THE IMPLEMENTATION OF INSIDE-OUTSIDE CIRCLE TECHNIQUE IN TEACHING SPEAKING FOR 11TH GRADE OF SMK MUHAMMADIYAH 1 PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by
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STATEMENT OF ORGINALITY

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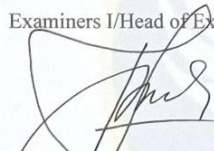
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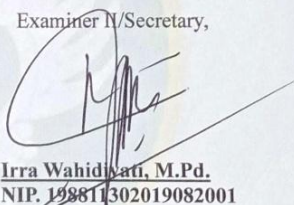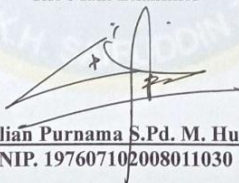
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Assalamu'alaikum Wr. Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

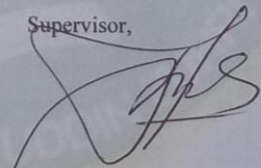Name   : Isnaeni Mulyani
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MOTTO

"If we don't acknowledge our hard work, who will? We can't expect people to appreciate us. But at least we can appreciate ourselves."

-Prilly Latuconsina-

DEDICATION

With great pride and gratitude, first I would like to thank myself for struggling to pursue higher education so far. May Allah ease my path to success.

Secondly, I would like to thank my beloved parents and brother, for their endless support and motivation.
Without you by my side, I am nothing. Thank you very much!!

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ABSTRAK

THE IMPLEMENTATION OF INSIDE-OUTSIDE CIRCLE TECHNIQUE IN TEACHING SPEAKING FOR 11TH GRADE OF SMK MUHAMMADIYAH 1 PURWOKERTO

ISNAENI MULYANI
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The implementation of Inside-Outside Circle technique in teaching speaking for 11th grade of SMK Muhammadiyah 1 Purwokerto. It aims to describe the implementation of Inside-Outside Circle technique in teaching speaking. This type of research is qualitative research. Data were collected through Interviews, Focus Group Discussions (FGD), and observations. The data analysis techniques used were data reduction, data analysis, and drawing conclusions. Based on findings from applying the Inside Outside Circle technique involves five stages: forming a circle, facing partners, initial discussion, rotation of partners, and reflection. The results of this study indicate that in the learning session, the teacher uses Inside Outside Circle Technique in speaking learning, only applying four relevant steps. Which in learning the teacher uses Inside Outside Circle Technique, namely dividing into several circle groups, this can happen because the class is small. The he students' response to the implementation of the Inside Outside Circle technique is that they are enthusiastic about learning, this helps them understand the material and train their speaking skills quite well.

Keyword: *Inside Outside Circle, technique, teaching speaking*

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

This chapter discusses the background of the study, clarification of key terms, research question, aims and significances of the study, and organization of the paper.

A. Background of the Study

Speaking is a fundamental productive skill in communication. If one does not acquire proficiency in speaking, the intended message may not be conveyed properly. Speaking, according to Chaney & Burk (1998), explain that the interactive process that involves verbal and nonverbal signals to create and convey meaning in various contexts. Communication involves a process of meaning-making, which encompasses the generation, reception, and interpretation of information (Tiwery, 2019). According to Brazil (1995), speaking is basically two-way communication because the speaker is involved in one activity while interacting with another. Both its structure and significance rely heavily on the context in which communication takes place, which encompasses the individuals involved, their shared experiences, the surrounding environment, and the objectives behind the conversation. For language speakers, particularly students in this instance, it is essential to grasp the characteristics and nature of spoken English, as these differ markedly from those of written English.

According to Olshtain & Celce-Murcia (2016), stated that speaking in a second language is the most difficult skill to master because of the complexity of the meaning construction process. English has been taught to students since high school level. However, Indonesian students are often considered bad at speaking English (Suadi, 2020). One of the primary challenges in encouraging students to communicate in English during lessons is their tendency to rely on their native language for communication. Additionally, a limited vocabulary is a significant factor contributing to their reluctance to speak English in class (Sinaga & Oktaviani, 2020). Many learners face difficulties in utilizing English,

despite having a solid understanding of vocabulary and grammar they often find themselves unable to engage in even simple daily conversations.

According to Harmer (2003), emphasize that teaching speaking activities in the classroom should be highly motivating for students, providing them with ample opportunities to engage in speaking and encouraging active participation in the learning process. Students face numerous challenges related to a lack of motivation for developing their speaking skills in English. One of the most prevalent issues faced when developing listening abilities includes struggles with comprehending the speaker's message, the pace at which the speaker talks, and a lack of self-confidence. Many students hesitate to share their thoughts in English due to teacher expectations that require them to respond solely in English, even if they might mix it with Indonesian or local languages (Intang et al., 2023).

Speaking is a skill that requires extensive practice and exercise; without this, students' speaking abilities cannot improve. According to Brown (1994), explain that anxiety presents a challenge for students when speaking, as they fear being judged as incompetent or unintelligent. Therefore, it's evident that some students are reluctant to participate in speaking activities due to their fear of making errors. Another significant barrier to successfully speaking English is students' limited vocabulary. To effectively practice speaking, students need to possess a sufficiently extensive vocabulary, as this element is crucial in language learning. Therefore, it is essential for students to acquire a wide range of practical vocabulary (H. Dewi, 2016). Another challenge frequently faced by students is the sense of boredom they experience when engaging with the lesson material presented by their teachers in school, which results in the information being poorly absorbed. This issue can be attributed partly to the teacher's teaching approach, which often lacks variety and tends to be repetitive (Budiarti, 2024).

According to Wallace et al., (2004), explain that teachers have to provide students with opportunities for practicing speaking English. Although the teacher tries to encourage students to practice speaking English, they often

default to using Indonesian, which impedes the students' ability to gain fluency in English. Additionally, the instructor rarely incorporates engaging tools such as visual aids, role-playing, games, or simulations, which could greatly enhance the learning experience. This absence of diverse technique in speaking classes leads to a lack of motivation among students and ultimately does not contribute to the improvement of their speaking skills (Suryadi & Erlangga, 2020).

