

**LEARNING ENGLISH THROUGH THE INSIDE OUTSIDE
CIRCLE LEARNING MODEL TO IMPROVE SPEAKING
SKILLS AT JUNIOR HIGH SCHOOL IN 2022/2023
ACADEMIC YEAR**

THESIS



By:

Safitri Nur Sholihah

NIM: T20166021

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of The Requirements
for A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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ACADEMIC YEAR**


THESIS

Has been examined and accepted in partial fulfillment requirements of
Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Saturday
Date : 24th of June 2023

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MOTTO

﴿٧﴾ فَإِذَا فَرَغْتَ فَانصَبْ

Meaning: “So, when you have finished (your occupation), devote yourself for Allah’s worship.”¹ (Ash- Sharh, 94:7)



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¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*. (Medina: Darus Salam Publications, 1996), 841

DEDICATION

In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, I got many guidance and motivation from people around me. It is the great honor for me to make dedication to convey my sincere gratitude for people who support me from the beginning until finishing this undergraduate thesis. In this occasion, I presents great honor to:

1. The most special person, my beloved parents (Umar and Rabunah), have given their support during my study and my process in writing this research. I thank for their kindness, support and patience.
2. My beloved sisters, Hartatik and Ita Riswanti. I am so thankful for their support.
3. All of my friends in English Education Department who companied me in studying.

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In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon me in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is the great honor for me to make acknowledgement of indebtedness to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by myself only, there are many "hands" which help me. In this occasion, I present great honor to:

1. Mr. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of UINKHAS Jember.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teacher Training of UINKHAS Jember.
3. Mr. Rif'an Humaidi, M.Pd.I., as the head of the Islamic Studies and Language Education Department which had permitted to do this research.
4. Mr. As'ari, M.Pd.I., as Head of English Education Department of UINKHAS Jember, as the Supervisor who has patiently given valuable advice and guidance to finalize this research.

5. Umi Hanik as the Headmaster, Mrs. Dwi as the English Teacher and the students of MTs. Annuriyyah, thank you for their willingness being informant in my study.
6. All lecturers who have taught in English Education Department UINKHAS Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

Finally, I realize that this research still has some weakness and mistakes. Thus, I would be grateful to accept any suggestions and corrections from anyone for a better writing.

Jember, June 2023

Safitri Nur Sholihah
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ABSTRACT

Safitri Nur Sholihah, 2023: Learning English Through The Inside Outside Circle Learning Model To Improve Speaking Skills At Junior High School in 2022/2023 Academic Year.

Keywords: Learning English, Inside Outside Circle Learning Model, Speaking English, Qualitative Approach.

Learning English needed learning innovation so that learning is more meaningful. One of the innovations of the English learning model applied at MTs Annuriyyah is the Inside Outside Circle learning model which has a significant role in improving the quality of learning English, because this model applies steps to make students more active in speaking.

This study used a qualitative approach with a case study type of research. Data collection techniques using: 1) Observation, 2) Interview, and 3) Documentation. Data analysis techniques in this study used the Milles, Huberman, and Saldana models, namely data condensation, data presentation, and drawing conclusions. In testing the validity of the data in this study using source triangulation and technique triangulation.

This study concluded (1) Learning planning includes five main aspects, namely: a) The teacher determined the objectives of the Inside Outside Circle learning model and competency objectives, b) The teacher determined material describing people, c) The teacher chose learning resources through books and learning media with powerpoint , d) The teacher determined the Inside Outside Circle learning model, e) The teacher determined the assessment of observation and objective tests in the form of multiple choices. (2) Implementation of learning, namely: a) The teacher opened the lesson which begins with greetings, reads a prayer, gives encouragement, motivation, directions and apperception, b) The teacher delivers material describing people through powerpoint media, c) The teacher applies the Inside Outside Circle learning model according to the model steps, d) The teacher closed the lesson by reflecting on the material, summarizing, closing with prayer and greetings. (3) Evaluation of learning was carried out by the teacher through observation and objective tests in the form of multiple choice shows perfect results and all students get scores above the Minimum Mastery Learning (KBM).

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CHAPTER I

INTRODUCTION

A. Research Background

One of the problems in the English learning process is the less varied learning methods. The lecture method is very often used. Educators feel that the lecture method can supervise students who make noise in class and students' understanding is focused on what is conveyed by the educator, but in learning with the lecture method results in students getting bored and becoming inactive because learning is only done in one direction.¹

It was reiterated that in order for students to be more meaningful in learning, it is necessary to apply learning innovations. A learning model is really needed that is not only able to make students smart in theoretical science, but also smart in practical science. Therefore a strategy is needed

on how education becomes a means to open the mindset of students that the knowledge learned is very meaningful for life so that knowledge is able to change attitudes, knowledge, and skills for the better.² Thus, the

learning model inside outside circle has a significant role in improving the quality of learning English, because this model applies steps for students

¹ Muh. Wildan Ramadhan dan Makki, "Problematika Pendidikan Agama Islam dan Solusinya di SMP", Jurnal Al-Ibrah 08, No.02 (September 2019): 25

² Aris Shoimin, 68 *Model Pembelajaran Inovatif dalam Kurikulum 2013* (cet. II, Yogyakarta: Ar-Ruzz Media, 2020), 20.

to more actively share information between partners and improve communication skills in the context of learning English.

Reviews of the inside outside circle learning model are listed in Permendikbud No. 22 of 2016 that the learning process in educational units uses learning models adapted to the characteristics of students which are held interactively, inspiring, fun, challenging, motivating students to participate active, and provide space according to the talents, interests, and physical and psychological development of students.³

This inside outside circle learning model makes it easier for students to understand the material being explained. In this learning model the teacher only acts as a facilitator who directs students. Students learn actively using the directions given by the teacher, as a result the active ones are not only the teacher but the students are also active during the learning process in class according to the learning model that the teacher

gives to students must be perfect and good, contained in the word of Allah SWT (QS. An-Nahl: 125), which reads:

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أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

*“Call unto the way of thy Lord with wisdom and fair exhortation,
and reason with them in the better way. Lo! thy Lord is Best Aware of him*

who strayeth from His way, and He is Best Aware of those who go aright.”⁴

The purpose of the verse is related to the obligation to study and study. According to mufasir, Allah SWT made it obligatory on the Prophet Muhammad SAW and his people to seek knowledge and practice knowledge with good learning examples. The right and effective learning model will facilitate students in the learning process.

The inside outside circle learning model is a learning model with a small circle system facing outward and a large circle facing inward, between members of the small circle and large circle in pairs and facing each other so that students share information simultaneously.⁵ The information shared by students with each partner is material that leads to learning objectives.

The inside outside circle learning model is a large circle and small circle teaching technique, students exchange new information obtained in the learning process. This learning process is suitable for use in materials that require an exchange of ideas and information between students.⁶

The emphasis on this understanding is that the inside outside circle learning model is a small circle and big circle technique and the material

⁴ Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemah*, (Bandung: Al-Hikmah, 2010), 281.

⁵ Aris Shoimin, 68 *Model Pembelajaran Inovatif dalam Kurikulum 2013*, (cet. II, Yogyakarta: Ar-Ruzz Media, 2020), 87-88. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

⁶ Azmi, “Model Pembelajaran Inside Outside Circle (IOC) untuk Meningkatkan Hasil Belajar Siswa dalam Proses Pembelajaran,” *Jurnal Al-Ibtida* 2, No.1 (2015), 4.

discussed in the learning process is used as material for exchanging thoughts or information. Based on some of these opinions, it can be concluded that the inside outside circle learning model is a learning model in the form of an inner circle and an outer circle which emphasizes student activity to be active in sharing information with each partner.

Based on the problem stated above, the researcher is interested in conducting a descriptive study at Junior High School. Thereby, the researcher carries out the study under the title **“Learning English Through The Inside Outside Circle Learning Model To Improve Speaking Skills At Junior High School in 2022/2023 Academic Year.”**

B. Focus of Research

Based on the background above, the writer formulates focus of research as follows:

1. How is the planning of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year?
2. How is the implementation of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year?
3. How is the evaluation of learning English through the inside outside the circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year?

C. Objective of Research

In accordance with the focus of research that has been determined, the objectives to be achieved in this research are :

1. To describe the planning of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year.
2. To describe the implementation of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year.
3. To describe the evaluation of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year.

D. Benefits of research

The results of this study are expected to provide theoretical and practical benefits for all parties who read. The benefits of this research are

as follows:

1. Theoretical benefits

This research can provide significant benefits and increase knowledge and broaden horizons in global education. In addition, this research is also expected to be used as an additional reference or comparative material for future studies, especially in learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year.

2. Practical benefits

The results of this study are useful for researcher so they can be used to add insight and deepen studies regarding learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year. It is also important for other researcher to conduct other research on teaching and learning processes in speaking skills.

E. Definition of Key Term

Definitions of key terms are important terms which are the point of attention in the research title so that there is no misunderstanding of the meaning of the term as intended by the researcher. The terms emphasized in this study are as follows:

1. Learning English

Learning is an effort made by the teacher to teach students to create learning behavior. In essence, learning is how the teacher facilitates so that students want to learn in order to increase cognitive, affective, and psychomotor abilities. In learning English activities, there are several focus points in this study, namely planning, implementing, and evaluating learning English about Describing People material.

2. Inside Outside Circle learning model

This inside outside circle learning model involves students in the learning process in English subjects, namely by sharing information related to Describing People material to other students, so that students are trained to speak. In this study, the researcher then described the steps of the inside outside circle learning model that were applied in the learning process.

3. Speaking Skill

Speaking is a crucial part of communication system. Speaking is the main way to share the idea or a message to someone else. Everyone can express their minds, ideas and thought freely and spontaneously through speaking. Moreover to mastered speaking skill, at least students need to concern five components are comprehension, grammar, vocabulary, pronunciation, and fluency. In this study, the researcher assessed student's speaking skill from pronunciation and fluency when learning took place.

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CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research can make it easier for researcher to focus and explain originality related to research, therefore the researcher takes a thesis that has been approved and published. In this previous study, the researcher included the differences and similarities of the research that had been carried out with the research that the researcher wanted to carry out and made a summary of the results of the previous research. The results of previous studies related to this research include:

1. Hartini conducted a research with title "Implementation of the Inside Outside Circle Learning Model in Improving Learning Outcomes of Islamic Religious Education of Students at SD Inpres Camabaya, Gowa Regency"

The difference from the research that conducted by Hartini uses a quantitative research type with a quasi-experimental design approach and designed with a posttest-only control design, while the research conducted by researcher uses a qualitative research type.

