside group or line B) and the partner must answer questions. The researcher will turn on the music, when the music is on, everybody must move one step and change position and find a new partner and when the tape is off the students do conversation again with different a partner or a student. In the end, this activity will give students to have a chance and a role to ask and answer questions.

- 3) The last is the researcher tested them one by one to speak in front of the class by arranging each answer from each question to be one to two paragraphs and tell it in front of the classroom orally. The presentation is used to see whether the students have better ability on speaking related to certain topic.

b. Designing the Lesson Plan

The lesson plan focused on the use of guided questions through inside outside circle strategy in the classroom to solve the students' problems in speaking. The topics discussed in this cycle are self-introduction, sport, and hobbies.

c. Criteria of Success

There are two criteria of success implemented in this study; (1) the students' involvement in teaching and learning process of speaking are highly positive, and (2) Students' achievement of speaking English ability are 70% of the students get the score of greater than or equal to 7 of the range that lies from 0 to 10.

2. Implementing

When all preparations are ready to use, the researcher implemented the activities have been designed using guided questions through inside outside circle. The subject is the first year students of SMA Wahid Hasyim Malang.

In implementing the action plan, the researcher was assisted by collaborator who at the same time acted as the observer in the teaching and learning process in the class. During the process, a collaborator held field-notes and observation check list.

3. Observing

a. Data and Source of Data

The data were in the form of qualitative and quantitative data. The qualitative data were about the students' participation in speaking activities, comment, opinion, and suggestion. The quantitative data were students' speaking test. The data were obtained from the students and the collaborator teacher.

b. Instrument and Techniques for Data Collection

To collect the required data, the researcher used an observation checklist, a field-note, list of questions, and a test. The observation checklist was used to observe students' activities in the teaching and learning process in the classroom, and to observe the used of the lesson plan, instructional material, speaking practice in inside outside circle, and instructional process which dealt with the implementation of the strategy of guided questions through inside outside circle. The field notes was used regularly to take notes and record the information about the event, dates, and persons involved in the teaching and learning process. The list of questions were used to know students' responses toward the implementing guided questions through inside outside circle. While a test was used to get the students' score on speaking. Those can be concluded as follow.

Criteria of Success

Criteria of Success	Data	Source of Data	Instrument	Technique of data collection	Data Analysis
The students' participation in the classroom are highly	Students involve actively in the teaching and learning process by giving responses to the	Students	<ul style="list-style-type: none"> List of Question Observation 	<ul style="list-style-type: none"> Observation Giving students' 	The researcher can justify the students' responses whether the students

positive.	teacher' instruction, such as giving comments and opinion to the topic given, responding to the teacher's explanation, enjoy and feel free to practice English.		bservati on Sheet • Fi eld- Note	response	involve actively or not in the teaching learning of process of speaking.
70% of the students achieve the score of greater than or equal to 8 of the range that lies from 0 to 10.	Students' performance on speaking test	Students	Test	Giving Test	The data analysis is to see whether the result of the test meets the criteria of success.

4. Reflecting

This part deals with the activity to analyze the implementation of the actions during the cycle which were obtained through the result of observations. It includes the discussion of how far the developed strategy solves the problems and the factors that might be the causes of the unsuccessful strategy applied. In this research, the researcher reflected the strategy has been done in the activities of learning and the impact of the activities as well as toward the improvement of the students' ability in speaking. The data obtained then checked with the criteria of success to see whether the data have met the criteria or not. The result of this reflection is, then, used as the basic consideration to revise the model to be applied in the next cycle to get a better result of learning or the researcher should stop because the result have met the criteria of success.

FINDINGS AND DISCUSSION

The findings and the discussions of the research deal with the students' participation in the classroom by showing their responses toward the strategy and the result of their test.

1. Findings

a. *The Students' Participation*

The criteria of success states that both female and male involve actively in the teaching and learning process of speaking. To obtain the data, the researcher used a list of a question, observation checklist, and field-note. The data were taken during the activity in the classroom.

The questions were used to obtain students' response toward the implementation of guided question through inside outside circle. There are three questions (1) when guided question through inside outside circle given, which part of activities that you think the most difficult? (2) did guided question through inside outside circle help you in learning English especially on speaking? and (3) how was your English speaking ability after you got guided

question through inside outside circle if you compared with the way that you got before implementation of guided question through inside outside circle?

From those questions, most students answered for question number one that they had difficulty when they practiced speaking. They felt nervous for the first time but later they were accustomed with speaking to friends.

For question number 2, 70% students from the classroom responded that guided question through inside outside circle helped much to motivate students to speak English. The students felt that guided question was interesting activity because they could practice English with the whole students. Nice activity affected them to have their mind fresh so that they could enjoy activity happily. They also said that when they practiced and repeated many times the questions and the answered they could speak English fluently and could pronounce accurately.