Preliminary research findings based on interviews with English subject teachers at SMK Muhammadiyah 1 Purwokerto on October 3, 2024. The results of the interview explained that many students had difficulty communicating verbally in English. Several factors that influence this include lack of student motivation, less interactive teaching technique, and lack of opportunities for students to practice speaking. However, in this case the teacher provided a solution through the implementation of the Inside-Outside Circle Technique. Several previous studies related to the use of the Inside Outside Circle technique were reviewed. Among them are: First, Prasasti (2024), this study aims to determine the effect of the Inside Outside Circle (IOC) The results of this study indicate a significant impact of the IOC learning model on students' biographical text writing skills. Second, Khanti (2020), this study aims to describe the use of the Inside-Outside Circle technique in learning to read short stories. The results of his study indicate that teachers can effectively and actively use the Inside-Outside Circle technique. In addition, teachers facilitate students to be more actively engaged in applying the Inside-Outside Circle technique. The students' response to learning to read using the Inside-Outside Circle technique is overwhelmingly positive, as students respond enthusiastically to the technique. Third, Hasanah (2020), This study investigates the significant impact of using the Inside-Outside Circle technique on students' reading comprehension skills, compared to not using the technique. The results reveal a substantial influence of the technique on students' reading comprehension abilities. Notably, this study differs from others in its focus on applying the Inside-Outside Circle technique to teaching speaking, yielding positive outcomes.

This researcher focuses on the discussion of the implementation of the Inside Outside Circle technique in teaching speaking skills. The researcher is keen to undertake this study titled **"The Implementation of Inside-Outside Circle Technique in Teaching Speaking For 11ᵗʰ Grade of SMK Muhammadiyah 1 Purwokerto".** This study describes the implementation of the Inside-Outside Circle technique in speaking instruction.

B. **Clarification of Key Term**

1. **Inside-Outside Circle**

According to Kagan (2009), Inside-Outside Circle is a classroom learning arrangement in which students form two concentric circles facing one another, with one group rotating while the other remains stationary. According to Creswell (2011), Inside-Outside Circle technique is actively involves all students in the classroom. The Inside-Outside Circle technique is highly effective in catering to diverse learning needs, engaging kinesthetic learners, promoting conversation skills, and fostering effective communication in the classroom (Wita & Roza, 2021). Furthermore, the Inside-Outside Circle technique allows students to engage in repeated dialogues or interviews with various partners, thereby promoting fluency and self-confidence (Ismiyati et al., 2023).

This technique significantly enhances student motivation and interaction during speaking activities, fostering collaboration among learners and encouraging effective communication with their peers. Specifically, the Inside-Outside Circle proves to be particularly beneficial for practicing conversations while simultaneously cultivating a sense of community within the classroom environment. By allowing every student to share information simultaneously with multiple partners, this structured approach not only maximizes participation but also facilitates meaningful exchanges in a concise timeframe, ultimately enriching the overall learning experience.

2. Teaching Speaking

Teaching is essentially a dynamic process of sharing knowledge and information between educators and students. Throughout teaching activities, educators share valuable messages and skills while fostering an engaging atmosphere that encourages participation. Specifically, teaching speaking focuses on equipping students with effective techniques for oral communication, allowing them to express their thoughts clearly and confidently. Ultimately, this collaborative journey enhances both language understanding and essential communication skills for academic success and real-world interactions (Wita & Roza, 2021).

These skills develop through the imitation of linguistic sounds. According to Cameron (2001), characterizes speaking ability as the active deployment of language to convey meaning. Effective communication necessitates the organization of discourse and attention to detail for comprehension. According to Olshtain & Celce-Murcia (2016), assert that acquiring proficiency in speaking a second language presents significant challenges due to the intricate process involved in constructing meaning (Amir & Adijaya, 2023).

C. Research Question

From the background of this research, researcher found a question about the learning techniques in the classroom:

How is the Inside-Outside Circle Technique implemented in teaching speaking for 11th grade of SMK Muhammadiyah 1 Purwokerto?

D. Aims and Significances of the Research

Based on the research question above, the objective of the research as:

1. The Aim of the Research

Based on the research question, this research aims to describe the implementation of Inside-Outside Circle technique in teaching speaking for 11th grade of SMK Muhammadiyah 1 Purwokerto.

2. Significance of the research

The anticipated significances of this research are as follows:

a. Theoretical Significance

This study possesses theoretical advantages, as it will establish a basis for future researchers to engage in related investigations aimed at implementing the Inside-Outside Circle technique in the teaching of speaking.

b. Practical Significances

1) For teachers

This research will enable teachers to discover and apply the Inside-Outside Circle technique to assist students in enhancing their speaking skills.

2) For school

It is expected that this research will encourage schools to support teachers in the educational process and foster improvements in their teaching quality.

3) For researchers

This research aims to expand the knowledge of researchers regarding the teaching of English, particularly focusing on speaking skills through the application of the Inside-Outside Circle technique.

E. **Organizing of the Paper**

This research is systematically organized into five chapters. This research is divided into five chapters as follows:

Chapter I is introduction. It consists of the background of study, clarification of key terms, research question, aims and significances of the study, and organization of the paper.

Chapter II presents a literature review, exploring theories related to the Inside-Outside Circle technique, its purpose, steps, advantages, and disadvantages, as well as speaking skills, teaching speaking, and previous studies.

Chapter III is the research method. This chapter consists of the research design, research site and participants, subject and object of the research, the data collection technique of data analysis, and data validation with triangulation, including triangulation of sources and technique.

Chapter IV presents the research findings and discussions, focusing on data presentation and analysis of the Inside-Outside Circle technique in teaching speaking.

Chapter V concludes the research, offering suggestions and a closing remark.

CHAPTER II
LITERATURE REVIEW

This chapter reviews the theoretical framework, previous research, and conceptual framework related to the study, providing a foundation for the investigation.

A. Theoretical Framework

This chapter's theoretical framework focuses on two key concepts: the Inside-Outside Circle technique and speaking skills. The Inside-Outside Circle technique is examined in-depth, covering its definition, purpose, implementation steps, benefits, and drawbacks. This comprehensive overview provides a solid foundation for understanding the technique's role in teaching speaking skills.

1. Inside-Outside Circle Technique

a. Definition Inside-Outside Circle Technique

According to Jolliffe (2007), educational approach that involves students working together in small groups, facilitating collaboration that not only enhances their own learning experiences but also contributes positively to the learning of their peers. To effectively implement cooperative learning, educators can employ various strategies, including think-pair-share, which fosters individual reflection followed by paired discussions; the three-step interview, which enhances interaction and group reflection; and the Inside-Outside Circle technique, facilitating dynamic idea exchange among participants (Marashi & Baygzadeh, 2018). These techniques illustrate the adaptability and efficacy of cooperative learning in creating a collaborative educational environment.