Another difference is focuses on the activities and consequences of learning in English learning, while the research that the researcher describes the planning, implementation, and evaluation of learning

English through the inside outside circle learning model. The similarity is that both use the inside outside circle learning model.⁷

2. Indah Wahyu Afrilia Nasution conducted a research with title “The Influence of the Inside Outside Circle (IOC) Learning Model on the Learning Motivation of Grade VIII Students in the Subject of Jurisprudence at Private MTs Al-Washliyah 01 Medan”

The difference from the research conducted by Indah Wahyu Afrilia Nasution is proving the effect of the inside outside circle learning model on student learning motivation through a quantitative approach, while this research describes the planning, implementation, and evaluation of learning English through the inside outside circle learning model with a research approach qualitative. The similarity is that they both discuss the inside outside circle learning model in learning.⁸

3. Aulia Gita Rezka conducted a research with title “The Influence of the Inside Outside Circle Model on the Learning Outcomes of Islamic Religious Education for Grade VII Students at SMPN 19 Bandarlampung”

The difference from the research conducted by Aulia Gita Rezka focused on learning outcomes in the subject of PAI Class VII

⁷ Hartini H, “Implementasi Model Pembelajaran Inside Outside Circle dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam Peserta Didik di SD Inpres Camabaya Kabupaten Gowa” (Skripsi, UIN Alauddin Makassar, 2018).

⁸ Indah Wahyu Afrilia Nasution, “Pengaruh Model Pembelajaran Inside Outside Circle (IOC) Terhadap Motivasi Belajar Siswa Kelas VIII Pada Mata Pelajaran Fikih di MTs Swasta Al-Washliyah 01 Medan” (Skripsi, UIN Sumatera Utara, 2021).

Students at SMPN 19 Bandarlampung which used a type of quantitative research, whereas in the research that the researcher carried out namely describing the planning, implementation, and evaluation of learning English through inside outside circle learning models which uses a type of qualitative research. The similarity is that both use the inside outside circle learning model in the learning process.⁹

These research had similarities and differences with the three previous studies that have been discussed previously. The similarity lies in learning through the inside outside circle learning model. The difference is at the same time a novelty in this study where learning through the inside outside circle learning model focuses on planning, implementation and evaluation studies.

B. Theoretical Framework

In this theoretical framework the researcher discusses the theory used in the research broadly and in depth, in order to deepen the researcher's insights in studying the problems to be solved in accordance with the research focus and research objectives.¹⁰ Some of the theories that the researcher will discuss are English learning, the Inside Outside Circle Learning Model, and speaking skills.

⁹ Aulia Gita Rezka, "Pengaruh Model Inside Outside Circle Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas VII Di SMPN 19 Bandarlampung" (Skripsi, UIN Raden Intan Lampung, 2021).

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¹⁰ Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah*, (Jember: UIN Kiai Haji Achmad Siddiq Jember, 2021), 46.

1. English Learning

Ahdar and Wardana put forward that the notion of learning is assistance provided by educators so that the process of acquisition, mastery of knowledge and knowledge can occur in order to achieve character and shape students' attitudes and beliefs.¹¹

According to Buna'i, in English learning conducted by the teacher, there are three stages, namely planning, implementing, and evaluating learning. This is in accordance with the focus of research in this study.¹²

a. Planning

Learning planning is the process of making decisions to formulate goals to be achieved in the learning process, selecting subject matter, learning methods, learning media, and learning evaluation plans used to realize learning objectives in accordance with the applicable curriculum. Further strengthened by Farida's opinion regarding lesson planning is a preparation to carry out teaching assignments by applying learning principles and through learning steps namely planning, implementing, and evaluating in order to achieve predetermined learning objectives.

¹¹ Ahdar Djamaluddin dan Wardana, *Belajar dan Pembelajaran*, (Parepare: CV Kaffah Learning Center, 2020), 13.

¹² Buna'i, *Perencanaan dan Strategi Pembelajaran Pendidikan Agama Islam* (Surabaya: CV. Jakad Media Publishing, 2019), 60.

Lesson planning as a teaching guide for teachers or prospective teachers and also a study guide for students. Got it too it is said that the lesson plan is a clear, operational, systematic reference as a guide for teachers and students in the learning that will be carried out.¹³

So it can be concluded that learning planning is a reference in the learning process through a mature thought in making decisions regarding learning objectives, selection of materials, learning methods, learning media, to operational and systematic evaluation of learning in accordance with the applicable curriculum.

b. Implementation

At the stage of implementing English learning, the teacher interacts with students in the learning process which is guided by the preparation and planning that has been formulated previously.

At this stage of implementation, the teacher conveys the material using the method and media that have been determined.

In implementing the learning process the teacher adheres to the principles of teaching namely the principle of

¹³ Nini Ibrahim, *Perencanaan Pembelajaran Teoritis dan Praktis* (Jakarta: Mitra Abadi, 2014), 80.

attention, the principle of activity, the principle of apperception, the principle of demonstration, the principle of individualization, the principle of socialization, and the principle of evaluation.¹⁴

c. Evaluation

Evaluation is an assessment of the entire educational program starting from planning, implementation, ability of educators, education management, and the success of a lesson which basically contains all the information.¹⁵

Therefore, learning evaluation is the activity of assessing all learning programs obtained from some of the information collected (numbers, descriptions, analysis) in making decisions about the achievement of student learning outcomes.

Evaluation of learning in this study applies formative assessment, namely the process of collecting data/information about the progress of students in mastering competencies, interpreting the data/information and deciding on the most effective learning activities for students in order to master the material optimally. The form of formative assessment in this study is through test techniques and non-test techniques as

¹⁴ Buna'i, *Perencanaan dan Strategi Pembelajaran Pendidikan Agama Islam*, 64.

¹⁵ Indra Perdana dan Misnawati, *Evaluasi Pembelajaran* (Palangka Raya: Guepedia, 2021), 8.

information on assessing the process and learning outcomes of students.

2. Inside Outside Circle Learning Model

a. Definition of Inside Outside Circle Learning Model

The inside outside circle learning model is a learning model with a small circle facing outward and a large circle facing inward. So that the inner and outer circle pair up and face each other, then each pair shares information at the same time briefly and regularly.¹⁶ Another meaning of inside outside circle is a model to involve more students who study the material covered in a lesson and check their understanding of the content of the lesson.¹⁷

The inside outside circle learning model was developed by Spencer Kagan in 1990, this model allows students to share information at the same time. The inside outside circle model can be applied to several subjects, such as social sciences, religion, mathematics and languages. The learning materials that are most suitable for use with this technique are materials that require an exchange of ideas and information between students. One of the advantages of this technique is that it has a clear structure and allows students to share information together briefly and regularly.

¹⁶ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*; 87 nkhas.ac.id digilib.uinkhas.ac.id

¹⁷ Hasmyati, Suwardi, dan Andi Asrafiani, *Effective Learning Models In Physical Education Teaching* (Yogyakarta: CV. Budi Utama, 2018), 44.

In addition, students have many opportunities to process information and improve communication skills. This inside outside circle model can also be applied to all grade levels and is very popular especially with children.¹⁸

It can be concluded that the inside outside circle learning model is a model developed by Spencer Kagan in 1990, in this learning model it forms a small circle facing outward and a large circle facing inward. So that the inner circle and the outer circle pair up and face each other, then each pair shares information related to the material at the same time in a short and regular manner, and provides opportunities for students to process information and improve communication skills.

Learning with the inside outside circle model begins with the formation of groups. If there are 20 students in one class, they are divided into 2 large groups consisting of an inner circle group with 10 members and an outer circle group consisting of 10 members. Each major group, namely members of the inner circle, stand in a circle facing outward while members of the outer circle stand facing inward. Thus, the members of the inner and outer circle are in pairs and facing each other. Then give the task to each pair facing it. This group is called the original pair group. On the

¹⁸ Amin Dan Linda Yurike, *164 Model Pembelajaran Kontemporer* (Bekasi: Pusat LPPM UI 45 Bekasi, 2022), 289.

other hand, the assignment given by the original partner is in accordance with the learning indicators that have been formulated. Because in the example there are 10 pairs, it means there are 10 learning indicators. Then give enough time for each pair to discuss.¹⁹

b. The Purpose of the Inside Outside Circle Learning Model

The application of the inside outside circle learning model aims to:

- 1) Share information at the same time
- 2) Improve students' skills in communicating
- 3) Develop social interaction of students
- 4) Develop students' ability to socialize with their classmates.²⁰

Another perspective explains that the purpose of the inside outside circle learning model is to train students to learn independently and learn to speak to convey information to others as well as to train discipline and order.²¹

According to Desi in his thesis, the purpose of the inside outside circle model is to prioritize the activities of students in the

¹⁹ Agus Suprijono, *Cooperative Learning-Teori Dan Aplikasi PAIKEM, cet. XIII* (Yogyakarta: Pustaka Pelajar, 2014), 97

²⁰ Habibati, *Strategi Belajar Mengajar* (Banda Aceh: Kuala University Press, 2017), 143.

²¹ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, 88.

process of learning activities, so that students do not feel bored while participating in the process of learning activities. Students can also be more active in the process of learning activities. With heterogeneous groups, there are efforts to learn in each group, there are group rules, each group must work together in large and small circles, exchange ideas and share information together.²²

Based on several perspectives of the goals of the inside outside circle above, the researcher can conclude that the purpose of implementing the inside outside circle is to train students to be active, improve communication skills, develop social interaction, and develop social skills. So that in following the learning process students do not feel bored because students play an active role in the learning process.

c. The Steps of the Inside Outside Circle Learning Model

In general, each learning model used in the learning process has steps or methods that must be taken so that these activities take place as expected and in accordance with existing procedures. The stages of learning the inside outside circle model are as follows:

- 1) The first step, half of the class stands in a small circle and faces outward.

- 2) The second, the other half of the class forms a big circle and faces inward.
- 3) Third, two students in pairs from small and large circles share information. Information exchange can be done by all partners at the same time.
- 4) The fourth step, students in the small circle stay in place, while students in the big circle shift one or two steps clockwise so that each student gets a new partner.
- 5) The final step, it is the turn of the students who are in the big circle to share information. And so on.²³

To apply learning with the inside outside circle learning model, it is hoped that there will be good cooperation between teachers and students. Not only teachers who act actively, but students must also act actively. Because this inside outside circle learning model requires quite a long time. So students must be easily managed and directed by the teacher so as not to waste time so that learning with the inside outside circle learning model can run smoothly and the material being taught can be understood by every student.

d. The advantages and disadvantages of the Inside Outside Circle Learning Model

²³ Andi Kaharuddin dan Nining Hajeniati, *Pembelajaran Inovatif&Variatif*, 47.

1) The advantages of the Inside Outside Circle Learning Model

- a. Get different information at the same time
- b. Easy to split into pairs
- c. More ideas appear
- d. More tasks to do, and
- e. Teachers are easy to monitor.²⁴

2) The disadvantages of the Inside Outside Circle Learning Model

- a. Needs large classrooms
- b. It's too long so it doesn't concentrate and it's misused for joking hard to do.²⁵

Based on the advantages and disadvantages of the inside outside circle learning model, the authors can conclude that using the inside outside circle learning model requires educators to focus and be serious in managing classes in a more planned and organized way, so that the implementation of this learning model can run smoothly.

