
IMPROVING STUDENTS' WRITING ABILITY BY USING THE INSIDE-OUTSIDE CIRCLE TYPE: THE CASE OF ONE SENIOR HIGH SCHOOL

RETNO WAHYU NINGSIH, ELMAIDA, DIYAN ADRIANI
Universitas Merangin, Indonesia

ISRA MIHARTI
Universitas Jambi, Indonesia

Abstract

The student's writing ability is paramount in every subject, especially English, such as narrative text. At SMK Negeri 10 Merangin in class X Tata Busana, a student's writing ability is one of the assessment points in the syllabus that has been designed. This research aims to improve students' writing ability with the Inside-Outside-Circle (IOC) cooperative learning model. The design of this research is Classroom Action Research (CAR). This research was carried out in class X SMK Negeri 10 Merangin for the academic year 2021/2022. In this research, the researcher conducts Learning English writing, which one of the subjects is narrative text. To collect data, the researchers used a written test. The researcher gave a written test to the students, namely the pre-test, using analytical scores in analyzing the written test. Based on the research results, none of the students achieved the KKM score. In the first cycle, 44% or six students scored >75, and 56% or 13 students scored <75. Furthermore, in the second cycle, 89%, or 13 students achieved the KKM, and 11% or six students did not reach the KKM. Furthermore, the student's average score in the pre-test was 33.78%, in the first cycle 50.52%, and in the second cycle 64.57%. Based on these findings, the researcher concludes that this research can improve students' writing ability by using the inside-outside-circle (IOC) type in class X students at SMK Negeri 10 Merangin. Based on these data, the researcher would like to conclude that students' writing ability has improved from the tests that have been given, but students to be more active in learning to write about vocabulary and mechanics and grammar.

Keywords: Inside-outside-circle, narrative text, writing

Manuscript submitted: September 15, 2023

Manuscript revised: October 12, 2023

Accepted for publication: November 21, 2023

Introduction

English is one of the most important languages to learn because most Indonesians use English as their first or second language. Therefore, this English must be learned by Millennials today. Many adult learners who study English become desperate because they do not feel significant progress. They also often feel frustrated and lose the motivation to learn English because they are not satisfied with how the teacher teaches or the subject matter they are getting (Ningsih, 2023). The use of English currently is very wide because English is used as an International Language and is recognized by the world to make it easier to find much information. Richards and Renandya, 2002) stated that writing is the most difficult skill for second language learners. The difficulty of writing is not only in generating ideas but also in translating the ideas that have been obtained to put them into a readable text. For second-language writers, paying attention to their spelling and punctuation skills is essential. Based on the interview results by researchers with students of SMKN 10 Merangin class X majoring in Fashion Design (XTB), the researchers found several problems faced by students. The problems faced by students are: first, their dislike and lack of interest in learning English. Second, their lack of understanding and mastery of vocabulary makes it difficult for students to compose a text. Third, it is difficult to express and generate students' ideas and write them down in English.

In addition, the researchers also conducted interviews with an English teacher at SMKN 10 Merangin, Mrs. Aniyar, S.Pd., who stated that the obstacles faced by students when learning English, namely the lack of vocabulary mastery that students had, made it difficult for students if asked to do so. Collecting exercises in the form of text and the arrangement of sentences that are still not by the grammar. In the classroom, to do the assignments given, it is not allowed to use cellphones or the internet, but students are required to bring a dictionary for every English lesson, and if there are students who do not bring a dictionary when learning English, they are not allowed to enter the class. Based on the daily scores of students in class X Tata Busana (XTB), 20% or only three students get good grades, and 80% or 16 students get bad grades. With the results of these daily scores, many students do not reach the KKM, which is the KKM at SMK N 10 Merangin for English subjects, which is 75. Therefore, researchers use new techniques to improve students' English learning outcomes, and researchers want to see and apply the Inside-Outside-Circle learning model in writing Narrative Text in class X Tata Busana (XTB) SMK N 10 Merangin.

Cooperative learning is a learning strategy that stresses the activity of the students together in learning to form a small group to reach the same goal by using various learning activities to improve the student's competence in understanding a subject matter and solving a problem collectively (Gunawan, 2012). This cooperative learning method is expected, so that students can work among fellow groups and help each other to carry out the tasks by the teacher. Unenthusiastic and lack of enthusiasm for learning often occurs in students, but if given a task and done for a group, working together will create a sense of enthusiasm and competition to express ideas and thoughts. In conducting this research, the researcher used the theory of Istrani (2011) about the Learning Inside-Outside-Circle (IOC) cooperative model. This learning model is very good for students to realize the measurement of knowledge between students and one another.

