

## IMPROVING STUDENTS WRITING BY USING INSIDE OUTSIDE CIRCLE AT IKIP PGRI PONTIANAK

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### ABSTRACT

This research aims to describe (1) whether and to what extent the implementation of Inside Outside Circle technique improves students' writing; (2) the difficulties which occur in implementing of Inside Outside Circle technique in improving students' writing. This action research study is carried out on the third semester at private university in Pontianak. The research is carried out in 2 cycles. Every cycle consists of four steps: planning, implementing, observing, and reflecting. The qualitative data are collected by using techniques of observation and documentation, while quantitative data are collected by using test (pre-test and post-test). The qualitative data are analyzed through descriptive analysis which consists of assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The quantitative data are analyzed through descriptive statistics. The research findings show that Inside Outside Circle technique can improve students' writing and its difficulties found in the implementation.

**Key words:** *inside outside circle, writing, classroom action research*

### Sari

Penelitian ini bertujuan untuk mengetahui : (1) bagaimana implementasi dari teknik lingkaran dalam dan luar dalam meningkatkan kemampuan menulis mahasiswa; (2) kesulitan yang terjadi dalam implementasi dari teknik lingkaran dalam dan luar dalam meningkatkan kemampuan menulis mahasiswa. Penelitian ini menggunakan penelitian tindakan kelas. Subjek penelitian yang digunakan adalah pada mahasiswa semester tiga pada salah satu kampus swasta di Pontianak. Penelitian ini dilaksanakan dalam dua siklus. Dalam satu siklus terdiri dari 4 langkah yaitu perencanaan, pelaksanaan, observasi dan refleksi. Alat Pengumpulan Data kuantitatif digunakan dengan menggunakan tes ( pra dan post tes) sedangkan data kualitatif digunakan observasi dan dokumentasi. Sedang alat analisa data kualitatif menggunakan analisa deskripsi dan alat analisa pada data kuantitatif menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa teknik lingkaran luar dan dalam dapat meningkatkan kemampuan menulis siswa dan ditemukan beberapa kendala dalam pelaksanaannya.

**Kata kunci:** *teknik lingkaran luar dalam, menulis, penelitian tindakan kelas*

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## **Introduction**

Writing is the key of language teaching learning process because in writing the learners will generate ideas in order to use and produce information, knowledge and science in our life. Sokolik (2003) as cited in Caroline (2005: 98) said, “writing is a combination of process and product”. As stated by Weigle (2002:1), writing has become a necessary tool for students in today’s global community. It requires them to understand how to make a good process and product in writing. It becomes a process of discovery for students as they discover new ideas and new language forms to express them. Moreover, learning to write is viewed as a developmental process that helps students to write as professional authors do. It requires the students to choose their own topics and genres, and write from their own experiences or observations.

From the elaboration above, it is obvious that students should not underestimate reading. However, there are many students neglect this activity. Usually they read when they are assigned by their teachers, or they read only the page they like such as gossip and entertainment news that will have no support in their academic. In short, students tend to read only when then they feel that the reading is interested for them. To be successful students, reading has to be a must. The effort of making students to make reading as student habit is the thing that is now being tried by the researcher of this study to be implemented in IKIP PGRI Pontianak.

Angelo (1980:1) argues that writing would still be important in education because writing is able to help one think critically, to clarify thoughts, and deeper perception. Meanwhile, Fowler (1965: 40) points out that the written word is increasing demand in the business world both as a key to get a job and the success in it. It means that writing English can also increase opportunities for career. Writing is one of the language skills that must be required by the learners when learning languages. There are writing 1 up to writing 4 in IKIP PGRI Pontianak. In writing 3 class of IKIP PGRI Pontianak. In making a good writing, there are some skills that a student should master: 1) writing a topic sentence. Students are required to have ability to write correct and appropriate main idea or opinion; 2) writing supporting sentences. It is necessary for students to have the ability to develop main idea or topic sentence by adding more information; 3)

writing grammatical sentences. Students have to possess the ability to construct the sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc.); 4) writing cohesive devices. It means that students should have the ability to use conjunction in their writing.