3. Speaking Skill

²⁴ Amin dan Linda Yurike, *164 Model Pembelajaran Kontemporer* (Bekasi: Pusat LPPM UI 45 Bekasi, 2022), 300.

²⁵ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: ArRuzz Media, 2014), 90.

a. Definition of Speaking

Many of English experts have already defined speaking. In this study, the writer chooses several definitions discussed in this chapter.

According to McDonough, Shaw, and Masuhara explained that speaking is a skill that enables the human to produce the utterance.²⁶ To do communication with others by interaction we must express ideas, opinion and do negotiate to build the relationship with others. It means that speaking used to interaction by using the expression is spoken English, so we can conclude that speaking is the verbal information.

As we know that speaking is the verbal information, so we should have a purpose why we speak. We want to just have a conversation to persuade others, we speak to describe things or we want to give the clarification on information and all the purpose

that we have depends on the context and the situation. Speaking is the communication activity at least between two people, speaker, and listener, employ both verbal and non-verbal means to reach their communicative goals.²⁷ Speaking is defined as an interactive process of understanding the meaning, receiving and processing information, ideas and feeling. However, speaking is an oral

²⁶ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Teacher's Guide*,

(Massachusetts: Blackwell Publishing Ltd, 2003), 157. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

²⁷ Petra Solcova, *Teaching Speaking Skill*. Masaryk University Faculty of Arts Department of English and American Studies. 2011.

expression that involves not only the use of right patterns of intonation, but also that of right word order to convey the right meaning. As the speaking is actually the act to show how we making a sound and the meaning can be understood by the listener.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. As the nature of the speaking skill is the productive one that cannot also be separated from listening ability. Speaking is called the active use of the English. Towards speaking, the communication between or among people happen when somebody is talking, while others are listening. Somehow, we create the communication and it has the action towards speaking and listening because we have our intention to deliver.²⁸ According to Richard and Renandya, speaking is one of the central elements of communication.²⁹ The reason why the speaking is important because speaking can helps the student to thinking when we are speak. When we do speaking, it means that the students thinking

²⁸ Petra Solcova, *Teaching Speaking Skill*. Masaryk University Faculty of Arts Department of

English and American Studies, 2011

²⁹ Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge University Press, 2002), 210.

what the meaning of words that we produce and after the students understand about that, the students can give addition, feedback and others to give their ideas to other people. So by speaking, the students start to do communication, interaction, giving information or opinion that they have in their mind. So it means that speaking is the process of the idea-transferring. When someone is speaking, the other is listening. That is how the meaning in the message, expressions, commands, or other purposes is formed.

b. Elements of Speaking

There are some important aspects or elements that teachers need to concern. The learners should have to achieve these six elements; content, pronunciation, grammar, vocabulary, fluency, and comprehension. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.³⁰ In fact that all of these elements are really connected and needed.

1. Content

For oral communication, content certainly requires a subject to respond, to speech as well as to imitate it.³¹ It means that content is about the students' speaking ability and how

³⁰ Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007) 343

³¹ Azlina Kurniati, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Riau University, (Januari,2006), 5

students retell or understand about the material or anything based on their ability.

2. Pronunciation

Pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation.³² When acquiring English language, pronunciation is often considered as an important aspect in speaking. It is because speaking deals with how sound is produced, how words are pronounced properly and correctly which affects the style of speaking.

3. Grammar

When we speak to somebody, grammar plays an important role in rules. Penny Ur defines that grammar is putting the words together to make the correct sentence.³³ However, it is often neglected in speaking, especially when non-native speakers talk. Grammar is important in speaking because it is used to avoid misunderstandings, and to help the other person understand

³² Ronald Carter & David Nunan, *Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge, 2004), 56. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

³³ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 75

easily about what we talk. When the grammar is full of mistakes, it will down the communication and they will difficult to express the idea clearly.

4. Vocabulary

Vocabulary is one of the important elements in teaching and learning.³⁴ Vocabulary is our basis in order to create the word. The more we have the vocabulary, the better we speak. Furthermore, after having sufficient vocabulary. Because, in learning the target language, the learners also need to know what the meaning of words and how to use it properly. However, only knowing the meaning of vocabulary is not enough. Without vocabulary, the learners can't arrange the sentence and finally they feel difficult to speak because the words that produce when we speak, it's called vocabulary. The learners should aware about the meaning and context of that vocabulary as well. In speaking this can be the initial step for learners before arranging the words to become a sentence.

5. Fluency

In performing speaking, it is very good to hear or talk if the speakers speak fluently. Brown added that fluency is the ability to speak spontaneously, flow well, without having to

³⁴ Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), 40

stop and pause a lot.³⁵ Somehow, fluency is also followed by talking reasonably quickly. Being fluent to speak English requires the speaker's confidence in order to speak. This becomes the learners' problem, somehow, we can indicate it comes because of the lack of understanding that is relating to the comprehension as well. It is no wonder that as the learner of a foreign language we are afraid of making mistakes either the grammar or pronunciation, and any factors.

6. Comprehension

The last element is comprehension. We speak then another reply. So, to make it smoother we must know what being talk and what we are going to reply. Comprehension in speaking context refers to our capability on understanding. Moreover, comprehension needs good and quick thinking in speaking. Speaking will successfully flow when people having interaction can obtain the message in target language.³⁶

Comprehension is something that determine is the speaker understand about the context that they are talk or not. When the learners speak to others, they should understand about the content or the meaning of information that they talk, if they can

³⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268.

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³⁶ Jack C. Richards and Theodore S., *Approaches and Methods in Language Teaching*, Second Edition, (New York: Cambridge University Press, 2001), 180

understand about that, so they can easy to give feedback, idea, opinion that they have in their mind.

c. Types of Speaking

According to Brown, when we speak there are six types of classroom speaking performance that students are expected to carry out in the classroom.³⁷

1. Extensive (Monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

2. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

3. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners “going over” certain forms of language.

4. Extensive

From the intermediate to advanced level of learning English, they have expected to extend the monologues oral reports, summaries, or perhaps short speech.

5. Interpersonal (Dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining a social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6. Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.³⁸

³⁸ H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.2001), 271-274

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and type of research

The approach to be used in this study is a qualitative approach, namely research that emphasizes understanding of problems in social life based on natural, holistic, complex, and detailed reality conditions. In qualitative research the researcher is the key instrument. Therefore researcher must have theoretical provisions and broad insights so that they are able to ask questions, analyze, and clearly construct the object under study.³⁹

The researcher used a qualitative approach with the type of case study research because this research emphasizes cases that occur in research locations related to innovations in learning English through the inside outside circle learning model where the meaning and process are in the form of descriptive not numbers in the form of written or spoken words from observable informants.

Therefore, in this study the researcher conducted an in-depth study to describe learning English through the inside outside circle learning model to improve speaking skills at junior high school in 2022/2023 academic year.

³⁹ Eko Murdiyanto, *Metode Penelitian Kualitatif* (Yogyakarta: UPN Veteran Yogyakarta Press, 2020), 19.

B. Research Location

Locations for research needed to be determined and determined in order to find data that is in accordance with the focus of the problem. It is clear that the research location was determined because there were gaps or uniqueness in terms of the activities carried out at that location which were then determined as a place to look for various data to support research.

In this case the researcher conducted research at MTs Annuriyyah for the reason that the researcher got information from one of the students who attend the school that the English teacher if teaching is fun. During the lesson, the English teacher invited students to form an outer circle and an inner circle. And when the researcher interviewed the English teacher at MTs Annuriyyah, it turned out that it was true that the outer circle and inner circle that the students meant were the inside outside circle learning model. So the researcher conducted research at the school in order to study scientifically about the planning, implementation, and evaluation of learning English through the inside outside circle learning model.

C. Research Subject

The research subjects referred to in this study are resource persons, participants, or what can be called informants who are considered qualified and can provide information for researcher regarding the needs of the data to be studied.

Determining the source of data on the people to be interviewed was carried out using a purposive technique, namely selected with certain considerations and goals.⁴⁰ The subjects or informants that the researcher determined in this study were:

1. Mrs. Umi Hanik as the principal of the MTs Annuriyyah school, whom the researcher selected as an informant to obtain school profile data.
2. Mrs. Dwi Nurlaeli as an English teacher at MTs Annuriyyah, whom the researcher selected as an informant to obtain data related to planning, implementing, and evaluating learning.
3. Naila, Kurnia Hasanah, and Alexandra Intara Devy as class VIII students who are active and enthusiastic in answering questions from the teacher, are also good at communicating when learning English at MTs Annuriyyah.

D. Data Collection Technique

To support information related to the research to be carried out, the researcher will describe several techniques that will be used during the research. The data collection techniques to be carried out in this study are as follows:

1. Observation

Observation means collecting data directly from the field. In the tradition of qualitative research, to get data, you have to go to the field or location to be studied, not just behind a desk, because this data

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 216.

is in the form of attitudes, activities, actions, treatment processes, and overall interactions between people.⁴¹

The researcher uses the type of participant observation, in which the researcher arrives at the area of learning activities and is directly involved in the learning process even though only as an observer, because the researcher makes in-depth observations.

The data obtained through this observation technique are:

- a. Planning for learning English through the inside outside circle learning model.

Researcher make observations related to learning planning, namely when the teacher designs an Implementation Plan which contains the formulation of learning objectives and the purpose of using the inside outside circle learning model.

Determine the subject matter, namely Describing People, determine the learning method/model, namely the inside

outside circle learning model, determine the media and learning resources, namely PowerPoint media and learning resources with English books for class VIII, determine the evaluation of learning, namely through observation assessment and objective tests in the form of multiple choice

- b. Implementation of learning English through the inside outside circle learning model.

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⁴¹ Eko Murdiyanto, *Metode Penelitian Kualitatif*, 54.

The researcher made observations on the implementation of learning starting from preliminary activities which began with greetings, reading prayers, taking attendance, giving enthusiasm, motivation, directions and apperceptions and building communication with students. Then the main activities are carried out by conveying material through PowerPoint media and the teacher explains about inside outside circle learning and applies the learning model according to the steps of the inside outside circle model, namely half the class stands in a small circle and faces outward, the other half of the class forms a big circle and faces out. inward, then two students in pairs from the small circle and the big circle share information that is carried out by all pairs, then the students in the small circle stay in place while the students in the big circle shift one or two steps clockwise so that each student gets a new partner and it is the turn of the students who are in the big circle to share information, and so on. The closing activity is material reflection with questions and answers, giving assignments to make a summary of the material, followed by praying and closing.

- c. Evaluation of learning English through the inside outside circle learning model.