Based on the research problems, this research focused on improving students' writing skills in Narrative texts. Researchers also focused on perfecting the simple past tense, how to use active verbs, using time connectors, and direct and indirect words along with adjectives and adverbs.

Narrative text structure consists of orientation, complication, and resolution. The samples selected in this research were students of class X Tata Busana (XTB) SMK Negeri 10 Merangin for the 2021/2022 academic year. Richards and Renandya (2002) stated that writing is the most difficult skill for second or foreign-language learners to master. The difficulties that occur are not only in issuing and organizing ideas in the mind but often occur in translating these ideas back into a text so it is easy to understand. It is easy to see if someone's language skills are weak.

The essence of teaching writing is guiding and facilitating students to work. Brown (2007) proposed that teaching is building and facilitating learning, enabling the learner to learn, and setting the conditions for learning. It implies that teaching cannot be separated from learning. If a teacher teaches writing to students, not only does he teach how to develop ideas into writing, but the student also needs special attention to writing English sentences grammatically and systematically so that students can easily understand what the teacher is teaching. Therefore, teaching writing is said to be successful if the teacher can teach how to write effectively to improve students' writing skills. Text is a word that is arranged into a sentence from a written or printed work. This text consists of words in the form of spoken or written to convey a message. With the existence of a text, it can communicate a meaning to send a message, called a text. Sujiono (2013) explained the language features of narrative text as follows:

- Using definite nouns as pronouns for certain people, animals, and objects in the story, for example, stepsister, housework, and all the servants.
- Using adjectives that form noun phrases, for example, long black hair, two red apples, and a wicked mother.
- Using time connectives and conjunctions to sort existing events, for example, then, before, that, when, soon, and prior.
- Using adverbs and adverbial phrases to show the location of events, for example, here, in the mountains, happily ever after, and in an amazing castle.
- Using action verbs in the past tense, for example, stayed, dug, turned, and walked.
- Saying verbs that mark speech, for example, said, told, promised, and replied.
- Thinking verbs that mark the thoughts, perceptions, or feelings of the characters in the story, for example, thought, left, and saw.

According to Istarani (2011), there are some stages to applying the inside-outside-circle at the class. The stages are:

- Half of the class stands in a small circle and faces out. The other half forms a circle outside the small circle and faces two pairs of students from the small circle, and the large circle shares information. This information exchange can be done by all partners at the same time.
- Then, the students in the small circle stay in place while the students in the big circle move one step clockwise.
- Now, it is the turn of the students who are in the big circle to share information and so on.

Methodology

This research aimed to improve students' writing skills using the Inside-Outside-Circle cooperative model, which was a Class Action Research (CAR). It was to improve students' abilities

in learning to write. Classroom Action Research is a kind of intervention done to the teaching and learning process based on problems found and faced by the teachers in their classroom (Madya, 2013).

Classroom Action Research (CAR) is a distinctive approach to inquiry related to the teaching and learning process and a good medium for teachers to improve their students' teaching and learning (Stringer, 2008). CAR was done by the teacher in the class because the teacher knew more about the class. This research aimed to provide researchers with a method of solving problems encountered in the teaching and learning process. It enabled teachers to investigate their classrooms, such as their teaching method, students learning, assessment used, etc., intended to improve their teaching and learning process (Martler, 2009).

Planning

In these planning steps, the researchers,

- Prepared the teaching materials based on the syllabus.
- Prepared assessments for students who have done assignments.
- Prepared the learning evaluation.
- Made a learning observation sheet in class to see progress when the learning model is applied.
- Prepared pre-test and post-test.

Action

At this stage, the researchers were ready to implement classroom action-planning activities. Before starting the lesson, the researchers entered the class by reading, greetings, praying together, and checking student attendance.

Pre-test, before doing the cycle, the researchers gave a pre-test with a time of 45 minutes. The researchers gave this pre-test before using the Inside-Outside-Circle cooperative learning model.

- Cycle I
In this cycle, before starting learning in the classroom, the teacher does pre-teaching. The procedure used in this classroom follow-up study uses the Inside-Outside-Circle (IOC) cooperative learning model, namely pre-activities, while activities, and post-activities.
- Cycle II
In the second cycle, the researcher gave a post-test and asked students to use the Inside-Outside-Circle (IOC) cooperative learning model.

Observation, description means that observation is to explain, provide, and detail the phenomena that occur. Providing data that can be generalized means that each research activity produces a response or reaction from the subject of observation (Baker, 2006).

Evaluation, learning evaluation is a process to determine the score of learning and learning carried out through assessment activities or learning measurement.

Reflection, according to Marcos and Tillema (2006), reflection is a way to consider an action like what has been planned and recorded beforehand. By doing self-reflection activities, the teachers involved in this research can realize their strengths and weaknesses in learning activities. Realizing

one's strengths and weaknesses in earning activities is an essential factor in teachers' efforts to develop their professional abilities.