According to result of interview with the lecturer of writing class in IKIP PGRI Pontianak on March, 21<sup>st</sup> 2017, most of the students faced difficulties in writing. The students did not able to convey their idea well. They faced difficulties to write the several generic structures of generic structure cover such as orientation (introduction), events (development of issue), and reiteration (conclusion). They also made mistakes of grammar, language use, and lack of vocabulary. The observation showed that the students had low achievement in making writing composition. The problem that could reveal in this research is how Inside Outside Circle Technique as solution for the problem exist in the classroom can improve student's writing skill. The purpose of implementing to know the ability of the students to think and answer the question from the teacher in group. This technique can make the opportunity for students in work together and to answer and share it together. Inside – Outside Circle is a summarization technique that students up and move. It provides a way to get students who normally would not talk to interact with others.'

This strategy is expected to be able to give an interesting activity to make the students make use of all their potential to do the given tasks successfully so that they would appreciate their own competence, in turn, they can develop their reading comprehension. It is an activity that involves all students in the class. Inside/Outside Circles are particularly useful for: differentiation, kinesthetic learners, conversation practice, and community-building in the classroom. This activity can be a great warm up as well as a useful way to change things up and get students moving during a long class.

In Inside Outside Circle works in groups of six or eight. In each group students stand or sit in pairs in two concentric circles, with the inside circle facing out and outside circle facing in. Beside the practice is done in a group of students forming circles, students are

endowed with the opportunities to interact with a different partner each time they rotate or step one or two steps to their right, or to their left depending on the teacher's instruction. It could be a good strategy for getting or checking understanding on text or practicing dialogues in the textbooks. To apply this learning method, the original strategies which are formed in the first time, have to do the tasks which are different from others. Nevertheless the number of students in the class has also to be considered in deciding of the number of groups.

### **Research Methodology**

The research methodology which was used in this research was action research. Kemmis and McTaggart in Nunan (1991:17) wrote that action research is a group activity. A piece of descriptive research carried out by a teacher in his or her classroom without involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation. Simply put, action research is the study of social situation with a view of improving the quality of action within it. Action research is defined as a research and any systematic inquiry that is handled by teacher, researcher, principals, school counselors, or other stakeholders in teaching or learning environment to get information about teaching and learning process in the school and the school operation (Mills ,2000: 6). The goal of this research is to develop, improve and give a positive effect for the students outcomes, teaching learning process and school operation. I chose classroom action research as the method because I purposed to improve student's ability in writing analytical exposition critically. Specifically I am as actual teacher and I did this research with my collaborator.

There are two kinds of action research based on the result, those are critical and practical action research (Mills, 2000: 25). Critical action research is aimed to liberate the knowledge gathering. Practical action research is a research which is emphasising in the process of the research. This research is categorized as practical action research which has goal to improve and get informations about the students difficulties in class. In analyzing the quantitave data, in this case, the writer used descriptive statistics that consist of means, highest and lowest score. This quantitative data was used to compare

the result of the students' Thinking Skill score in pre thinking skill test and post thinking skill test. The formula can be seen as follows:

$$x = \frac{\sum x}{N} \qquad y = \frac{\sum y}{N}$$

in which:

$x$  = means of pre thinking skill test scores

$y$  = means of post thinking skill test scores

$N$  = the number of students

In analyzing the qualitative data, I used interactive model As Huberman and Miles (in Berg, 2009:54), "... data analysis can be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusion and verification".

a. Data Reduction

This step is needed when I classify the data. In classifying the data, I needed to reduce unused data of the analyzed subject to find the valid data to be shown in the data display. Data reduction is used in interview result where I only put the important conversation that can support the data of this research.

b. Data Display

After doing the data reduction step, the researcher did the data displaying process that classify the similar useful data into one category to be displayed in order to give clear and structuring description about the research. The field notes, diary, the test data, interview data and documentation data related to the participant's activity was displayed.

c. Conclusion Drawing or Verification

This research used three steps or techniques of collecting data called data triangulation to verify that the data gotten are valid. As seen in the data collecting techniques above, the researcher used field notes, diary, documentation, questionnaire and interview. The step of conclusion drawing was done after the data reduction and data display process have done. In this final step, the conclusion based on the data was made. Based on the explanation above, it could be said that to get the valid data in the research, the researcher should did three steps of analyzing the data, such as: reducing the data, displaying the data and also concluding the data.