The researcher made observations related to the evaluation of English learning in the Describing People material through observational assessments, objective tests in the form of multiple choice, and assessment of speaking ability tests. As a result, students are able to display an active and skilled attitude in communicating, the results of the observation assessment are evidenced by the results of tests carried out by students by obtaining perfect results and above Minimum Mastery Learning.

2. Interview

An interview is an interaction process carried out by at least two or more people, on the basis of availability and a scientific setting, in which the direction of the conversation is in accordance with the stated goals by prioritizing trust as the main foundation in the process of understanding.⁴²

In this study the researcher used a semi-structured interview type, in which in practice the researcher initially asked several questions in a structured manner, then the researcher probed deeper freely for each question that needed a deeper explanation.

The data obtained by researcher in interview techniques as follows:

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⁴² Umar Siddiq dan Moh. Miftachuil Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), 61.

- a. Planning for learning English through the inside outside circle learning model.

The researcher conducted an interview with Mrs. Dwi Nurlaeli as an English teacher regarding planning English lessons. He said that at the learning planning stage, namely formulating learning objectives including the objectives of using the inside outside circle learning model and competency objectives. Determine the subject matter, namely Describing People. Determine the learning method/model, namely the inside outside circle learning model. Determine media and learning resources, namely powerpoint media and learning resources with class VIII English books. Determining the evaluation of learning, namely through observational assessment, objective tests in the form of multiple choices. As a result, students are able to display an active and skilled attitude in communicating, as well as the results of observational assessments as evidenced by the results of tests carried out by students with perfect results. All students scored above the Minimum Mastery Learning.

- b. Implementation of learning English through the inside outside circle learning model.

Researcher conducted interviews with Mrs. Dwi Nurlaeli as an English teacher regarding the implementation of English learning. He said that in the implementation of learning there were 3 stages, namely preliminary activities which began with greetings, reading prayers, taking attendance, giving enthusiasm, motivation, directions and apperception and building communication with students. Then the main activities are carried out by conveying material through PowerPoint media and the teacher explains about inside outside circle learning and applies the learning model according to the inside outside circle steps, namely half the class stands in a small circle and faces outward, the other half of the class forms a big circle and faces inward. . Then two students in pairs from the small circle and the big circle share the information carried out by all pairs, then the students in the small circle stay in place while the students in the big circle shift one or two steps clockwise so that each student gets new pairs and students who are in the big circle share information, and so on. The closing activity is material reflection with questions and answers, giving assignments to make a summary of the material, followed by prayer and closing.

- c. Evaluation of learning English through the inside outside circle learning model.

The researcher conducted an interview with Mrs. Dwi Nurlaeli as an English teacher regarding the evaluation of learning English. He said that there are 2 forms of assessment of students. First, attitude assessment through observation, the result is that students are active in the process of delivering material with each partner using the inside outside circle model. Second, the knowledge assessment is in the form of an objective test in the form of multiple choice with perfect results and scores above Minimum Mastery Learning. Third, assessment of skills with speaking ability.

3. Documentation

Documentation is a record of events that have occurred. Documentation can be in the form of writings, drawings, or monumental works from someone. A research will be more credible if it is supported by documentation in the form of documents, academic papers, art, and others.⁴³

This documentation technique was used by researcher in collecting data to obtain more information about:

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⁴³ Sugiyono, Metode Penelitian Pendidikan, 125.

- a. Implementation Plan for Learning English for Describing People materials.
- b. Pictures related to the planning, implementation, and evaluation of learning English through the inside outside circle learning model.

E. Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which will be studied, and make conclusions so that it is easily understood by oneself and others.⁴⁴

In this study, the researcher applied and it was combined by Umar Sidiq and Miles, Huberman, and Saldana, which is as follows:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes, interview transcripts, documents, and other empirical materials. Using data condensation will become stronger. The need for condensation of data because the data obtained is complex so it needs

⁴⁴ Umar Sidiq dan Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, 162.

to be focused on choosing the main or important things and looking for themes and patterns.

Data condensation, in this case the researcher wrote a summary based on the results of data collection regarding the planning, implementation, and evaluation of learning English through the inside outside circle learning model. Then the researcher simplified the results of the summary to continue at the data presentation stage.

2. Data Display

After the data is reduced, the next step is presenting the data. In qualitative research data presentation can be done in the form of brief descriptions, charts, correlations between categories. Miles and Huberman stated that what is most often used in qualitative research to present data is narrative text.

Presenting the data, in this case the researcher organized the data obtained, if the data is in accordance with the focus of the research, the researcher combined the data into the planning, implementation, and evaluation of learning English through the inside outside circle learning model. Then the researcher described the results of the contents of the data.

In the next stage the researcher understands the data information that has been collected to be analyzed and corrected again whether the data is in accordance with what the researcher expects or

the researcher takes action again on the results of the data that has been presented regarding the planning, implementation and evaluation of learning English through the inside outside circle learning model.

3. Conclusion Drawing and Verification

The third stage in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if not accompanied by strong evidence to support the next data collection stage. However, if the conclusions put forward at the initial stage are supported by strong evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.⁴⁵

In the conclusion drawing stage, after the data has been collected and corrected carefully according to the focus of the research and has been verified, the final stage of the researcher is to draw conclusions about the planning, implementation and evaluation of learning English through the inside outside circle learning model.

F. Validity of data

Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. In this study, researcher tried to acquire data validity. The researcher was chose triangulation to check the validity. Triangulation is

⁴⁵ Matthew B. Miles, A. Michael Huberman, And Johnny Saldana, *Qualitative Data Analysis* (USA: SAYGE Publishing, 2014), 15&16.

interpreted as a data collection technique that combines various data collection techniques and existing data sources.⁴⁶ The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain.

In this study, to test the validity of the data, researcher used source triangulation techniques and technical triangulation.

1. Source Triangulation

Triangulation by data sources is assessing the credibility of the data done by checking the data that has been obtained through several sources. Which include person (the headmaster, English teacher, students), and place (MTs. Annuriyyah).

2. Method Triangulation

Triangulation by method is assessing the credibility of data through checking the same data by various methods (it may consist of Observation, Interview and Documentation)

G. Research Steps

The stages of this research outline a research implementation plan that will be examined by researcher, starting from preliminary research, design development, actual research, and up to writing reports.⁴⁷

The stages of research conducted in this study are:

1. Pre Field Stage

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif*, 241

⁴⁷ Tim Revisi, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2020), 48

The pre-field stage is the initial stage carried out by researcher before conducting research. Starting from submitting the research title and research background, as well as directly checking the location and object to be studied. Then make a research matrix and proposal that is consulted with the supervisor.

2. Field Work Stage

The field work stage is the stage where the researcher began to obtain and record the data that was written in the research report through observation, interview and documentation techniques.

3. Data Analysis Phase

This stage is the final stage of the research process. At this stage the researcher managed the data that has been obtained from various sources during the research. Researcher also made conclusions that was compiled into research reports.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. The Description of Research Object

1. The History of MTs Annuriyyah

Madrasah Tsanawiyah Annuriyyah Kaliwining-Rambipuji-Jember was founded by caretakers of the Annuriyyah Islamic boarding school, Kaliwining-Rambipuji-Jember, including:

1. K.H. Abdul Karim Sholeh
2. K. H. Abdullah Musa Sholeh
3. Ny. Hj. Latifah Sholeh
4. K. H. Hablul Barri Sholeh
5. K. H. Abdul Roqib Sholeh
6. Gus Usman Ali Sholeh
7. Gus Moch. Nuru Sholeh

The establishment of the Madrasah Tsanawiyah Annuriyyah is a realization of the proposal of the santri guardians and the community at a joint meeting. The guardians of the students are aware that the Putri Annuriyyah Islamic Boarding School meets the requirements to establish a Madrasah Tsanawiyah because the number of students is more than sufficient. In addition, there is an interest in students, especially students who already have an MI/STTB SD certificate. Even

if it was not established in 1981, some of the students would return home or move to another pesantren.

Given this situation, the guardian of the santri informally submitted a suggestion for the establishment of a Madrasah Tsanawiyah immediately. The entire caregiver family holds a mandate with great benefits and challenges. For this reason, small meetings were held, both through friendship with the community and even to official meetings. Finally, on July 21, 1981 MTs was established. Annuriyyah (only for girls), provided that those who live in the boarding school must continue to MTs / may not continue to MTs outside the boarding school. Initially, only one teacher's room and 2 classes were established. And as time goes by get help from the government to fund the development of facilities and infrastructure. The obstacle lies in the outside community who do not know that MTs Annuriyyah exists. What they know in the annuriyyah environment is that there are only Islamic boarding schools. So at that time it was still difficult to get female students from outside the hut.

Not forgetting the Vision and Mission of MTs Annuriyyah are:

- Vision
Forming knowledgeable, charitable, and moral people.
- Mission

1. Improving the quality of education, especially in Islamic boarding schools, in general in the community
2. Producing graduates who have good morals and are smart in thinking, wise in making decisions and acting because of the truth
3. Producing graduates according to the needs of the religious community and the state to become excellent human beings

The state of the madrasah at the time of its establishment was as follows:

- a. Total of students: 44 girls (90% from the boarding school and 10% from outside)
- b. Total of teachers: 13 people
 1. Usman Ali (Principal)
 2. Idnul Hamam
 3. Mrs. Rosyidah
 4. Nur Aini
 5. Drs. Moch Munari Sahi
 6. Drs. Farhan Muhsuf
 7. Mutmainnah BA
 8. Hamdalah BA
 9. Alfiyah BA
 10. H. Hablul Barri
 11. Nurul Khotimah

12. Jasmine

13. Uuf Ma'rufah (TU)

c. The division of tasks is very simple:

1. Internal affairs: Usman Ali

2. Exit Affairs: Drs. Moch. Munari Sahi

d. Do not dare to report officially to the Ministry of Religion (because it is still a trial for up to one school year (1981/1982), but the curriculum used is the Ministry of Religion's curriculum based on an SKB of three ministers (Minister of Religion, Minister of PDK, Minister of Home Affairs)

A year later, on July 21, 1982, the Annuriyyah Islamic boarding school gave an official report to the Jember Regional Office of Religious Affairs. the request was granted and operational permits and the establishment of MTs were issued with proof of charter No: L.M/3/599/B/1983. In the 1982/1983 school year, the replacement of the

head of the madrasa was held by Mrs. Rosyidah. The position of head of the madrasa by Mrs. Rosyidah did not last long, namely 4 months. In November 1982, to be precise, another replacement for the head of the madrasah was held by Drs. Moch. Munar Sahi.

The end of the 1983/1984 school year MTs. Annuriyyah took the final exam and was administered by the main Madrasah, namely MTsN

Jember 2 which was headed by Mr. Anang Saleh BA. Final exam participants are placed in their own school. In the following years MTs.

