**CHAPTER I**

**INTRODUCTION**

1. **Background of The Study**

As English becomes increasingly important in various fields such as business, finance, industry and education, most Indonesians want to be able to speak English well. Based on that phenomenon, *Kemendiknas* has included English as the compulsory lesson in school curriculum, that is learning listening, speaking, reading, and writing. From those skills, speaking is classified as productive skill which then become the most important skill to be learned. This is due to the fact that students who mastered English will be able to speak fluently as well as grammatically acceptable. It supported by Kayi who confirms that speaking ability linked the individual to society within to deliver ideas, thinking, and beliefs in spoken way.[[1]](#footnote-1)

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is one of the four basic competences that the students should gain well. It has an important role in communications. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

In teaching English, many teacher teaches the students traditionally. They let the students only memorize the vocabulary, instead of using it. Then, the teacher asks the students to write down the words without asking the students to use it in the communication, yet some of the students do not know the function of this language exercise. This teacher-centered technique makes the student passive in learning English.

The traditional technique influences the teaching of speaking in which there are many problems appear. First, it relates to the condition of students who are lack of vocabulary which will make them unable to say words during speaking class. Second, the students get used to speak their mother tongue. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to use English in speaking class. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. They are shy to perform English conversation in front of their friends. Finally, the students are not interested in the material given to them.

The teacher is also having difficulties to teach in large class. The main problem is the way to manage it. During the teaching hours the teacher should make the students pay attention to the materials given to them. It needs hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate each student’s proficiency.

From the problems above the writer tries to give a solution for the teacher to implement one of teaching techniques. There is a technique of teaching learning which is interesting and it can improve students’ speaking ability and liveliness, that is IOC technique. This technique is designed to create the students’ interest to learn with pleasant technique.

1. **Statements of The Problem**

The problems that will be studied in this research are stated as follows:

1. What are the students’ response on the implementation of IOC technique in learning speaking?
2. How is the effectiveness of IOC technique in learning speaking?
3. **The Aim of The Study**

This research is aimed at:

1. To know what are the students’ response on the implementation of IOC technique in learning speaking.
2. To know how is the effectiveness of IOC technique in learning speaking.
3. **Assumption and Hypothesis**

Based on the background of the study above, the writer submits the hypothesis. The hypothesis is a temporary answer to the issue of research, the truth remains to be tested empirically.[[2]](#footnote-2)

The writer concludes two hypothesis for the research title “The Effectiveness of IOC technique in Learning Speaking”. The hypothesis of the research can be formulated as follow:

1. $H\_{0}$ : means that there is no significant improvement of “The Effectiveness of IOC technique in learning speaking.”
2. $H\_{a}$: means that there is significant improvement of “The Effectiveness of IOC technique in Learning Speaking.”
3. **Previous Study**

To prove the originality of the study, the researcher present previous study that deals with this title.

The first research was conducted by Asep Suhaeli, 2015. NIM: 102300998. Skripsi: *The Effectiveness of Using 3P (Presentation, Practice, Production) in Developing Speaking Skill*. He observed at The First Grade of SMP Daar el Falah Pandeglang. He uses an experimental research and chooses pre-experiment research. The data are collected from 48 students spreading in two classes, one class is an experimental group and another one is as control group by using quasi experiment method. The writer took sample from A class as experimental class and B class as control class. Since the research use experimental method, the data was gathered through pre-test and post-test.

Based on the result, the writer got mean pre-test score 59,2 and post-test score 62,9 from control class and from experimental class got pre-test score 61,0 and post-test score 72,5. The writer also got t0 6 df 46, tt 2,70 (1%), 2,02 (5%). Since post-test score from experimental class got higher increase than from control class and t0 is higher than tt, It means that teaching 3P (Presentation, Practice, Production) in developing student speaking skill as experimental class has significant effect on students’ speaking skill.[[3]](#footnote-3)

The second research was done by Novieta Ayu Pratiwi (2013) entitled: *Pengaruh Penggunaan Inside Outside Circle (IOC) terhadap Hasil belajar Biologi Siswa Kelas X SMA Negeri 5 Surakarta.* The aim of the research is to know the influence of IOC strategy toward biology learning achievement of X degree students at SMA Negeri 5 Surakarta in 2012/2013 academic year.