According to Kagan (2009), Inside-Outside Circle as a collaborative classroom arrangement where students form two concentric circles, facing each other. One circle remains stationary, while the other circle rotates, facilitating dynamic interactions and discussions among students. According to Creswell (2011), emphasize

that the Inside-Outside Circle technique engages all students in the classroom (Wita & Roza, 2021). The Inside-Outside Circle (IOC) technique involves arranging students in concentric circles, enabling them to interact and exchange information through simultaneous pairing and regular rotation, allowing each student to engage with multiple partners in brief, successive intervals (Azizah et al., 2024).

In summary, the Inside-Outside Circle is a cutting-edge teaching method that promotes collaborative learning, encourages active participation, and strengthens student relationships by facilitating dynamic and interactive group discussions. Participants are arranged in two concentric circles, allowing them to engage in simultaneous exchanges of information. As students rotate and interact with various peers, they develop essential communication skills while sharing their insights and knowledge. This approach encourages active participation and creates a supportive learning environment that benefits all students involved.

b. The purpose of the Inside-Outside Circle Technique

According to Habibati (2017), explain that purpose of implementing the Inside-Outside Circle learning technique is designed to:

1) facilitate simultaneous information sharing,
2) enhance students' communication skills,
3) oster social interaction among students,
4) cultivate students' ability to engage with their peers.

Alternatively, the Inside-Outside Circle technique aims to cultivate students' autonomy in learning, enhance their speaking skills for effective communication, and promote a sense of discipline and respect for order, ultimately fostering a supportive and structured learning environment (Shoimin, 2020).

According to Juwita (2020), explain that purpose of the Inside Outside Circle technique is to prioritize student engagement during

learning activities, ensuring that students remain interested and motivated throughout the process. This technique encourages increased student participation in learning activities. Working in heterogeneous groups promotes collaborative learning, where group rules are established, and members are required to cooperate in both large and small circles, exchanging ideas and sharing information collectively.

Based on various perspectives regarding the goals of the Inside-Outside Circle, the researcher concludes that its primary purpose is to foster active student participation and develop essential communication skills. This engaging technique Motivates students to take ownership of their learning experience, facilitating the exchange of ideas among peers. As they interact and collaborate, students enhance their social competencies, which are vital for their overall growth. Consequently, this approach helps prevent boredom in the classroom, keeping students engaged and invested in the learning process.

c. The Steps of Inside-Outside Circle Technique

In the Inside-Outside Circle technique, students are organized into two groups: one group stands in a circle facing outward, while the other group stands in a circle facing inward. Students share information until the teacher directs one of the circles to shift in a specified direction. This outlines the general procedure for implementing the Inside-Outside Circle technique. The learning stages of the Inside-Outside Circle technique are as follows:

According to Sulung (2017), steps for implementing the Inside-Outside Circle technique are as follows:

1) Formation of Circles

According to Kagan (1994), Inside-Outside Circle technique begins with dividing the class into two equal groups, forming an inner and outer circle (Fitrianingsih & Sholihah, 2018). The initial

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step involves the teacher organizing the classroom into two distinct groups. The students are instructed to form two large circles that contain the same number of participants. These circles are arranged so that one circle is positioned inside the other, allowing for interaction between students. This formation sets the groundwork for effective communication, ensuring each student has a partner to engage with. It is essential that the circles are balanced to maintain equal participation, which helps to create a harmonious learning environment where every voice can be heard (Sulung, 2017).

2) Facing Partners

The remaining students then find their corresponding partners and face them, resulting in the class forming two concentric circles, with students in the inner and outer circles facing each other (Wijaya, 2017).
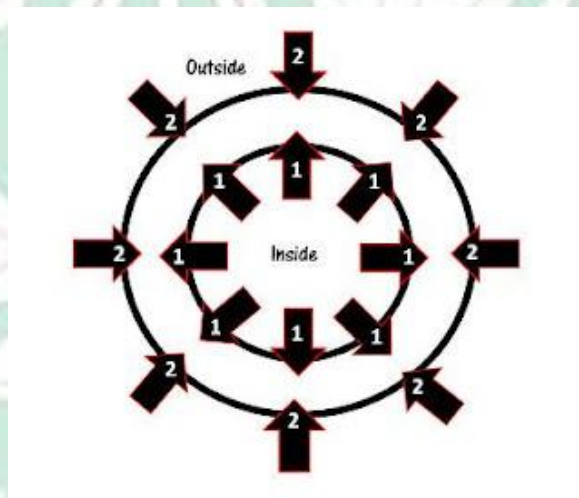
Figure 2.1 Facing Partners

According to Hadfield (2002), explain that the students in the outside circle face inward, towards their partners in the inside circle, while the students in the inside circle face outward, towards their partners in the outside circle. According to Sulung (2017), emphasize that once the circles are formed, the teacher instructs the students in the inside circle to directly face their corresponding

partners in the outside circle. This deliberate positioning enables eye contact and fosters focused, meaningful discussions between partners. The students in the inside circle are now ready to dive into the content, and the teacher's guidance at this stage can help frame the discussion. By positioning students to face each other, the technique promotes an atmosphere of respect and active listening, which are vital components of effective communication.

3) Initial Discussion

According to Shoimin (2014), in Mulyanah, (2021), explain that students paired from the inner and outer circles share information simultaneously. This exchange of information can be done by all partners at the same time. According to Banner (2001), explain that teacher poses a question or statement, giving students two minutes to formulate their responses. According to Sulung (2017), explain that once the circles are set and students are facing one another, the teacher presents a question related to the learning material.

Figure 2.2 Initial Discussion

At this point, the students in the inside circle initiate the discussion by responding to the question posed by the teacher. They share their thoughts, ideas, and perspectives with their partners in

the outside circle, sparking a meaningful exchange of ideas. This dialogue enables the inside circle students to articulate their understanding, while the students in the outside circle have the opportunity to enrich the conversation by offering additional ideas and perspectives. They may also ask follow-up questions, which encourages critical thinking and helps deepen the discussion. This phase allows for a rich exchange of information, paving the way for students to build upon each other's knowledge.