Annuriyyah was trusted by the main MTs to become the ebtan implementing committee overseeing the MTs in the areas of Rambipuji, orphanages, and Sukorambi (a total of 9 MTs).

In 2005 a replacement was held for the head of the madrasa by Mrs. Alfiyah until 2020. In the following year until now a replacement for the head of the madrasa was held by Mrs. Umi Hanik. I conducted an interview with Mrs. Umi Hanik. For the achievements that have been achieved quite a lot. It's just that for the first time the principal of the madrasah did not remember. I conducted this interview in the principal's room during recess, to be more precise at 09.30 until it was finished.

This is the brief history of the establishment of Madrasah Tsanawiyah Annuriyyah.

2. Vision and Mission

a. Vision

“The realization of knowledgeable, charitable, and moral people according to the guidance of the Al-Quran”

b. Mission

- Improving the quality of education in particular in Islamic boarding schools, in general in the community
- Organizing integrated Al-Quran learning
- Growing the potential and talents of female students through

optimal learning

- The habit of reading the Al-Quran and practicing the values contained in the Al-Quran
- Guiding the habituation of the amaliyah worship experience in accordance with the guidance of the Al-Quran
- Forming students who have Islamic personality, noble character and are useful for others

3. Data of Educators and Education Personnel

The teacher is the most important component in the school. Because the teacher is the main foundation that carries out tasks in managing as well as the factor that determines the continuity of the teaching and learning process in the classroom in order to achieve educational goals, so the teacher is also the most important competency in improving the quality of education. Thus, the number and quality of teachers become a measure for the development of education.

The following is data on educators and teaching staff at MTs

Annuriyyah:

- Head master : Umi Hanik, SH
- Curriculum : Shohibul Qirom, S.Pd.I
- Studentship : Miftahul Khoiroh, S.Pd.I
- Infrastructure : Saiful Rahman, SH

- Treasurer : Rini Navy Anggriyani

- Teacher : - Abdul Hamid Syam
- Dra. Habibah
- Dra. Ariyatie
- Uvi Lutfiyatun Nikmah, S.Pd
- Malihatun Syafiyah, S.Th.I
- Dwi Nurlaeli, S.Pd.
- Atana Rika, S.Hum
- Wildan Hadi Rohmanu, S.Pd.
- Alfian Mujamil, S.I.Kom
- Zulfa Kamilatun Nafilah, M.Pd
- Siti Mahtufah, S.Pd
- Sri Wahyuni, S.Pd
- Nur Rofiah

B. Research Findings and Data Analysis

Every research needs to present data because the data is proof that someone actually did the research, saw, felt and examined directly the situation of the object under study, conducted interviews with several informants in obtaining data, and obtained various supporting documents. This is in accordance with the data collection techniques that the researcher determined by interview, observation, and documentation techniques.

When the data has been collected, an analysis is then carried out in which the interview results are strengthened from various informants,

supported by observation results and also with various documents needed in the research, so that data related to planning, implementation and evaluation of English learning through the inside outside circle learning model at MTs Annuriyyah in 2022/2023 academic year as follows:

1. Planning for Learning English through the Inside Outside Circle Learning Model

Before planning, the teacher pays attention to several things, as the results of the researcher's interview with Mrs. Dwi Nurlaeli as an English teacher at MTs Annuriyyah, she said,

"So there are several principles that must be considered by a teacher before making plans, namely the principles of student development, individual differences, interests and needs of students, abilities, competencies and aspects of motivation in lesson planning. You pay attention to the principle of student development because the abilities of students are different. In addition, you also understand the characteristics of students because in learning you have to adjust the characteristics of students and of course students have their own interests and needs, learning needs to pay attention to interests and needs because both will affect the emergence of students' attention with something interesting that will make students seriously into studying. Then the motivation of students who encourage learning to achieve a goal."

At the planning stage the teacher prepares learning tools that will be used when the learning process is carried out, namely the Learning Implementation Plan (RPP). As the results of the researcher's interview with Mrs. Dwi Nurlaeli as an English teacher at MTs Annuriyyah, she said,

"When asked about lesson planning, the teacher is sure to prepare the lesson plan first, because the lesson plan is a guide when the teacher teaches Miss. What is stipulated in the RPP starts from KI, KD, indicators, learning objectives, subject matter, sources and media used during learning, methods, and student assessment."⁴⁸

The subject matter for learning English through the inside outside circle learning model according to Mrs. Dwi is as follows:

"The material that I took about Describing People. This lesson is more about adjectives."⁴⁹

Learning resources and learning media are supporting facilities during the learning process. The results of the researcher's interview with Mrs. Dwi regarding the selection of learning resources and learning media are as follows,

"As for the source, I took the English book from the Ministry of Education and Culture, the English language package book for teacher and student book. The media I use are projector and laptop, because I will show PPT related to the material."⁵⁰

The learning method used by Mrs. Dwi is as the result of the researcher's interview with Mrs. Dwi that,

"I use the Inside Outside Circle learning model/method because it is in accordance with the material that I took that I explained earlier and of course later in implementing the model there are steps."⁵¹

The evaluation used by Mrs. Dwi is based on the results of the researcher's interview with Mrs. Dwi that,

⁴⁸ Dwi Nurlaeli, *interview*, Jember, 29 May 2023

⁴⁹ Dwi Nurlaeli, *interview*, Jember, 29 May 2023

⁵⁰ Dwi Nurlaeli, *interview*, Jember, 29 May 2023

⁵¹ Dwi Nurlaeli, *interview*, Jember, 29 May 2023

“I use formative assessment with observation and objective form tests. I use this assessment to find out to what extent students are able to show active speaking during learning and are able to understand the material through tests.”⁵²

Based on the results of interviews and documentation, it can be concluded that there are several principles that must be considered by a teacher before making plans, namely the principles of student development, individual differences, interests and needs of students, abilities, competencies and aspects of motivation in lesson planning. There are five main aspects in planning English learning through the inside outside circle learning model, namely, a) Formulation of learning objectives. There are two objectives, namely the purpose of using the inside outside circle learning model so that students are active in speaking and students' communication skills increase and can provide opportunities for students to work together and process information related to material and objectives regarding competencies which include aspects of attitudes, knowledge and skills. b) Determination of subject matter, namely Describing People. c) Selection of learning media, namely laptops, LCDs, projectors and powerpoints, and learning resources are English books from the Ministry of Education and Culture and English language textbooks. d) The specified learning method is the inside outside circle learning model on material describing people which then in the application of

⁵² Dwi Nurlaeli, *interview*, Jember, 29 May 2023

the learning model there are steps to its application. e) Determination of learning evaluation, using formative assessment in the form of observation, namely attitude assessment and objective form tests, namely knowledge assessment and there is a skills assessment.

2. Implementation of English Learning through the Inside Outside Circle Learning Model

The results of the researcher's interview with Mrs. Dwi regarding the application of the learning model she stated,

"The implementation was carried out in two meetings, the first meeting I explained beforehand to students the material about describing people through PPT. So, for the first meeting the material was delivered using powerpoint media in the multimedia room. For the delivery of this material I did for 2 hours of lessons. While 1 hour lesson I immediately entered the application of the learning model. The inside outside circle learning model is carried out outside the classroom, namely in the hall. So, I conditioned students to gather in the hall and then form two groups. Half the class stands in a small circle and faces outside. The other half of the class form a large circle and face inward. Then each pair of small and large circles share information related to the material describing people. Because the application of this model cannot be completed in one meeting, I will still apply it at the next meeting. Then at the second meeting as usual I opened the lesson first then I asked a little about the material that was discussed yesterday. Then I conditioned the students to form two circle groups like the previous meeting. Then the exchange of information is carried out by all students in pairs at the same time. Furthermore, in the fourth stage, students who are in the small circle stay in place while students who are in the big circle shift one or two steps clockwise so that each student gets a new partner and it is the turn of the students who are in the big circle to share information related to describing people."⁵³

⁵³ Dwi Nurlaeli, *interview*, Jember, 30 May 2023

Related to the application of the inside outside circle learning model in class VIII, the results of the researcher's interview with Mrs. Dwi were strengthened by interviewing several students and saying,

"First, Mrs. Dwi explained material about describing people using PPT. Next, Mrs. Dwi conditioned the students to form small circles and large circles. Then at the same time we discussed the material in pairs. Then rotate to change pairs so that each student gets a new partner and with students who are in the big circle explaining the material. At the end Mrs. Dwi added a little explanation."⁵⁴

The statements on the results of these interviews were confirmed by the observations of the researcher in two meetings, namely on 1st May 2023 and 8th May 2023 in relation to the application of the Inside Outside Circle learning model to describing people material. The data that the researcher obtained during the observations in the two meetings were in accordance with the steps inside outside the circle, namely as follows:

First Meeting, Mrs. Dwi opened the lesson which began with greetings, reading prayers, taking attendance, providing enthusiasm, motivation, directions and apperceptions and building communication with students. Next, Mrs. Dwi explained material about describing people through PowerPoint media that had been prepared beforehand. While explaining the material, the researcher observed Mrs. Dwi explaining in language that was easy to understand. In the learning process Mrs. Dwi also conducted question and answer sessions with

⁵⁴ Dwi Nurlaeli, *interview*, Jember, 30 May 2023

students, and the students seemed active and enthusiastic in answering the teacher's questions.

After the explanation of the material was finished, Mrs. Dwi invited students to ask questions related to material that they did not understand, then she answered questions from students. Next, Mrs. Dwi explained about the inside outside circle learning model, and was given an example by her when sharing information related to the material with each pair in small and large circles. She demonstrated together with one of the students.

The next stage is to apply the inside outside circle learning model. the implementation of the inside outside circle model is carried out outside the class, namely in the hall.

- a. The first step, half of the class stands in a small circle and faces out
- b. The second step, the other half of the class forms a big circle and faces inward

Mrs. Dwi conditioned the students to gather in the hall and then form two groups, namely the small circle and the big circle. Because there are 30 students in class VIII, 15 students form a small circle facing outward, the other 15 students form a large circle facing inward.

After Mrs. Dwi determines the group, each student between the small circle and the big circle faces each other and all students have a partner.

- c. The third step, two students in pairs from the small circle and the big circle share information

After forming small circles and large circles, each pair of small circles and large circles share information related to the materials describing people.

The exchange of information is carried out by all partners simultaneously. The researcher observed that all students were active in explaining the material to their partners.

- d. The fourth step, students who are in the small circle stay in place while students who are in the big circle shift one or two steps clockwise so that each student gets a new partner

After forming two groups of circles, namely the small and large circles, then students who are in the big circle shift 1 or 2 steps, so that each gets a new partner. The researcher observed that the students were very happy and excited when the big circle shifted clockwise by holding hands.

- e. The final step, it is the turn of the students who are in the big circle to share information.

After the students who are in the big circle shift 1 or 2 steps so that each gets a new partner.

