



**THE EFFECTIVENESS OF USING INSIDE-OUTSIDE-CIRCLE
METHOD TO THE STUDENTS' READING COMPREHENSION AT
THE FIRST GRADE OF SMPN 2 PLEMAHAN
IN ACADEMIC YEAR 2014/2015**

ARTIKEL SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
RIZA ROMANZA
NPM 10.1.01.08.0228

ENGLISH EDUCATION DEPARTMENT
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SKRIPSI

By:
RIZA ROMANZA
NPM 10.1.01.08.0228

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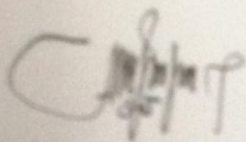
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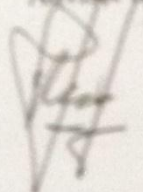
The Advisors,

Advisor I



KHOIRIYAH, M.Pd
NIDN: 0719017501

Advisor II



SULI MULYATI, M.Pd
NIDN:

APPROVAL SHEET

SKRIPSI

By:
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Approved and Accepted by all its qualification
by the Examination Committee of
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Board of Examiners,

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Second Examiner : KHOIRIYAH, M.Pd

The Dean of the Faculty of Teacher Training
University of Nusantara PGRI Kediri



Drs. MULSRI PANCA SETYAWATI, M.Pd
NIDN.0716046202



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RIZA ROMANZA

NPM 10.1.01.08.0228

FKIP – Bahasa Inggris

Email: riza.romanza2@gmail.com

Khoiriyah, M.Pd¹ and Suli Mulyati, M.Pd²

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of english skills that should be mastered by students in junior high school. This skill will give new knowledge or update student's knowledge when students read written text. In real class, teacher still applying conventional technique of teaching reading comprehension, teacher only gives students to read the text and answer the question. And the other, teacher always use text translation and ask the students to doing the exercise make the students unmotivied

The problem of the research are: 1) How is the result of the students' reading comprehension at the first grade of SMPN 2 Plemahan in academic year 2014/2015 before being taught using Inside/outside circle method? 2) How is the result of the students' reading comprehension at the first grade of SMPN 2 Plemahan in academic year 2014/2015 after being taught using Inside/outside circle method? 3) Is there any significant effect of Inside/outside circle method to the students reading comprehension at the first grade of SMPN 2 Plemahan in academic year 2014/2015

This research uses quantitative and the design is pre-experimental design. The writer use one classes. Which consist of 38 students. The research was done in twice meetings. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

The result shows that t-observed was 8,9 at the degree of freedom of 37, t-table was 2,021 at the level of significance of 5%. So, it means that t-observed (8,9) > t –tabel at the level of significance of 5 %. So, the Nul hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. In addition, Inside/outside circle method is significant for the students of SMPN 2 Plemahan such as: they can help to understanding the text. they can improve the vocabulary, they can find the characteristic in descriptive text, they can distinguish the similarities and differences of two object, they can make a simple synthesizing from the text, they more active in learning English especially in reading lesson and make a conducive class in teaching and learning process.

From the explanation, using Inside/outside circle method give a better result in reading comprehension. Researcher can conclude that Inside/outside circle method is recommended in teaching reading comprehension. So, the teacher are suggested to use inside-outside-circle method as a method in teaching reading because it can stimulate the students interest in studying reading.

Keyword : *Reading, Reading Comprehension, Inside/outside circle method.*

I. BACKGROUND OF THE PROBLEM

English learning has to focus on the four language skills. They are listening, speaking, reading, and writing. From those four skills, reading is the skill that needs more consideration. Reading activities encourage the students confidence involves in listening, speaking, reading, writing that related to the daily life communication. Reading skills as a part of receptive skills gives the first priority in the printed information is very dominant nowadays. Reading is needed to ensure the continuing personal growth and adapt the changes in the world. In other words, reading is used to extend experience in the world.

Moreover, reading is a process recognition or interpretation of written materials and it ideals with the language form. Raymond and Patricia, (1999:1) stated that “reading is a recently developed cognitive skill involves connecting visual input in the form of arbitrary symbols (orthography) to linguistic representations (meaning)”. Through reading, the students can increase their experience, develop new concept, solve their problem, study how the words are used, how to implement the grammatical rules, and get much knowledge.

To make a good result in teaching reading, teacher should use reading method, there are many method on teaching reading

such as Number heads together, bamboo dancing, Example non example, Inside/outside circle, etc. In this research. One of them that can be used by teacher is Inside/outside circle method.

According to Spencer Kagan, (1994: 22) Inside/outside circle is one of teaching learning English method to develop the students’ reading ability. By this method, teacher can change the class atmosphere from boring situation to fun situation, it also can increase the comprehension of students. The benefit of this method are, 1) students do not only describe something but also they can get fun because they feel involve in a group game. 2) The students are more active in reading and they also feel more closely with the other friends. 3) students and teacher can form and discuss conclusion

Based on the explanation above, the researcher wants to apply inside/outside circle as a method to make the students can be easily to develop their reading ability and make them more active in the teaching learning process. The researcher take SMPN 2 Plemahan to conduct the research entitle “ **The Effectiveness of Using Inside/Outside Circle Method to the Students’ Reading Comprehension at the First Grade of SMPN 2 Plemahan In Academic Year 2014/2015.**”

II. METHOD

This research consists of two variables. They are Independent Variable and Dependent Variable. According to Ary (2010: 266) The independent variable is manipulated (changed) by the experimenter. The variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter.