## **Results and Discussion**

The research findings were gathered from several sources of data, including the tests, and field notes. The findings were related to the improvement of the students' writing ability and also the difficulties in implementing Inside Outside Circle to improve students' writing ability.

The result of research in two cycles of CAR found that Inside Outside Circle (IOC) is successfully improving students' writing ability. The successful of IOC is cannot be separated from the cooperation among members. In this regard, the team learning as a unity had important role during implementing of IOC. It is in line with Richards (2002:52) who says that the cooperation among members and under guidance from the teacher will bring students getting better achievement. It can be said that Inside – Outside Circle (IOC) is an appropriate technique to understand and comprehend the text better. It supposed them to work in groups, it made they could share the ideas with their friends and be able to help each other. The students should discuss the text and then answer the questions that included components of writing.

Teaching writing through IOC technique made the students easier to understand write the text. They became more active and more enjoy in teaching learning process. They showed their contribution in discussion and participated well in teaching learning process by giving some opinion and asking some information they did not know. They enjoyed joining the class. It can be said that that IOC is the appropriate technique to teach the students with the different learning. IOC creates a situation in which the only way team members can obtain their own individual achievement if the group is successful. It explains that in aiming to achieve students' personal goals, team members must help their teammates to success their groups. It is supported by Yan Zhang (2010:1) *Cooperative Learning and Foreign Language Learning and Teaching*, Journal of Language Teaching and Research. The focus of this paper is cooperative learning has positive effects on foreign language learning and teaching. This paper compared cooperative learning with traditional language teaching. The paper reveals cooperative learning benefits for language learning and teaching.

The implementation of Inside Outside Circle (IOC) Technique had improved the students' writing ability. Firstly, before the research the students had difficulties in providing relevant argument. It might not difficult to think of an idea of what they should write. However, it was hard for the students to convey their idea and provided further explanation with the relevant arguments. Some students gave irrelevant arguments to support the idea. Some did not even provide it. After the research, the students were able to find the related arguments to explain their idea. Even though most students still seemed a bit vague in conveying their idea, but 17 students were able to state their idea clearly.

Secondly, the research finding showed that students were able to provide longer explanation by using evidence, statements, facts, opinion, etc. Before the research, the students had difficulties in explaining their statements. Some students only gave an idea or a statement without elaborating it. After the research, the students were aware to give their ideas further explanation. 25 students were able to provide their ideas with more elaboration by giving some related statements, evidences, reasons and opinions.

Thirdly, the students were able to define alternative point of view. Before the research, the students did not see the alternative point of view. They only gave one point of view of an argument or idea which might exist. They only viewed one viewpoint. It was either the pro or the con, or, the positive or negative view. After the research, the students started to understand that it was better for them to provide alternative point of view. Even though there were still students who did not provide it, the students who gave the alternative point of view were increased.

Fourthly, the students were able to write clear conclusion. Before the research, the students did not conclude their paragraphs. The text they made mostly stopped in the last argument. Only few of the students were aware of giving conclusion in the end of their paragraph. After the research, almost all students actually gave conclusion even if it were short. 27 students were able to give clear and consistent conclusion. Furthermore, the implementation of Roundtable technique not only improved students' critical thinking but also improved the students' writing skills, especially in aspects such

as content and organization. In other words, the improvement of students' critical thinking has affected the improvement of students writing. The students provided clearer thesis and the paragraph were longer. They provided their idea or arguments with relevant information. Some of them used facts, illustrations, and opinions to expand their paragraphs. They content of the text was more consistent.