4) Rotation of Partners

After a predetermined period, typically a few minutes, the teacher signals that it is time to rotate. According to Kagan (1994), describe that upon the teacher's signal, the outside circle rotates one position to the left or right, allowing students to discuss the same question with a new partner. This process continues until the allotted time expires. The teacher may then ask students to reflect on their discussions. The outside circle students move one step clockwise to find a new partner, repeating the process until they return to their original partner. (Wahyuni, Mukhaiyar, & Kusni, 2013).
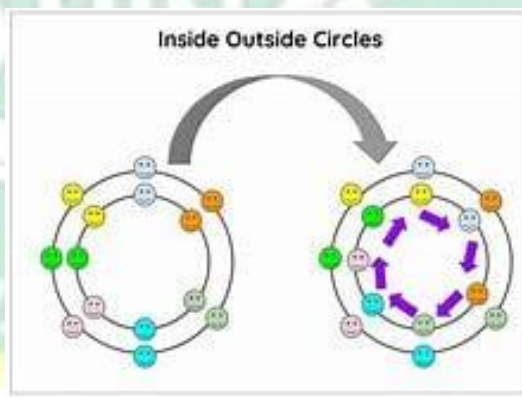
Figure 2.3 Rotation of Partners

Alternatively, students in the inside circle are directed to shift one position to their right, enabling them to engage with a new partner from the outside circle, facilitating a fresh discussion and

exchange of ideas. This rotation is essential for keeping the discussions fresh and engaging, as it exposes students to diverse viewpoints. Each new interaction allows students to revisit the same topic from a different angle, fostering collaborative learning and enhancing their communication skills.

5) Reflection

The teacher provides a brief explanation if a concept error occurs and concludes conclusions (Nale, 2022). This process of rotation and discussion continues for several rounds, giving each student multiple opportunities to engage with various partners. After these rotations, students are encouraged to reflect on their experiences and take notes on the significant points they have learned during the discussions. This reflection step is vital for reinforcing their understanding of the teaching material. It allows students to synthesize information and retain key concepts more effectively.

Additionally, teachers can facilitate a debriefing session afterward to collect insights and clarify any misunderstandings, providing a comprehensive wrap-up to the learning exercise (Sulung, 2017). This statement is supported by Cohen et al. (2004), he explains that Inside-Outside Circle is a technique that teachers can use to get students up, move, and interactively answer questions. As a result, students' knowledge of the subject will be enriched. Students will know different opinions about something.

According to Yeck (2005), highlights that Round Rock High School's research demonstrates the Inside-Outside Circle as a valuable technique for engaging English language learners. This structured approach enables learners to rapidly share information with multiple partners, providing ample opportunities for speaking practice and fostering a supportive learning environment. According to Maulida (2013), in Tiwery (2019), assert that conducted

classroom action research in a Junior High School using the Inside-Outside Circle technique for teaching speaking, finding that it boosts students' self-confidence by encouraging them to actively express their ideas and share their thoughts with peers.

Based on the aforementioned explanations, it can be concluded that the teacher employed the Inside-Outside Circle technique as advocated by expert Kagan. To implement the Inside Outside Circle learning technique effectively, it is essential to foster strong collaboration between teachers and students. Active participation is expected not only from the teachers but also from the students. Given that this learning technique requires a considerable amount of time, it is crucial for students to be easily managed and guided by the teacher. This ensures that time is utilized efficiently, allowing the Inside Outside Circle learning technique to operate smoothly and enabling every student to comprehend the material being taught.

d. The advantages and disadvantages of the Inside-Outside Circle Technique

According to Ulfah & Pujihartono (2017), assert that the advantages of Inside-Outside Circle technique include the following:

1) This technique enables students to receive diverse information simultaneously regarding the material being taught.

2) It facilitates a more engaging and enjoyable learning experience for students in their study of English.

3) This technique helps students to enhance their vocabulary and review previously learned terms (Silasi, 2019).

The Disadvantages of Inside-Outside Circle technique such as:

1) This technique necessitates a spacious classroom, making it challenging to implement in smaller environments.

2) The implementation of this technique can be complex.

3) The duration of this technique may be excessive, potentially leading to students losing focus and struggling to retain the information obtained from their peers (Ulfah & Pujihartono, 2017).

In conclusion, the Inside-Outside Circle technique offers several advantages, including the ability for students to receive diverse information simultaneously, creating an engaging learning experience, and enhancing vocabulary retention. However, it also presents challenges, such as the need for a spacious classroom, potential complexities in implementation, and the risk of extended duration leading to decreased student focus and retention. Therefore, while this technique can be beneficial in promoting active learning and interaction, careful consideration must be given to its application in different classroom settings to maximize its effectiveness.

2. Speaking Skills

This section describes about definition of speaking skills, types of speaking, function of speaking skills, and teaching speaking.

a. Definition of Speaking Skills

One of the crucial skills in the English language is speaking. English speaking ability is a crucial skill in the era of globalization, where cross-cultural and cross-language interactions are becoming increasingly common (Trianasari et al., 2024). According to Chaney & Burk (1998), define speaking as the dynamic process of generating and communicating meaning, using a combination of verbal language (words and sounds) and nonverbal cues (facial expressions, body language, and tone of voice), which can vary depending on the situation, culture, and audience. According to Cameron (2001), define speaking ability as the capacity to effectively use language to convey thoughts, ideas, and intentions, making it a fundamental aspect of communication. Effective communication in speaking necessitates careful discourse organization and attention to detail. According to Olshtain & Celce-Murcia (2016), assert that speaking in a second

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language is the most challenging skill to acquire, primarily due to the intricate process involved in constructing meaning (Amir & Adijaya, 2023).

The objective of teaching speaking is to enable students to engage in communication with one another. According to Richards (2005), describe primary aim of speaking skills is to empower students with the necessary tools to communicate effectively. For many learners, being able to engage in conversations in the target language is considered the most valuable aspect of acquiring a second or foreign language. According to Nunan (1999), elucidate that the ability to operate in another language is commonly defined in relation to one's proficiency in speaking that language (Faizah & Ismail, 2022).

Speaking ability has several indicators. The indicators of speaking ability are as follows (Alrajafi et al., 2022).

1) Pronunciation

According to Harmer (2017), assert that pronunciation encompasses the way we articulate sounds in a language, including factors such as stress, pitch, and intonation, which collectively convey emotions and meaning. Enhancing pronunciation is crucial, as clear and intelligible speech enables students to communicate more effectively.