This research untitled “The effectiveness of using Inside/outside circle method on the students’ reading comprehension of the first grade at SMPN 2 Plemahan in academic year 2014/2015”, independent variable makes Inside/outside circle method and as dependent variable is reading comprehension.

In this research, design that chosen by researcher for doing the research is Pre-experimental design. According to Sugiono (2009: 110), “there are three kinds of Pre-experimental design, they are ,1) One-shot Case Study ,2) One Group Pretest-Posttest, 3) Intec-Group Comparison”

From kinds of design Pre experimental design, that is suitable for the research is One Group Pretest-Posttest. Ary (2010: 303) said that, The one-group pretest–posttest design usually involves three steps:

1. administering a pretest measuring the dependent variable (Y_1);
2. applying the experimental treatment X to the subjects; and
3. administering a posttest, again measuring the dependent variable (Y_2).

“A population is defined as all members of any well-defined class of people, events, or objects.” (Ary, 2010: 148). Based on the title of this research “The effectiveness of using Inside/outside circle method on the students’ reading comprehension of the First grade at SMPN 2 Plemahan in academic year 2014/2015”, the researcher choose SMPN 2 Plemahan that has 266 students that are divided into 7 classes as the object of the population of this research.

The target of this research is the First grade students of SMPN 2 Plemahan of VII-A and one class consist of 38 students , 25 female and 13 male. The researcher used simple random sampling in determining the simple of the research.

Instrument used in this research is test. Test is a set of questions or practice or other instrument used for measuring skill, intelligence and talent owned by every person or group. In addition, according to Ary (2010:201) “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned”.

In this research, the technique of collecting the data, the researcher use 3 phase, they are

1. Pre-Test

The Pre-test was conducted before the treatment given. It means that the researcher wants to get the data of the students without the influence of independent variable. The researcher gives the descriptive text about things in the classroom to the students then asks the students to read and do the task consist of 15 question that consists of topic, main idea, reference and inference.

2. Treatment

The researcher give treatment to the students after pre-test , the writer will implementation Inside/outside circle in teaching reading. The treatment of Inside/outside circle will give to student three times for treatment. It uses three step in treatment, they are ,pre- teaching, whilst teaching and post teaching.

III. CONCLUSION AND UGGESTION

Table 4.1
The score of data frequency of pre test

NO	Class limited	Class Boundaries	Mid Point	F	P
1	50-56	49.5-56.5	53	6	16%
2	57-63	56.5-63.5	60	5	13%
3	64-70	63.5-70.5	68	11	29%
4	71-77	70.5-77.5	74	5	13%
5	78-84	77.5-84.5	81	6	29%
6	85-91	86.5-91.5	88	5	16%
7	92-98	93.5-98.5	95	0	0%
Total				38	100%

Diagram 4.2
The Diagram Frequency of Pre test

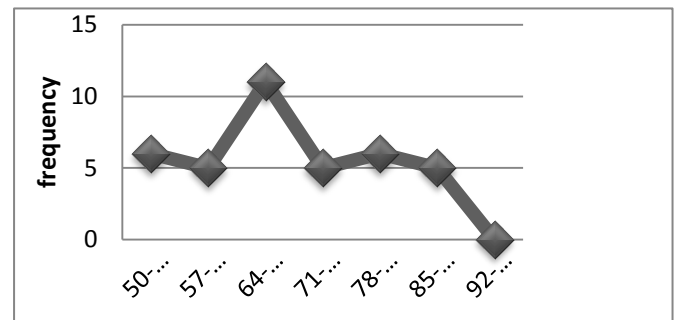


Table 4.3
The score of data frequency of post test

NO	Class limited	Class Boundaries	Mid Point	F	P
1	60-66	59.5-66.5	64	3	10%
2	67-73	66.5-73.5	70	0	0%
3	74-80	73.5-80.5	77	5	13%
4	81-87	80.5-87.5	84	11	29%
5	88-94	87.5-94.5	91	6	16%
6	95-101	94.5-101.5	98	13	32%
Total				38	100%