Findings and Discussion

This classroom action research was conducted by researchers from January 25 to February 22, 2022, in class X Tata Busana (X TB) at SMK N 10 Merangin. This classroom action research was carried out by the researcher in prior observation of student learning activities and activities to be carried out by each cycle. Conducting observations in this class aims to obtain an overview of students' learning conditions and also observe how students learn English. The data used is qualitative analysis data using test data on student learning outcomes pre-test, cycle I, and cycle II.

Based on the results of the pre-test given by researchers to class X *Tata Busana* (XTB) students, totaling 19 students with a Minimum Completeness Criteria (KKM) score of 75 for English subjects. Four students got a score of 0, which was declared incomplete, two students got a score of 6, which was declared incomplete, one student got a score of 12, which was declared incomplete, and three students got a score of 30, which was also declared complete. Furthermore, there is one student who got a score of 24, which was declared incomplete, one student got a score of 25, which was declared incomplete, one student got a score of 29, which was said to be incomplete, one student got a score of 31 who did not reach the KKM or is incomplete, one student got a score of 36 which was declared incomplete, then one student got a score of 44 which was declared incomplete, and the last three students got a score of 47 who also did not reach the KKM or were declared incomplete.

Based on the post-test cycle 1 results, there were five students with the Minimum Completeness Criteria (KKM). There was one student got a score of 10, which was declared incomplete, one student got a score of 15, which was declared incomplete, one student got a score of 20, which was declared to have not reached the KKM, 6 students got a score of 25 which was declared incomplete, one student got a score of 45 which was declared incomplete. Then four students got a score of 75 which was declared complete, one student got a score of 77 who got a KKM pass score and was declared complete, one student got a score of 77, which was declared complete, and one student got a score of 82 which was declared complete, then three students got a score of 89 which was declared complete.

Based on the students' post-test results, three students got a score of 25, which was declared incomplete, one student got a score of 40, which was declared incomplete, and one student got a score of 55, which was declared incomplete. Furthermore, seven students got a score of 75, which was declared complete, and three students got a score of 82, which was declared complete, one student got a score of 84, which was declared complete, one student got a score of 85, which was declared complete, one student got a score of 95.

Conclusion

Based on the findings above, the writing problems in Cycle I can be solved in Cycle II. Student X of *Tata Busana* can write narrative text better than cycle I. There were several elements that students had mastered in narrative text, they could know such as content, organization, vocabulary, mechanics, and grammar. To see the students' abilities results, researchers created and used tables based on the results of students' writing tests. As previously explained, in this research, the Inside-

Outside-Circle (IOC) learning model could improve student learning outcomes in class X fashion (X TB) SMK N 10 Merangin. The first finding in this research was to investigate whether Inside-Outside-Circle cooperative learning model can improve students' writing skills in the narrative text of class X fashion (X TB) SMK N 10 Merangin in the 2021/2022 school year. After the learning model was implemented or applied, the researchers found several improvements in writing and getting better grades than before. It happened because the researchers had designed the learning procedure. Researchers also found remarkable progress in achieving the minimum completeness criteria (KKM). The Inside-Outside-Circle cooperative learning model is more effective in teaching writing.

References

- Anas, S. (2009). *Pengantar statistik Pendidikan (Introduction to educational statistics)*. Jakarta: Rajawali Pers.
- Baker, L. (2006). Observation: A complex research method. *Library Trends*, 55(1), 171-189.
- Brown, H. D. (2007). *Principles of language learning and teaching*. NY: Pearson Education.
- Gunawan, H. (2012). *Kurikulum dan pembelajaran pendidikan Agama Islam (Islamic education curriculum and learning)*. Bandung: Alfabeta.
- Istarani, M. (2011). *58 model pembelajaran inovatif (58 innovative learning models)*. Medan: Media Persada.
- Marcos, J. J. M., & Tillema, H. (2006). Studying studies on teacher reflection and action: An appraisal of research contributions. *Educational Research Review*, 1(2), 112-132.
- Martler, C. A. (2009). *Action research: Teachers as researchers in the classroom*. California: SAGE Publications, Inc.
- Ningsih, R. W., Adriani, D., & Miharti, I. (2023). The students' learning strategies in learning a foreign language through a controlled natural practice with a foreigner. *Indonesian Research Journal in Education | IRJE |*, 7(1), 148-157.
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Stringer, E. T. (2008). *Action research in education*. New Jersey: Pearson Prentice Hall.
- Sujiono, Y. N., Zainal, O. R., Rosmala, R., & Tampiomas, E. L. (2013). *Hakikat pengembangan kognitif (The nature of cognitive development)*. Jakarta: Universitas Terbuka.