2) Vocabulary

Vocabulary refers to the comprehensive set of words that make up a language, along with the rules governing how they're combined to convey meaning in spoken communication. It plays a vital role, especially during the early stages of language learning. In essence, vocabulary encompasses the entire range of words that exist within a language.

According to Haycraft (1978), distinguish between two types of vocabulary: receptive vocabulary, which refers to words learners understand in specific contexts, and productive vocabulary, which

consists of words learners can accurately pronounce and use in speaking and writing. The overall vocabulary of a language is essential for effective communication, and a limited vocabulary can significantly hinder the learning process for foreign language learners

According to Krashen (2009), note that many students acquire new vocabulary incidentally, or informally, through exposure to understandable language during everyday activities such as reading, listening, speaking, and writing. This natural process allows students to pick up new words and phrases in context, rather than through deliberate memorization.

3) Grammar

According to Bodine (1975), state that while descriptive grammar is prevalent among theorists, prescriptive grammar is taught in schools and has various social implications. Grammar encompasses the rules governing both spoken and written language. Adhering to grammatical rules is essential for achieving effective communication in written form, and these rules can also be observed in aspects of pronunciation, morphology, and syntax. In spoken interactions, speakers and listeners may sometimes neglect grammar; however, this research does not delve further into grammatical considerations (Alrajafi et al., 2022).

4) Fluency

Fluency refers to an individual's ability to communicate effectively. A person may exhibit fluency in communication without necessarily using the language proficiently. A speaker can be considered fluent if they meet specific criteria or standards, demonstrating the ability to articulate words smoothly and possessing a clear understanding of what they intend to convey (Alrajafi et al., 2022).

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Fluency in speaking means expressing thoughts and words smoothly and naturally. Engaging in conversation is more crucial for fluency than reading, writing, or understanding spoken language. According to Brown (2001), suggest that following the flow of discourse helps develop fluency, while familiarity with previous discussions can provide guidelines for specific phonological and linguistic nuances.

5) Comprehension

According to Brown (2003), how well students can understand and respond to oral communication. Ideally, students should be able to grasp everything the speaker is saying. Comprehension, as defined by the Oxford Advanced Learner's Dictionary, is the mental process of understanding. In spoken communication, both the speaker and listener need a solid grasp of the topic to have an effective conversation, which involves not only responding but also initiating dialogue. This mutual understanding is essential for meaningful and productive interaction (Alrajafi et al., 2022).

Speaking skills are considered particularly challenging to teach. Moreover, it's widely acknowledged that students face numerous obstacles when speaking in English, with one major hurdle being a lack of self-confidence in their speaking abilities (Leong et al., 2017). According to Zhang (2009), identify several issues that contribute to speaking difficulties among EFL students, such as self-consciousness, anxiety, low motivation, insufficient engagement, poor participation, limited speaking exposure, and interference from their first language. This interference often results in unhealthy transfers, as learners may rely on direct translation or overgeneralization. Consequently, this situation can lead to an increase in grammatical errors, as students may translate sentences inaccurately (Mohammed, 2021).

b. Types of Speaking

Numerous experts have undertaken the task of classifying the various types of speaking. According to Nunan (1989), as cited in Torky (2006), elucidate identifying two primary categories: monologue and dialogue. Monologue emphasizes the delivery of an uninterrupted oral presentation, where a single speaker conveys information or narratives to an audience without immediate interaction, establishing a one-way communication flow. In contrast, dialogue highlights the interactive nature of speaking, focusing on the reciprocal exchange of ideas and information between two or more speakers. Furthermore, when an individual employs spoken language for any duration, such as during speeches, lectures, readings, or similar contexts, it is referred to as a monologue (Rinda, 2022).

Conversely, dialogue is defined as the interactive process that takes place when two or more speakers participate in a conversation, as noted by Wahyuni (2016), cited in Farizi & Herwiana (2022). Additionally, Brown & Yule (2003) elaborate on this by identifying two distinct types of speaking: transactional and interactional. In this framework, transactional speaking is primarily focused on the effective transmission of information from one individual to another, emphasizing clarity and accuracy in communication, whereas interactional speaking is designed to nurture and manage social relationships, highlighting the importance of interpersonal connections and engagement in conversational exchanges.

From the preceding discussion, it becomes evident that speaking varies significantly based on the number of participants involved in the interaction. This variation allows us to categorize speaking into two primary forms: monologue, where one person speaks alone, and dialogue, which involves a conversation between two or more individuals. Furthermore, the functionality of speaking can also be analyzed, leading to its classification as either transactional or interactional. Transactional speaking focuses on the exchange of

information and the completion of specific tasks, while interactional speaking prioritizes social engagement and relationship building among participants.

c. The Function of Speaking Skills

According to Richards (2008), identify three primary functions of speaking in human communication: speaking as interaction, speaking as transaction, and speaking as performance. Speaking is conceptualized as an interpersonal interaction during conversations that involve direct communication between individuals. The use of appropriate speech patterns, turn-taking, adjacency pairs, interruptions, responding to others, topic selection, engagement, initiating and concluding conversations, and pausing is encouraged (Richards, 2008). The necessity to communicate in a casual manner, along with the use of ellipses, slang, playfulness, and other sociolinguistic norms, can render interpersonal interactions pragmatically intricate (Brown & Abeywickrama, 2004).

The term "speaking as transaction" refers to a mode of communication where an individual prioritizes clarity and the successful conveyance of their message. The same concept is also mentioned by Brown & Abeywickrama (2004), who elaborates on the use of transactional language to effectively communicate specific information. In summary by Burns (1998), he distinguishes between two forms of speaking relevant to transactions: transactional speaking, which emphasizes the exchange of information, and transactional speaking, which emphasizes the acquisition of a service or item (Amir & Adijaya, 2023).

d. Teaching Speaking

According to Douglas Brown (2000), describe teaching involves demonstrating or assisting someone in learning, facilitating the learning process, enabling the learner to acquire skills, providing instructions, guiding the study of various subjects, and imparting

knowledge that leads to understanding. This indicates that teaching is an activity or process aimed at helping students acquire knowledge from their environmental system. The environmental system encompasses instructional objectives, the materials presented, policies, facilities, teachers, and students.