Then the students who are in the big circle share information related to the material describing people. The researcher observed the students actively speaking in explaining the material to each partner, and so on.

Based on the results of the interviews, it can be concluded that the implementation of learning English through the inside outside circle learning model is, a) Opening lessons that begin with greetings, reading prayers, taking attendance, providing enthusiasm, motivation, directions and apperception and building communication with students. b) Delivering the subject matter. c) Using learning methods/models. The inside outside circle model was held in two meetings which began with an explanation of the material by Mrs. Dwi using powerpoint media in the multimedia room, in delivering the material only for 2 hours of lessons and 1 hour of lessons immediately entered into the application of the inside outside circle model which was carried out outside the classroom, namely in hall. d) The media used in learning are projectors, laptops, and PPT. And e) Closing the lesson, namely reflecting with questions and answers to students about the material just studied, and giving assignments to students to make a summary of the material that has been studied and ending with prayer and greetings.

3. Evaluation of English Learning through the Inside Outside Circle

After the learning process is carried out, it is necessary to have an evaluation for students so that the teacher knows the extent to which students are able to show attitudes during learning and are able to understand the material through tests. Therefore, the results of the researcher's interview with Mr. Rizal regarding the evaluation of learning are as follows,

“I use formative assessment through observation and objective form tests. If the observation is in terms of conveying the material with each pair of each student, the students are all active and appropriate in conveying information related to the material. If the test results, thank God, the students scored perfectly, above all the KBM.”⁵⁵

The results of the interviews were supported by the results of the researcher' observations that in the process of implementing English learning with the inside outside circle learning model, the researcher assessed that students showed an active speaking attitude in the process of exchanging information in pairs between small circles and large circles, it was seen that students expressed opinions and information related to the material obtained. Then the students in working on multiple choice questions were very enthusiastic. Students are thorough and understand the questions presented well. So that it can be seen that the test scores carried out by class VIII students are above the Minimum Mastery Learning (KBM), it mean that students get perfect scores.

After that, Mrs. Dwi also said,

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⁵⁵ Dwi Nurlaeli, *interview*, Jember, 30 May 2023

“Evaluation through observation assessment (attitude) that I use is contained in the observation sheet. The aspects assessed are students paying attention when explained, showing an active attitude in speaking, listening carefully to explanations from friends, etc. In evaluating this attitude it is more directed at the process of delivering material by the teacher and delivering material in pairs on the application of learning models. Then an objective test in the form of multiple choices related to the material describing people. And the skills assessment is speaking practice, the aspects that are assessed are pronunciation and fluency in speaking.”⁵⁶

The results of the interview are supported by the results of the researcher's observations that Ms. Dwi uses two forms of evaluation, namely observational assessment (attitude) to maximize the learning process. Evaluation of this form of observation (attitude) is contained in the observation sheet. The aspects that are assessed are students paying attention when explained, showing an active attitude in speaking in discussions, listening carefully to explanations from friends, etc. The researcher assessed that the students showed an active speaking attitude in the process of exchanging information in pairs between the small circle and the big circle. It was seen that students expressed opinions and information related to the material obtained. Then the student's objective test in working on multiple choice questions when the daily test students work on ten questions related to the material describing people is very enthusiastic. Students are thorough and understand the questions presented well. So that it can be seen that the test scores carried out by class VIII students are

⁵⁶ Dwi Nurlaeli, *interview*, Jember, 30 May 2023

above the Minimum Mastery Learning (KBM), means that students get perfect scores. And the skills assessment is speaking practice.

Based on the results of interviews, observations and documentation it can be concluded that the evaluation of learning English through the inside outside circle learning model is evaluating students through observation in terms of delivery of material students display an active and critical attitude in communicating with each partner. Then it also evaluates students with an objective test in the form of multiple choice in which all students score above the Minimum Mastery Learning (KBM). And the assessment of students' speaking skills is good. Therefore, the inside outside circle learning model is able to make students active, critical, and improve speaking skills in the learning process, because students are trained to exchange information related to describing people material in pairs between small circles and large circles.

C. Discussion

This section discusses about the results in the findings. Here the discussion:

1. Planning for Learning English through the Inside Outside Circle Learning Model

At the planning stage, the teacher prepares learning tools that will be used when the learning process is carried out, namely the

Learning Implementation Plan (RPP). There are five main aspects in

learning planning, namely formulation of learning objectives, determination of subject matter, selection of learning sources or media, selection of learning methods, and determination of learning evaluation.

a. Formulation of Learning Objectives

Based on the findings of the researcher through interviews and documentation stated that the goals set were the goals of using the inside outside circle learning model so that students were more active in speaking and their communication skills increased and could provide opportunities for students to work together and process information related to subject matter.

The purpose of implementing the inside outside circle learning model is to share information at the same time, improve students' communication skills, develop students' social interactions, and develop students' social skills with their classmates.

Rusydi in his book states that the formulation of learning objectives is related to student learning outcomes which will lead to the goals to be achieved by students. In this case the goals to be achieved by students are cognitive, affective, and psychomotor which are expressed in the form of observable and measurable behavior.

b. Determination of Learning Materials

Based on the findings of researcher through interviews and documentation that the specified material is describing people. This material needs to be conveyed because it is often encountered in everyday life.

As stated by Buna'i in his book that there are things that must be considered in determining the material, namely in accordance with learning objectives, adjusting to the level and development of students, organized and sustainable, and factual and conceptual.⁵⁷

c. Selection of Learning Resources/Media

In accordance with the findings of the researcher with interviews and documentation that the learning resources used were the English teacher's handbook for class VIII and the learning media used PowerPoint.

This is in accordance with Majid's opinion in his book Rusydi that books are one of the learning resources that can be used as information and knowledge centers, for example textbooks, dictionaries, and so on. As well as PowerPoint learning media including the category of visual media, according to the type of media.

d. Determination of Learning Methods

⁵⁷ Buna'i, *Perencanaan dan Strategi pembelajaran Pendidikan Agama Islam*, 61.

As the findings of researcher through interviews and documentation that the learning method set is the inside outside circle learning model so that students actively talk during the learning process.

Lie in Hasmyati's book states that there are several benefits to be gained from implementing the inside outside circle learning model, namely increasing students' ability to work together, enabling students to share information briefly and regularly, and improving students' communication skills.

e. Determination of Learning Evaluation

The findings of the researcher through interviews and documentation explained that the teacher carried out formative assessments in the form of objective assessments and tests, as well as assessment of performance skills.

Based on these findings, it shows that Mrs. Dwi uses formative assessment in the form of observation and objective tests. For the assessment of observation, namely the way to collect information materials that are carried out by observing and systematically recording the phenomena that are used as the target of observation.

Furthermore, the objective assessment is a test with short answers and a form of test consisting of items that can be answered

by selecting one or more.

2. Implementation of English Learning through the Inside Outside Circle Learning Model

At the stage of implementing English learning, the teacher interacts with students in the learning process which is guided by the preparation and planning that has been formulated previously. At this stage of implementation, the teacher conveys the material using the methods and media that have been determined.

a. Open the Lesson

Based on the findings of the researcher through observation, interviews, and documentation that Mrs. Dwi when opening the lesson begins with greetings, reading prayers, taking attendance, providing enthusiasm, motivation, directions and apperceptions and building communication with students.

This is in accordance with the opinion of Yuni Gayatri in her book which states that there are components/aspects that must

be considered by the teacher in opening lessons, namely attracting students' attention with various teaching styles, generating motivation by showing friendliness and being warm and enthusiastic, giving references by expressing goals and make connections.

b. Delivering subject matter

The findings through observation, interviews and

documentation state that the subject matter presented is describing

people. Mrs. Dwi also stated that students need to be explained the material first before applying the learning model so that students understand the material.

This is because the delivery of material can help with the deficiencies of the teaching methods/tools used. The teaching methods or devices used sometimes do not provide clear information to students. Therefore the skills of explaining the material possessed by the teacher can provide an accurate explanation related to the material being studied.

c. Using Learning Methods

The findings of the researcher through observation, interviews and documentation explained that Mrs. Dwi applied the inside outside circle learning model. First, the teacher explains the material using powerpoint media. Second, the teacher explains about learning inside outside the circle. Third, the teacher divides students into two groups and conditions them to form small circles and large circles. Fourth, each pair of small and large circles share information related to describing people material. Fifth, students in the small circle stay where they are while students in the big circle shift one or two steps clockwise so that each student gets a new partner and it is the turn of the students in the big circle to explain the material.

The steps of the inside outside circle learning model that are applied are as follows:

- 1) The first step, half of the class stands in a small circle and faces out
- 2) The second step, the other half of the class forms a big circle and faces inward
- 3) The third step, two students in pairs from the small circle and the big circle share information. The exchange of information is carried out by all pairs in pairs
- 4) The fourth step, students who are in the small circle stay in place while students who are in the big circle shift one or two steps clockwise so that each student gets a new partner.
- 5) The final step, it is the turn of the students who are in the big circle to share information. And so on.

d. Using Learning Media

Based on the findings of researcher through interviews, observation, and documentation, it is stated that in learning the teacher uses PowerPoint media related to describing people. In accordance with a statement from a class VIII student that the displayed powerpoint is interesting, not monotonous, just writing

and simple, it covers all the discussion about describing people so it's easy to understand.

In accordance with Sulaiman's opinion in his book that learning media is important to use, because learning media has a significant function in learning English, namely being able to present subject matter appropriately, make it easier for students to understand the material, and stimulate students to carry out learning activities.

e. Closing the Lesson

Based on the findings of the researcher through interviews, observation, and documentation, it was stated that when closing the lesson, Ms. Dwi reflected by asking students questions about the material they had just learned. Then give assignments to students to make a summary of the material that has been studied and ends with prayer and greetings.

In the activity of closing the lesson so that students get a complete picture of the subject matter being studied, there are several ways that the teacher can do in closing the lesson, namely,

- 1) Review the material that has been studied by summarizing the core of the lesson and making a summary.
- 2) Evaluating in the form of demonstrating skills, applying new ideas, expressing opinions, and written questions.

3. Evaluation of English Learning through the Inside Outside Circle Learning Model

Evaluation of learning is the activity of assessing the entire learning program obtained from some of the information collected in making decisions about achieving student learning outcomes.

The findings of the researcher through interviews, observation, and documentation explained that Mrs. Dwi evaluates students through observation in terms of discussion. Students display an active and critical attitude in communicating with each partner. Then Mrs. Dwi also evaluated students with an objective test in the form of multiple choice in which all students scored above the Minimum Mastery Learning (KBM).

Based on these findings, it shows that Mrs. Dwi uses formative assessment in the form of observation and objective tests. For the assessment of observation, namely a way to collect information

materials that are carried out by observing and systematically recording the phenomena that are used as the target of observation. It is clear that observation is a method used by researcher to obtain information through systematic observation.