This research was quasi experiment research which used posttest only nonequivalent control group design. This research applied IOC strategy in experimental group and deductive approach with discussion, classical course and question-answer method in a control group Population’s research is the entire class X at SMA Negeri 5 Surakarta in academic year 2012/2013. Sampling techniques used cluster sampling. Cluster result has chosen X2 as experiment group and X1 as control group. Data was collected using multiple choice test, observation sheet, and document. The data were analyzed by t-test.

The result shows that the average value of the experimental class that is equal to 71,28 while the control class is 64.53. The result of hypothesis test is IOC influence the cognitive learning outcomes indicates p-value <0.05 is equal to 0.000.The results of hypothesis test is IOC influence the affective learning outcomes show p-value <0.05 is equal to 0.030.

The conclusion of the research is that application of IOC strategy has taken good effect toward student achievement cognitive, psychomotor, and affective domain in learning biology of SMA Negeri 5 Surakarta.[[4]](#footnote-4)

The third research was conduct by Mustika Wardila(2014), entitled “*The Effectiveness of English Script-Text Video Aided on Students’ Speaking Ability”*. The research investigated the use of English script-text video aided, it’s conducted based on the statements of problems as follow 1) how is students’ speaking ability, 2) how is ESTV applied in teaching speaking (on conversation), 3) how is the effectiveness of ESTV as teaching media on students’ speaking ability. These research aimed at: 1) to know students’ speaking ability, 2) to know ESTV applied in teaching speaking (on conversation), 3) to find out the effectiveness of ESTV as teaching media on students’ speaking ability. The object of this research is students of first grade in SMP N 9 Cilegon. The research was conducted in the class B as experiment class and class A as control class, by applying experimental method. The writer used quasi experiment with pre-test and post-test from February 19th 2013 until March 9th 2014.

To collect the data, the writer uses observation, interview, test, and using statistical calculation as a way to analyze the data. The writer concludes that the application of ESTV has significant effectiveness in students’ speaking ability. It can be seen from the result of t0 is 58,18 and degree of freedom is 42. The result of tt  on significance 5%=2,09 and 1%=2,85. So, t0>tt or (2,09<58,18>2,85). It means that hypothesis of the research is accepted or the application of ESTV has significant effectiveness in student’ speaking ability.[[5]](#footnote-5)

Some previous studies above is using different learning methods. However it can be concluded that in learning English, students should improve their knowledge by having confidence and a lot of practice. And one trick is debate technique and group work. The group work technique can influence student speaking skills and increase their knowledge by having confidence. Here the writer is trying to analyze speaking skills, to find any influence while using IOC method in learning speaking.

1. **Organization of the Writing**

This paper consists of five chapters that are:

The first chapter is introduction which describes the background of the study, statement of the problem, the aim of the study, assumption and hypothesis , previous study and the organization of writing.

The second chapter is theoretical frame-work which explains three matters. First, it explains speaking theory, which consisit of the nature of speaking and element of speaking. Second, it is explains the definition of cooperative learning. Third, it is explains the Inside Outside Circle (IOC) technique. And then, fourth is describing about advantages and disadvantages of IOC technique.

The Third chapter is the discussion about research methodology. Methodology of research explains the purpose of research, place and time ofresearch,techniques of sample taking, techniques of collecting the data, techniques of data analysis and procedure of research.

The fourth chapter is finding of research, explains the description of data, the analysis of data, the test of hypothesis, the interpretation of the data and discussion of data.

The fifth chapter is conclusion and suggestion.

1. Kayi, Hayriye. *Teaching Speaking: Activities to Promote Speaking in a Second Language*(Nevada, USA: University of Nevada,2006) [↑](#footnote-ref-1)
2. Cholid Narbukodan, Abu Ahmadi, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara,2009), 29. [↑](#footnote-ref-2)
3. Asep Suhaeli, *The Effectiveness of Using 3P (Presentation, Practice, Production) in Developing Speaking Skill (IAIN SMH Banten, 2015)* [↑](#footnote-ref-3)
4. Novieta Ayu Pratiwi, *Pengaruh Penggunaan Inside Outside Circle (IOC) terhadap Hasil Belajar Biologi Siswa Kelas X SMA Negeri 5 Surakarta (Universitas Sebelas Maret Surakarta, 2013)* [↑](#footnote-ref-4)
5. Mustika Wardila, *The Effectiveness of English Script-Text Video Aided on Students’ Speaking Ability (IAIN SMH Banten, 2014)* [↑](#footnote-ref-5)