The last question, most the students answered that their English speaking ability was improved. In their mind, guided question through inside outside circle helped and gave better treatment than other activity.

The observation checklist and field-note indicated that the students were actively involved in the classroom. The collaborator teacher commented and ticked *YES* to observation checklist. The field note gave information that the students felt happy although they were a little bit tired because they stood up a long time when they had the activity.

b. Test

The test was given after the students did guided questions through inside outside circle. The test was in the form of students' presentation in front of the classroom. The students should report related topic that they have practiced before in the activity of guided questions through inside outside circle. The average score of the students' test was 76.94.

2. Discussions

After the guided questions through inside outside circle strategy was implemented through one cycle, it can be concluded that speaking skill of the first year students of SMA Wahid Hasyim Malang has improved. The guided questions through inside outside circle have the students practice English many times; asking and answering the questions, meet all students in the class so that they can have much time to practice. Besides that, the guided questions through inside outside circle gives students ideas to speak and remember new world easily and fast. It was right then that the result of their speaking test was in the average of 76.94. The other one that the guided questions through inside outside circle make students to involve actively in teaching and learning process of speaking. By moving one step made the students feel happy. Also, practicing with different students give them different experience that the learning is interesting.

The action was implemented by giving the students guided questions and explaining the questions bravely. Then, the researcher explained the inside outside circle. Then, the researcher had the students make two big groups. The two groups were placed in line A and line B. Line A was the same as inside students while line B was the same as outside students. The students in line A had a chance and a role to ask questions, on the other hand students in line B had a chance and a role to answer the questions. In the end, each student had the same change and the same role since they moved in line A and line B. The activity was end when each student had already met with the whole class and the students had been in line A and in line B.

In the end, the researcher demanded the students to report the answers by arranging in a good paragraph and told in front of the class orally. Telling the result in a good paragraph in front of the class was used by the researcher to see the improvement of students' speaking ability using guided questions through inside out side circle strategy. The paragraph was

made by the students by arranging the answers of the questions. The purpose of making paragraph is only to make it easy for the students to retell in front of the class. They must not read the paragraph but only as a guide to remember what the students should talk.

Besides, guided questions through inside outside circle contains some procedures (1) brainstorming the students by asking them how to speak and great people for the first meeting, showing them pictures of students who introduce each other, (2) explaining guided questions through inside outside circle strategy, (3) giving clear instruction, (4) modeling the expected result of the task, (5) presentation, (6) making reflection toward the things that students just have in the process of the teaching and learning in the classroom. Therefore, guided questions through inside out side circle strategy gives chance for students to share ideas in improving speaking fluently, vocabulary, and pronunciation.

The students' response toward the implementation of guided questions through inside outside circle strategy was good. 70% students gave opinions that the teaching learning activity of speaking using guided questions through inside outside circle strategy was good to motivate students to speak English and a good activity to give chance for students to practice English because each student can practice English with the whole class.

The strength of implementing guided questions through inside outside circle strategy is it gave students a chance to practice English much more than conventional one. By repeating many times the students will accustom to the words they use. And practicing with different people will make the class enjoyable and not boring. Their motivation was improved by doing this activity.

The weakness was what the collaborator noted in field-note that the students who did not active tend to speak by themselves. And the students felt tired because they stood up very long.

CONCLUSION AND SUGGESTION

1. Conclusion

The results above indicate that the students have improved their speaking ability. Therefore, the use of strategy in solving the problem on speaking skill worked well. It clearly motivated the students to be actively involved during the group work. The average of students speaking score is 76.94, meaning that most of the students have taken part in the activity and it can be judged that the activity have given chances to students to speak. The students' participation was highly positive knowing from the result of the students' responses, observation checklist, and field-note. The activity which demanded the students to practice English with different partner make them enjoy and happy. Therefore, this study stopped in one cycle. The researcher didn't have to go on to next cycle because the cycle had meet the criteria of success.

2. Suggestion

- a. The teacher should consider that the guided questions through inside outside circle strategy may increase the students' ability on speaking skill, English teachers at senior high school and the other school levels are recommended to apply this model as one of the alternatives to be used in teaching speaking. It is suggested that this strategy can be introduced to other teachers through teacher's forum also the discussion of students' problems in speaking and designing a lesson plan using the guided questions through inside outside circle strategy for teaching speaking at teacher forum of the same subject. They also can write an article about the strategy in a local strategy in order can be known by other teacher in different place of teaching.
- b. For the next researchers hopefully can do the same research by applying other kinds of methods in the classroom for better students' achievement.

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