Furthermore, the objective assessment is a test with short answers and a form of test consisting of items that can be answered by selecting one or more. There are several types of objective tests,

namely complementary tests, multiple choice, matching, and true/false choice forms. The form of the test used in this study is multiple choice.



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CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of the findings and discussion previously presented regarding "Learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year", it can be concluded the following points,

1. Planning for learning English through the inside outside circle learning model, namely, a) Formulating learning objectives, the objectives of the inside outside circle learning model so that students are active in speaking; b) Determination of subject matter about describing people; c) Selection of learning resources/learning media using English book sources and laptop media, LCD, and PowerPoint; d) Determination of learning methods using the inside outside circle learning model; e)

Selection of learning evaluation, determining observation assessment in terms of students' active attitudes, objective tests in the form of multiple choice, assessment of skills in terms of speaking practice.

2. Implementation of learning English through the inside outside circle learning model, namely, a) Opening lessons that begin with greetings, reading prayers, taking attendance, providing enthusiasm, motivation, directions and apperception and building communication with students; b) Delivering subject matter about describing people; c)

Using inside outside circle learning methods/models; d) Using learning media in the form of PowerPoint; e) Closing the lesson by reflecting on the material by way of question and answer, giving the task of making a summary of the material, continuing to pray and closing greetings and ending with prayer and greetings.

3. Evaluation of learning English through the inside outside circle learning model, namely, a) The teacher evaluates students through observation from the point of view of students actively conveying material with their partners. b) Evaluating students with an objective test in the form of multiple choice showed perfect results and all students scored above Minimum Mastery Learning. c) Evaluating speaking skills shows good results.

B. Recommendation

Based on the discussion and conclusions that have been put forward, there are several suggestions by researcher as follows:

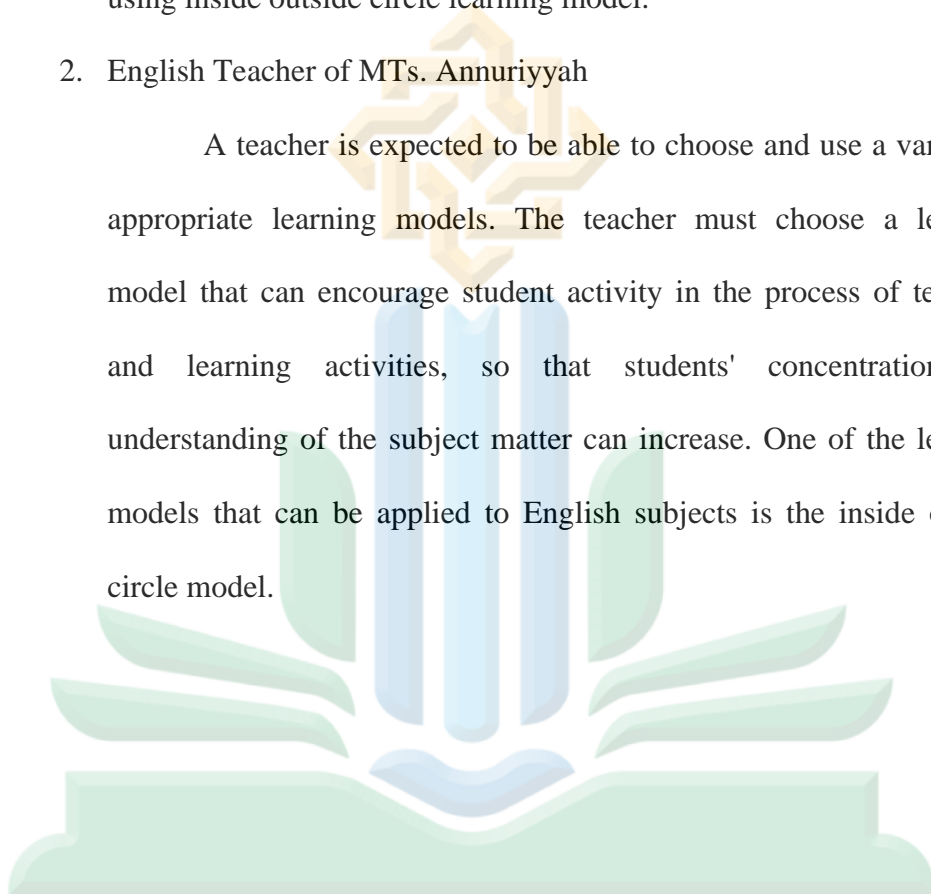
1. The Headmaster of MTs, Annuriyyah

Principals are expected to always pay attention to teachers in choosing learning models by making policies that can develop the quality of education so that the expected goals can be achieved and provide various facilities to support learning activities. Learning English needs to be supported by learning media that is integrated with information technology because considering that the present era has entered an era of all-technology, so it needs to be applied in learning so

that students can operate technology that is useful in learning and learning becomes more interesting and varied learning models such as using inside outside circle learning model.

2. English Teacher of MTs. Annuriyyah

A teacher is expected to be able to choose and use a variety of appropriate learning models. The teacher must choose a learning model that can encourage student activity in the process of teaching and learning activities, so that students' concentration and understanding of the subject matter can increase. One of the learning models that can be applied to English subjects is the inside outside circle model.



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APPENDIX 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	GENERAL QUESTION
<p>Learning English Through The Inside Outside Circle Learning Model To Improve Speaking Skills At Junior High School in 2022/2023 Academic Year</p>	<p>a. Learning English b. Inside Outside Circle Learning Model</p>	<p>1. Planning 2. Implementation 3. Evaluation 1. Purpose 2. Steps 3. Advantages and disadvantages</p>	<p>a. Interview 1. The headmaster 2. The teacher 3. The students b. Documentation</p>	<p>1. Research design: Qualitative 2. Data collection method: a. Observation b. Interview c. Documentation 3. Technique of data analysis: a. Data reduction b. Data display c. Conclusion drawing and verification 4. Validation of the data using Triangulation Technique</p>	<p>1. How is the planning of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year? 2. How is the implementation of learning English through the inside outside circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year?</p>

					<p>3. How is the evaluation of learning English through the inside outside the circle learning model to improve speaking skills at Junior High School in 2022/2023 academic year?</p>
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APPENDIX 2

The Similarities and the Differences Between Previous Research and This Research

No	Research Name and Title	Similarities	Differences
1	Hartini H, (2018) “Implementation of the Inside Outside Circle Learning Model in Improving Learning Outcomes of Islamic Religious Education of Students at SD Inpres Camabaya, Gowa Regency”	The similarity is that both use the inside outside circle learning model.	In previous studies using quantitative research types while this research using qualitative research types. Another difference is that Hartini's research focuses on improving learning outcomes in PAI learning, whereas in the research the researchers did describe the planning, implementation, and evaluation of learning English through an inside outside circle learning model with a qualitative research approach.
2	Indah Wahyu A, (2021) “The Influence of the Inside Outside Circle (IOC) Learning	The similarity is that they both discuss the inside outside circle learning model in learning.	Previous research has proven the effect of the inside outside circle learning model on students' learning motivation through a quantitative approach, while this

	<p>Model on the Learning Motivation of Grade VIII Students in the Subject of Jurisprudence at Private MTs Al-Washliyah 01 Medan”</p>		<p>research describes the planning, implementation, and evaluation of learning English through the inside outside circle learning model with a qualitative research approach.</p>
3	<p>Aulia Gita R, (2021) “The Influence of the Inside Outside Circle Model on the Learning Outcomes of Islamic Religious Education for Grade VII Students at SMPN 19 Bandarlampung”</p>	<p>The similarity is that both use the inside outside circle learning model in the learning process.</p>	<p>In the previous study, the focus was on learning outcomes in the subject of PAI Class VII Students at SMPN 19 Bandarlampung and used a quantitative research type, while in the research that the researchers did, namely describing the planning, implementation, and evaluation of English learning through the inside outside circle learning model and using qualitative research</p>

APPENDIX 3

The Research Finding

No	Research Form	Research Finding
1	Planning	<p>a. Formulation of learning objectives</p> <p>The learning objectives formulated by Mrs. Dwi are the goals of using the Inside Outside Circle learning model so that students are active in speaking and their communication skills are increasing and can provide opportunities for students to work together and process information related to material.</p> <p>b. Determination of subject matter</p> <p>The specified material is describing people.</p> <p>c. Selection of learning resources / learning media</p> <p>The learning resources used were the English teacher's handbook from the Ministry of Education and Culture, then the learning media used were projectors and laptops as well as Powerpoint media.</p> <p>d. Determination of learning methods</p> <p>The specified learning method is the inside outside circle learning model.</p> <p>e. Student assessment selection</p> <p>Assessment of students with formative assessment in the form of observation assessment and objective tests in the form of multiple choices, as well as skills assessment in terms of pronunciation and students' speaking fluency</p>
2	Implementation	a. Open the lesson

Mrs. Dwi opened the lesson by greeting first, then reading a prayer, then providing encouragement, motivation, direction and apperception and building communication with students.

b. Delivering subject matter

Mrs. Dwi conveyed the subject matter about describing people.

c. Using learning methods

First, the teacher explains in advance the material about describing people.

Second, the teacher conditioned students to form two groups. Half of the class stands in a small circle and faces outward, the other half forms a large circle and faces inward.

Third, two students in pairs from small and large circles share information with each other regarding the material. Information exchange can be done by all partners at the same time.

Fourth, the students in the small circle stay where they are while the students in the big circle shift one or two steps clockwise so that each student gets a new partner and it is the turn of the students in the big circle.

Fifth, it is the turn of the students who are in the big circle to share information related to the material describing people. And so on.