Speaking is a vital component of English language skills that must be learned alongside listening, reading, and writing (Danang et al., 2024). According to Rao (2019), assert that among these skills, speaking is deemed one of the most essential, as effective communication is a primary goal for all language learners (Arroyan & Ma'rufah, 2024). According to Brown (2001), define speaking as a practical skill that can be immediately observed and experienced. It can also be described as an interactive process of conveying meaning, which includes the generation, reception, and processing of information.

According to the experts mentioned above, teaching speaking is teaching about speaking learning, which assists students in acquiring knowledge from their environmental context. This process is valuable for informing, persuading, conveying concepts, communicating, and engaging with others in daily activities. In the context of second language acquisition, teaching speaking involves delivering the second language in a tangible and practical manner to enhance students' academic success and future prospects. Rather than merely expecting students to memorize content, language instructors emphasize teaching speaking, as they can effectively support students in developing their speaking skills through careful attention.

B. **Previous Studies**

Based on a review of relevant literature, including journal articles and books, this research draws comparisons with previous studies. The following comparisons highlight the similarities and differences between this research and previous findings:

The first is from Prasasti (2024), a research entitled *"The Effect of IOC (Inside Outside Circle) Learning Model on The Skills of Writing Biographic Text Content of Grade X Students of SMAN 1 Teluk Jambe Timur"*. This study investigates the impact of the Inside Outside Circle (IOC) learning model on the biographical text writing skills of 10th-grade students at SMA Teluk Jambe Timur. A quantitative approach was employed, utilizing a quasi-experimental design with a nonequivalent control group. The results reveal a significant improvement in students' biographical text writing skills when using the IOC model, as evidenced by the higher average score of the experimental group compared to the control group. The study concludes that the IOC learning model is an effective strategy for enhancing students' biographical text writing skills. The characteristic of this study when compared to the study conducted by Amelia Fahdiniyah Prasasti is its focus on students' writing skills, while this study focuses on students' speaking skills and another difference is that the researcher used a qualitative method in her study. Although there are differences, these two studies have similarities, namely both using the Inside-Outside Circle technique in the learning process.

The second is from Khanti (2020), a research entitled *"The Use of IOC (Inside-Outside Circle) in Teaching Reading Short Story"*. This study aims to describe the use of Inside-Outside Circle in teaching short story reading. This study aims to explore two main objectives: (1) To examine the effectiveness of the Inside-Outside Circle (IOC) technique in teaching short story reading. (2) To gather students' feedback on using the IOC technique to learn short story reading. This qualitative study employed descriptive methods, including observations and interviews. The findings reveal: (1) Teachers successfully implemented the IOC technique, promoting active learning and guiding students to take a more engaged role in the learning process. (2) Students responded positively to the IOC technique, expressing enthusiasm and engagement when using this approach to learn short story reading. The characteristic of this study, when compared to the research conducted by Desy Putri Khanti, is the focus on students' reading skills, while this study focuses

on students' speaking skills. Although there are differences, these two studies have similarities, namely that they both use the Inside-Outside Circle technique in the learning process, and using qualitative methods in their research.

The Third is from Hasanah (2020) a research entitled "*The Effect of Using Inside Outside Circle Strategy On Students' Reading Comprehension at Eleventh Grade of State Senior High School 1 Rupat*". This study aimed to determine if the Inside Outside Circle Strategy has a significant impact on students' reading comprehension at SMAN 1 Rupat. To achieve this, the research employed a quasi-experimental design, which compared the reading comprehension of students taught with and without the strategy. Based on the analysis of t-test formula. The writer concluded that there is a significant effect of using Inside Outside Circle Strategy on students reading comprehension at SMAN 1 Rupat. The characteristic of this study when compared to the study conducted by Kardila Hasanah is its focus on students' reading skills, while this study focuses on students' speaking skills and another difference is that the researcher used a qualitative method in his research. Although there are differences, these two studies have similarities, namely both using the Inside-Outside Circle technique in the learning process.

This research shares similarities with the three previous studies mentioned, as all utilize the Inside Outside Circle technique in the teaching process. However, the distinction lies in the research questions, specifically focusing on how the Inside-Outside Circle Technique is implemented in teaching speaking.

CHAPTER III
RESEARCH METHOD

This chapter outlines the research methodology used to address the research question presented in Chapter One. It covers the research design, subject and object of the study, data collection methods, and data analysis techniques.

A. Research Design

This research is categorized as qualitative. According to Moleong (2009), note that qualitative research seeks to understand phenomena, including behavior, perception, motivation, and actions, in a comprehensive and holistic way. This approach uses descriptive methods, relying on language and observational techniques to capture data within its natural context. According to Knopp et al., (1982), define qualitative methodology as a research approach that generates descriptive data through the collection of written or spoken words from individuals, as well as observations of their behaviors.

According to Sugiyono (2017), explain that qualitative researchers examine phenomena within their natural settings, striving to interpret and understand these occurrences. Researchers need to be prepared to inquire, analyze, document, and construct a clearer and more meaningful representation of the social situation under investigation. The significance lies in the accuracy of the data, as precise information often reveals underlying values beyond what is immediately apparent.

According to Creswell & Poth (2016), describe qualitative research as an approach that aims to explore and understand the meanings and perspectives of individuals or groups related to social issues. This type of research is commonly used to study aspects of community life, history, behavior, social concepts, and problems. A key advantage of qualitative research is its ability to uncover and explain underlying factors that contribute to complex phenomena, providing a deeper understanding of the issues at hand.

In conclusion, this research was designed to describe the implementation of the Inside-Outside Circle technique in speaking for the 11th grade of SMK Muhammadiyah 1 Purwokerto. Therefore, qualitative methods with a

descriptive approach were used in this study because it was more effective for the researcher to examine and describe the results of this study.

B. Research Site and Participants

This research was conducted at SMK Muhammadiyah 1 Purwokerto, which is located at Jl. Yos Sudarso No. Kebanaran, Pasir Kidul, Kec. North Purwokerto Barat, Banyumas Regency, Central Java 53135. The research is conducted at the XI grade of SMK Muhammadiyah 1 Purwokerto, specifically concerning the implementation of the Inside Outside Circle technique utilized by the English instructor during speaking lessons in the classroom.