During the implementation of IOC technique to teach writing, several difficulties had appeared.

a. The students were not accustomed with the IOC technique rules. This was the first time for the students to do IOC. It was understood that they were pretty much not adjusted yet with the rules. I have to remind them of the rules and asked them not to break them so the activity could go well.

b. The group forming was noisy and took some minutes. In forming groups, students were given a chance to choose their own partners. But, the students were noisy. They shouted at each other asking one another to join their groups or rejecting the ones they did not want to work with.

c. There were groups who did not function well. The other member sat apart from other members. This could be caused by the unfamiliar feeling they got from never been working in a group with certain students.

d. The time limit was too short for the students. It was used for an excused that they could not think in that short of time. After they were accustomed with the rules, there were still students who were persistent to keep writing their responses even though their time was up. It caused the IOC took longer time than it should.

e. It was hard to control the students who kept asking their friends about what they should write. Some students just got nervous easily when their turn came. The idea that they might already have disappeared when they were nervous. Other than that, if the previous student had written down the ideas which were the same as their planned answers, they had to re-think.

f. If the topic was not something they familiar with, the students tend to think slower. Each student had different speed in thinking. The one with lower speed felt intimidated by the smarter students in the group.

The first action phase was implemented by researcher acted as an English teacher and accompanied by the collaborator. The teacher began by greeting then continued checking students' presence. The teacher also tried to spend a few minutes giving some motivational words to them. In the early of class, the teacher explained the steps of IOC instruction, then continued by giving brainstorming to them.

In the main activity, the teacher explained the main material. Next, the teacher assigned students into groups learning. Here, they were asked to complete the tasks individually. After that, each group was asked to check the tasks of their members. The members who found difficult could ask help to other members. The groups had a duty to make sure all of their members understood the lesson. Each learning group then allowed conveying their answers in front of class.

In the post activity, the teacher tried confirming the lesson. The students also were requested to convey their problems during teaching and learning process in the classroom. Then, the students concluded the lesson together with the teacher. At last, the students had a home work to improve their understanding of lesson. Based on students' performance, the result showed that students' mean score only achieved 60.4. It was found that only 27.27% students could pass the criterion and there were 72.73% students did not pass. It explained that most of students found difficult in making a recount paragraph. Thus, it can be concluded that the cycle of CAR would be continued.

The action of second cycle was done. In the main activity, the teacher reviewed to explain the material which covered the definition, the purpose, the language features, and the generic structures by using power point presentation to attract students' attention. The teacher then assigned students into groups learning. Here, they were assigned by mixed abilities based on their writing score in last action. Each learning group then allowed conveying their answers in front of class. In the post activity, the teacher tried to confirming the lesson. The students were asked to delivered their responses of learning and then conclude the lesson today. After that, students had to be in groups learning. In pre – writing activity, the students were given stimulus and the teacher motivated them in order they had not blank space before drifting. Next is

drafting, in this activity, the teacher delivered them a paper. In this phase, the groups needed to make a recount paragraph together based on the theme. In this activity, the students were requested to have good cooperation. They needed share ideas for better result. After drafting (writing), the students were asked to revise their works. In this phase, the students were requested to check about their writing. At last was editing. In this stage, the students were tidying their text as they prepared the final draft for evaluation by the teacher.

After writing the text collaboratively, the students had individual task. In this phase, they had to think and pouring their ideas in a text independently. They were not allowed to have any cooperation. After all of students did the individual task, next it was corrected together with the students. Then the teacher counted their team rewards for the students' who passed criterion. At last, the students were asked to conclude the lesson. After obtaining the result data in third cycle, the observer and researcher were satisfied. The students could write recount very well. The target to achieve 74% of the students' score at least same or above 7 were achieved. Therefore, the teacher and the collaborator decided to stop the Cycle of Classroom Action Research (CAR) because all of the targets already accomplished. Based on the result of evaluation between teacher and collaborator, it could be conclude that IOC improved students' ability in writing to the students.

### **Conclusion**

Based on the discussion above that the mean score of two tests improved significantly in cycle 2 which cycle 1 with 60,4 and cycle 2 with 74. It can be concluded that Inside – Outside Circle technique (IOC) can be used to improve students' writing skill to the third semester of english students in the academic year 2017/2018. The strategy supposed them to work in groups, it made they could share the ideas with their friends and be able to help each other. It can be said that that IOC technique is the appropriate technique to teach the students with the different learning styles and different kinds of the text.

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