Diagram 4.4
The diagram of frequency of post test

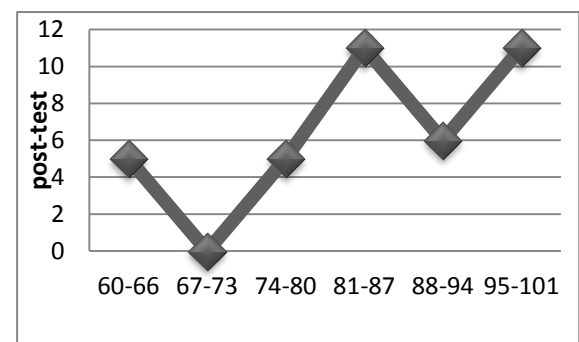
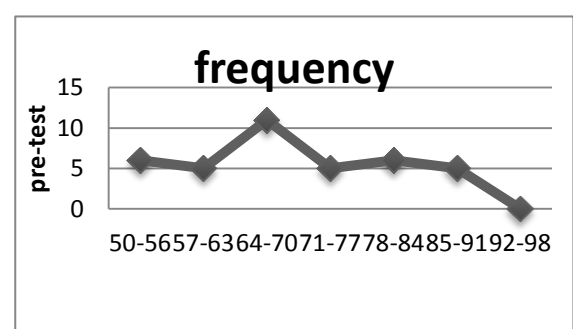


Table 4.5
The diagram frequency of pre test and post test



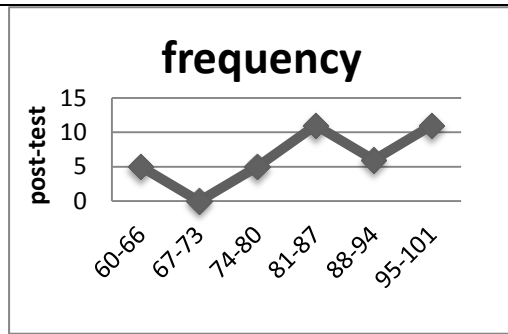


Table 4.6

Average score between pre-test and post-test

N= 38 students	Pre-test	Post-test
Total Score	2575	3330
Mean	67,8	87,6

Table 4.10

The table of t-test based on significant 5% and 1%

DF	The observed	t-table	
		5%	1%
N-1			
37	8,968	2,021	2,704

Discussion

According to the research finding as explained before, it can be concluded that teaching reading using Inside/outside circle method has significant effectiveness because the score of post-test is higher than pre-test.

The researcher concludes that there is any effectiveness in teaching reading comprehension using Inside/outside circle to the students' reading ability at the first grade students of SMPN 2 Plemahan because the score of post-test is higher than pre-test, the total score is 2575 and the mean of pre-test is 67,8. After they are taught using Discussion technique and doing the post-test, the score is 3330 and the mean of post-test is 87,6. It can be concluded that students' score is increasing

after they are taught using Inside/outside circle method. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 8,968 at the degree of freedom 37 and t-table is 2,021 at the level of significant of 5% (0,05) and 2,704 at the level of significant 1%. It means that t-score (8,968) > t-table at the level significance of 5% (0,021). So, the Null Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that Inside/outside circle method has significant effectiveness. So there is any effectiveness before the students target using inside-outside-circle method and after the students target using inside-outside-circle method. After the students use Inside/outside circle method, they can understand the reading material easily, identificate of main idea and general information, the students can express the meaning of monolog text and also the students have motivation to study the reading material because using this method the students feel reading is easy and enjoy. It is supported by Kagan (1999) that inside/outside circle method can be used to teach English materials for the students and it has some alternative ways to be practiced based on the teacher's creativity, and the teacher's capability. The students can receive the teacher's explanation easily, interesting and enjoyable to follow the learning process.

So, they can improve their capability in English and have the high motivation to learn much about English.

In line with this view, inside-outside-circle method can give contribution to the students and the teacher, these are:

1. The students.

First, the students have to think, contribute to the group, evaluate what other members of the group say, share information, and prepare a conclusion with the member of group. Second, the students become more confident, their motivation also increase and they can manage without regular teacher's supervision. Third, the students learn that they can complete an activity successfully with the help other classmates, they more active and feel enjoy in learning reading, especially perform in front of the class and they feel more confident working with the friend.

2. The Teacher

First, the teacher interested in using inside/outside circle method in their teaching reading. Second, the teacher take into account when preparing an activity in discussion. Third, the teacher can explain clearly to the students about the material. The last, the teacher walk around the room to monitor what students are doing.

It is also supported by Kagan (1999) that inside/outside circle method can give some advantages, they are: First,

this method makes the students' responses in comprehending the descriptive text will improve. Second, students are actively engaged in thinking, it will encourage community building among students while incorporating movement and interaction. Third, the students will find a new thing about the text that they have read when they meet their new partner in the discussion process.

Conclusion

Based on the previous chapter, it can be concluded that reading is a process to understand the content of the text and to get information and by reading the students can building their knowledge. Reading is one of the four language skills that taught in school. Without reading the students will face the difficulties when they learn the other skill such as listening, speaking and writing. Because of it, the best method is very important to teach reading. It is needed in order the students feel enjoy and easy to understand the material during teaching reading process. One of the best method can be used by the teacher is Inside-outside-circle method. By using Inside/outside circle method, the students can increase their reading ability, they can understand reading material exactly in the meaning of the text such as, identify factual information, express the meaning in monolog text.



From the result of the researcher's analysis shows that there is significant effectiveness of using Inside/outside circle method to the first grade students of SMPN 2 Plemahan. Resulting So, t-score is higher than t-table. Based on the result, the researcher signifies that using Inside/outside circle method give a better result in students' Reading ability.

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