The Inside Outside Circle technique is an instructional technique designed to enhance student engagement and make the English learning process more enjoyable. One of the schools that has successfully integrated the Inside Outside Circle technique into speaking classes is SMK Muhammadiyah 1 Purwokerto. Based on the results of this preliminary research, including interviews with one of the English teachers at the institution, it has been determined that the Inside Outside Circle technique is highly effective in facilitating speaking education. Therefore, based on the scores of students' assessments, they performed a good competence in English.

C. Research Subjects and Objects

Here are subject and object of this research:

a. The Subject of the research

The focus of this research is an English educator at SMK Muhammadiyah 1 Purwokerto, who employs the Inside-Outside Circle Technique for teaching speaking skills. This study aims to analyze how the teacher implements the Inside-Outside Circle Technique in speaking instruction. Grade 11 students consisting of 32 students in one class were selected as the subjects of this study because the teacher observed that this class showed quite high enthusiasm and involvement. At the time of the study, the class was actively engaged in speaking materials, allowing researchers to gather the necessary data effectively.

b. Object of the Research

The object of this research is the teacher's implementation of the Inside-Outside Circle Technique in speaking instruction within English lessons at SMK Muhammadiyah 1 Purwokerto.

D. Data Collection Techniques

There are several techniques have been applied in this research for data collection, as follows:

a. Observation

In this study, the researcher gathered data through observational methods, focusing on the learning process as the Inside-Outside Circle technique was implemented in speaking lessons. According to Creswell (2009), observation is a research technique that involves closely watching and recording changes in social phenomena as they evolve and unfold.

In this study, the researcher employed non-participant observation as the data collection method. The researcher observed the English teacher and students from a neutral perspective during the teaching and learning process. Observations were conducted during speaking lessons to gather detailed insights into the implementation of the Inside-Outside Circle technique for 11th-grade students at SMK Muhammadiyah 1 Purwokerto. This approach allowed the researcher to collect accurate and precise information.

This observation was conducted once in two classes, namely in XI TJKT 1 on January 15, 2025 and in class TJKT 2 on January 20, 2025. Then involving one English teacher and 32 grade XI students. This observation was conducted during the learning process for 45 x 2 minutes. The researcher observed the learning process from the back of the class. The purpose of this observation was to observe how the Inside Outside Circle technique was applied. The instrument utilized in this study was an observation checklist, designed to document various classroom activities.

Additionally, photographs and video recordings were employed to capture important information during the observations.

b. Interview

According Alhabsyi (2022), define in general, an interview is conducted to gather information or data from a specific individual or event. According Siddiq & Choiri (2019), An interview is an interactive process involving at least two participants, conducted within a scientific framework where the conversation follows predetermined goals, emphasizing trust as its fundamental basis for understanding.

This study utilized semi-structured interviews with open-ended questions to gather detailed information on the implementation of the Inside-Outside Circle Technique in teaching speaking to Grade XI students. This interview was conducted in February 3, 2025 with an eleventh grade English teacher. This interview was conducted after the learning process in the classroom was completed, there are 20 questions for teachers. These recordings were analyzed to clarify observations and inquiries regarding the technique's application.

The primary aim of the interview was to gain insight into how teachers implement this technique, thus providing accurate data to complement the observational findings to collect information about the use of the Inside-Outside Circle Technique in teaching speaking, including the reasons, procedures, benefits, and obstacles in implementing the technique. The instrument used in this study was an interview guideline used to complement and reinforce important information during teaching.

c. Focus Group Discussion (FGD)

Focus Group Discussion (FGD) is a data collection technique that aims to find the meaning of a theme according to the understanding of a group. This technique is used to reveal the meaning of a group based on the results of a discussion that focuses on a particular problem. Focus Group Discussion (FGD) is also intended to avoid the wrong interpretation of a researcher regarding the focus of the problem being studied. Focus Group

Discussion (FGD) also invites key informants to discuss several concepts related to the data revealed or can also answer several research questions (Komariah & Satori, 2012).

The purpose of Focus Group Discussion (FGD) is to explore specific problems related to the topic being discussed. This technique is used to avoid the wrong interpretation of researchers regarding the problem being studied. Focus Group Discussion (FGD) is used to draw conclusions about intersubjective meanings that are difficult for researchers to give their own meaning because they are hindered by the researcher's subjective drive (Kristina & Paramita, 2014).

This study conducted Focus Group Discussion (FGD) to collect detailed information about the implementation of the Inner-Outer Circle Technique in teaching speaking to Grade XI students. This Focus Group Discussion (FGD) was conducted in February 3, 2025 with a total of 10 eleventh grade students taken from each class consisting of 5 students from grade 11 TJKT 1 and 5 more students from grade 11 TJKT 2, there are 13 questions for students. This Focus Group Discussion (FGD) was conducted after the learning process in the classroom was complete. This recording was analyzed to clarify observations and questions regarding the implementation of the technique. The instrument used in this study was a discussion guideline (FGD guidline) used to complement and strengthen important information during teaching.

d. Documentation

According to Sugiyono (2013), elucidate documentation refers to the written records of past events, which can include text, images, or significant works created by individuals (Haryanti & Marpaung, 2019). The development of the documentation tool incorporated interviews and observations to enhance the reliability and validity of the data collected. The documentation included the lesson plans of the school, along with supplementary materials such as photographs.

In this study, documentation from SMK Muhammadiyah 1 Purwokerto was gathered, including lesson plans, student' score, and pictures of learning activities. Lesson plans serve to evaluate the alignment of teaching activities that educators want to implement during learning, student' score to measure student abilities during learning, while photos taken to prove during the Inside-Outside Circle technique learning process the ability to speak English. It was done to help the data become more reliable and valid.