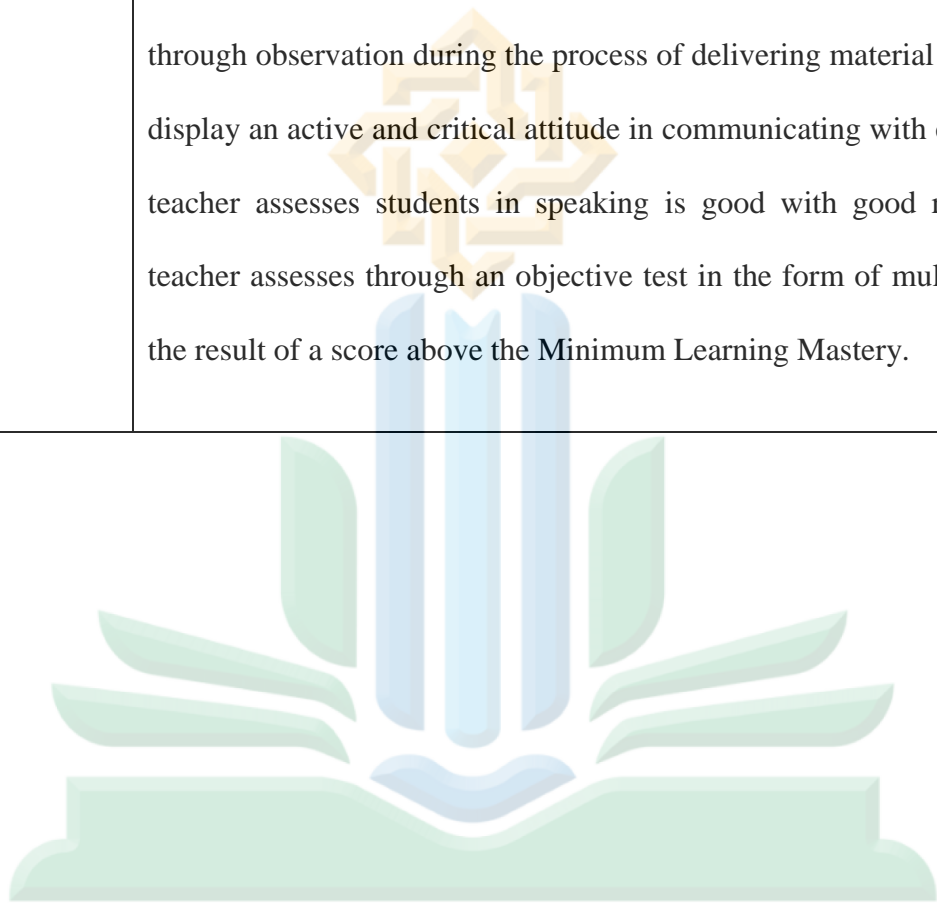
d. Using learning media

The media used by Mrs. Dwi in learning are projectors and laptops, then to display the material using PPT media.

e. Closing the lesson

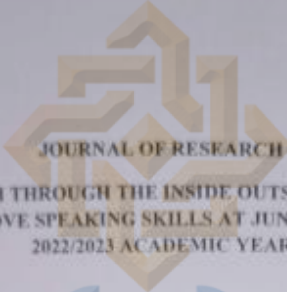
Mrs. Dwi closed the lesson by asking again about the material she had just learned, then giving the task of making a summary, then praying and






		finally greeting.
3	Evaluation	The learning evaluation process is carried out using formative assessment through observation during the process of delivering material in pairs, students display an active and critical attitude in communicating with each partner. The teacher assesses students in speaking is good with good results. Then the teacher assesses through an objective test in the form of multiple choice with the result of a score above the Minimum Learning Mastery.




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APPENDIX 4


JOURNAL OF RESEARCH
LEARNING ENGLISH THROUGH THE INSIDE, OUTSIDE CIRCLE LEARNING
MODEL TO IMPROVE SPEAKING SKILLS AT JUNIOR HIGH SCHOOL IN
2022/2023 ACADEMIC YEAR

No	Date	Activity	TTD.
1	27 th of May 2023	The researcher was giving permission research letter	
2	29 th of May 2023	The researcher observed teaching and learning	
3	30 th of May 2023	The researcher interviewed with English teacher	
4	2 nd of June 2023	The researcher was interviewed with students	
5	8 th of June 2023	The researcher was asking for finishing letter to school	

Jember, 8th of June 2023
The Headmaster,

Umi Hanik, S.Pd

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APPENDIX 5

RANCANGAN RENCANA PEMBELAJARAN

SEKOLAH	: MTs. ANNURIYYAH
MATA PELAJARAN	: BAHASA INGGRIS
MATERI POKOK	: ADJECTIVE (DESCRIBING PEOPLE)
KELAS	: VIII (8)/GENAP
TAHUN AJARAN	: 2022/2023
ALOKASI WAKTU	: 4 x 40

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran peserta didik diharapkan dapat:

1. Bersemangat dan serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Mengidentifikasi dan menyebutkan ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari kegiatan memberi dan meminta informasi terkait nama waktu dalam hari dan waktu dalam angka.
3. Mempresentasikan tentang waktu dalam hari dan waktu dalam angka dari kegiatan harian secara sederhana.

B. KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- a. Guru memberi salam (greeting), mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa daftar kehadiran peserta didik.
- b. Guru menyampaikan cakupan materi dan uraian kegiatan.
- c. Guru mengajukan pertanyaan (interaksi) tentang materi Adjective sebagai pendahuluan dan gambaran awal kepada peserta didik.

2. INTI

- a. Peserta didik diberi panduan untuk memahami, mengamati, membaca dan menuliskannya kembali. Guru menayangkan video tentang adjective dan memberi beberapa contoh terkait materi adjective. **(Literasi)**
- b. Peserta didik menyebutkan tentang kata sifat yang ditunjukkan oleh guru dalam powerpoint dan menjawab pertanyaan guru tentang apa saja kata sifat yang terdapat pada seseorang. **(Critical Thinking)**
- c. Peserta didik secara berpasangan membentuk lingkaran kecil dan besar sesuai dengan model Inside Outside Circle untuk melaksanakan pembelajaran sesuai arahan guru. **(Colaboration)**
- d. Guru dan peserta didik membuat kesimpulan tentang hasil pemahaman tentang materi time **(Creativity)**.

3. PENUTUP

- a. Guru mengajukan pertanyaan dan memberikan umpan balik terhadap proses dan hasil pembelajaran.
- b. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

- c. Guru membahas singkat rencana kegiatan pembelajaran yang akan datang.
- d. Kegiatan ditutup dengan berdoa dan salam.

C. PENILAIAN

- 1. Sikap : observasi saat proses pembelajaran
- 2. Pengetahuan : hasil penugasan yang telah dilakukan peserta didik
- 3. Keterampilan : hasil praktek yang telah dilakukan peserta didik

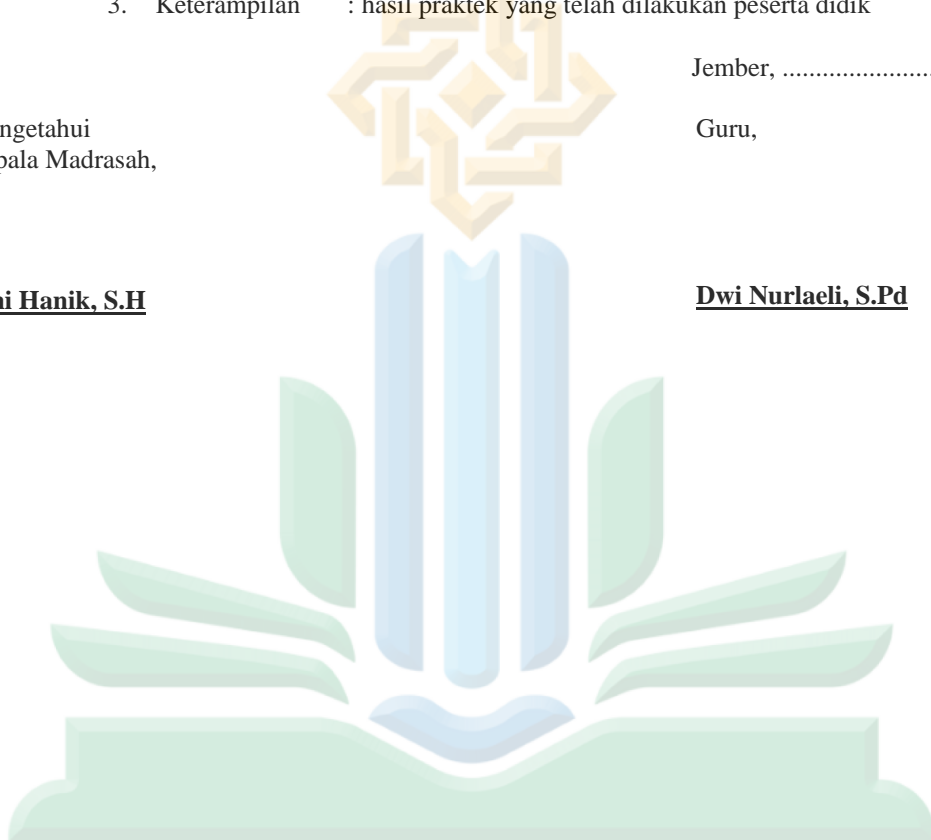
Mengetahui
Kepala Madrasah,

Umi Hanik, S.H

Jember,

Guru,

Dwi Nurlaeli, S.Pd



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APPENDIX 7



**YAYASAN ANNURIYYAH KALIWINING
MADRASAH TSANAWIYAH ANNURIYYAH
"TERAKREDITASI B"**

Alamat : Jl. Darmawangsa No.142, Kaliwining, Rambipuji, Jember, 68152

SURAT KETERANGAN

Nomor :068/MTs.13.32.557/PP.00.5/6/2023

Yang bertanda tangan di bawah ini :

N a m a : **Hj.Umi Hanik,S.H.**
J a b a t a n : Kepala Madrasah
Alamat Madrasah : Jl. Darmawangsa No. 142 Kaliwining - Rambipuji – Jember
Kode Pos 68152

Dengan ini menerangkan bahwa :

N a m a : Safitri Nur Sholihah
Tempat Tanggal Lahir : Jember, 23 April 1998
NIM : T20166021
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian (research) di Madrasah Tsanawiyah Annuriyyah Kaliwining, terhitung tanggal 29 Mei s/d 5 Juni 2023 guna penulisan skripsi dengan judul "**Learning English Through The Inside Outside Circle Learning Model To Improve Speaking Skills At Junior High School in 2022/2023 Academic Year**".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

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APPENDIX 9

AUTHENTICITY DECLARATION

The Undersigned below:

Name : Safitri Nur Sholihah
Student Number : T20166021
Study Program : English Education Department
Faculty : Tarbiyah

Honestly declared this thesis which entitled “Learning English Through The Inside Outside Circle Learning Model To Improve Speaking Skills At Junior High School in 2022/2023 Academic Year” has been written, does not contain the work of parts of the work of other people, except those cited in the questions and the references, as a scientific paper should.

Jember, June 2023

The Writer

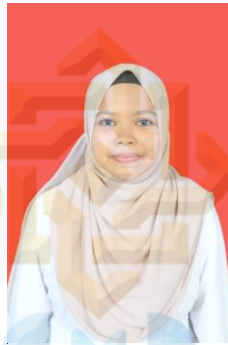


Safitri Nur Sholihah
NIM. T20166021

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APPENDIX 10

BIODATA



1. Personal Information

Name : Safitri Nur Sholihah
Gender : Female
Place, Date of Birth : Jember, April 23th 1998
Address : Jombang- Jember
Postcode : 68168
E-mail : safitrinursholihah.ur@gmail.com

2. Educational Background

- 2003 – 2010 : SDN Jombang 1
- 2010 – 2013 : SMPN 1 Jombang
- 2013 – 2016 : MAN Jember 3

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