E. Technique of Data Analysis

According Miles & Huberman (1994), explain that the process of data analysis encompasses three key activities: data reduction, data display, and the drawing of conclusions or verification.

a. Data reduction

Data reduction involved summarizing, selecting, and concentrating on significant elements, as well as identifying themes and patterns. In this phase, the researcher gathered all information collected from interviews with an English teacher and direct observations. The reduction process was guided by the research objectives and focused on new findings relevant to the research topic.

b. Data display

Subsequently, the reduced data was displayed. The aim of presenting the data was to offer a comprehensive overview of the subsequent steps for the researcher. By organizing the data, the researcher found it easier to comprehend the events that transpired and to plan further research activities. The categorized data was structured in a manner conducive to understanding. In this study, the data was presented in the form of a narrative text.

c. Conclusion drawing/verification

In the verification phase, the researcher was drawing conclusions and validating the data after carefully reviewing, refining, and presenting it to address the research questions of this study. The findings of this research

may have provided answers to the previously posed research questions; however, it was also possible that they did not fully resolve the researcher's inquiries. This was due to the fact that the issues and problems encountered in qualitative research were often provisional and might have evolved as the research progressed.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the analysis and discussion of the data collected through observation, interviews, and documentation, providing answers to the research questions. The primary focus of this chapter is to describe how the Inside-Outside Circle technique is implemented in teaching speaking skills to 11th-grade students at SMK Muhammadiyah 1 Purwokerto

The researcher tries to describe the use of the Inside Outside Circle technique to help students' speaking skills in class XI of SMK Muhammadiyah 1 Purwokerto. This discussion is the use of the Inside Outside Circle technique by teachers with class XI students to help them learn to speak. In this chapter, the researcher describes the findings of the research conducted at SMK Muhammadiyah 1 Purwokerto for class XI students. The research findings are the results of one research question that was answered. The research question is about how to apply the Inside Outside Circle technique to help students learn speaking skills. The researcher collected data through four methods, namely observation, interviews, Focus Group Discussion (FGD), and documentation.

This observation was conducted once in two classes, namely in XI TJKT 1 on January 15, 2025 and in class TJKT 2 on January 20, 2025. Then involving one English teacher and 32 grade XI students. Interviews were conducted by Mrs. L, a class XI English teacher and conducted Focus Group Discussion (FGD) with 10 students. Interviews and observations were conducted on February 3, 2025. The research findings will be analyzed based on the results of observations, interviews, and Focus Group Discussion (FGD) with the theory of applying the Inside Outside Circle technique in the learning process. The analysis is the division of what has been loosened into various forms, formats, or patterns. This is in the application of the Inside Outside Circle technique to help students' speaking skills.

A. **The Implementation of Inside-Outside Circle Technique in Teaching Speaking for 11th Grade of SMK Muhammadiyah 1 Purwokerto**

   In the world of education, both formal and informal, learning techniques are one of the things that determine the success of students in absorbing the

knowledge they learn. Therefore, it is undeniable that teachers must be able to innovate in choosing the right learning techniques with various considerations. therefore, there needs to be an approach where students work together and are able to communicate not only with the teacher but also with their friends.

Cooperative learning is defined as an educational approach in which students work together in groups, facilitating collaboration that not only enhances their own learning experience but also contributes positively to the learning of their peers. In the cooperative approach, there are several techniques applied, one of which is the Inside Outside Circle technique, which is an innovative pedagogical technique designed to encourage group collaboration and increase student interaction. This approach encourages active participation and creates a supportive learning environment that benefits all students involved.

In this chapter, the researcher presents research data on the Inside Outside Circle technique of teaching speaking. In this section, the researcher discusses the findings regarding the Inside Outside Circle technique of teaching speaking. This study found 5 steps used by tutors in teaching speaking, namely formation of circle, facing partners, initial discussion, rotation of partners, and repetition and reflection (Sulung, 2017). The explanation is as follows:

1. **Formation of circle**

   The first step is to divide students into two groups, where one group forms an inside circle and the other group forms an outside circle facing inward. By forming two groups, teachers can facilitate interaction and discussion. So that each student can enrich their speaking experience and communication skills with their peers later.

   Based on observations in the process of forming a circle, the teacher groups students based on the total number and the small size of the classroom. In implementing the Inside Outside Circle technique, the teacher divides students in one class into several small groups. Each group is then divided into two parts, namely the inner circle and the outer circle.

   The interview result with the English teacher is explained below:

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"In the formation process, yesterday I divided the students into several groups, the number of groups depending on the number of students. In each class, there are 8 students in 1 group. Then it was formed into 4 groups.'' (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, the teacher divided the students into several groups according to the number of students.

The teacher added her explanation in the interview:

"After dividing the large groups, I divide them again into small groups, with each group focusing on inside and outside tasks." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, after the group division was carried out, the next step was for the teacher to divide them into two small groups, where in one circle there were two who were assigned to be in the circle and some were assigned to be outside the circle. The goal is to facilitate the discussion process between students in the group.

Picture 4.1 The teacher divides the class into several groups

Based on picture 4.1, students have been divided into several groups and then students gather with their respective groups, then each group

determines their group again into two circles, where some are in the inside circle position and some are in the outside circle position.

Based on the findings, English teachers use the Inside Outside Circle technique to facilitate discussion and interaction between students. However, this implementation technique is different from Kagan's theory (1994), which states that the class should be divided into two parts, with one part forming the inner circle and the other part forming the outer circle. In this study, teachers divided students into several circle groups, which aims to provide opportunities for students to discuss and exchange academic language(Beltran, 2013). This technique also ensures that all students have something to say/share (Mintarsono, 2012).

The use of the Inside Outside Circle technique is very important in teaching speaking effectively in the classroom, because it allows students to recognize and develop their speaking skills (Wijaya, 2017). Therefore, it is very important for English teachers to use effective learning techniques, such as Inside Outside Circle, to facilitate the development of students' speaking skills."

2. **Facing partners**

Facing partners refers to a setup where participants are positioned directly across from each other, allowing for direct interaction and communication. This can encourage eye contact, active listening, and brainstorming during speaking. By engaging with their face-up partners, students can practice their speaking skills, share ideas, and receive immediate feedback, which encourages a collaborative learning environment.

Based on the observation results, the teacher divided the group into two balanced circles and then students could face each other with their respective partners. The interview result with the English teacher is explained below:

> *"After I divide the groups into two outside and inside circles with the same number of students in each circle. In order for cooperation to*

work, I have to actively bring each group closer and also make sure that students face each other with their respective partners." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, after the teacher divides the groups into two inside and outside circles. Next, the teacher makes sure that each student faces each other with their partner.

The teacher added her explanation in the interview:

"If there are children who do not understand, I will explain clearly, like this and that. So, we have to diligently go around to each group." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, the teacher diligently goes around to each group and explains again if there are students who do not understand. This aims to create a harmonious learning environment and allow students to communicate effectively and students to pair up to interact with each other.

Picture 4.2 Students face each other with their respective partners

Based on picture 4.2, after the students have determined that some of their groups will be in the outside circle and some will be in the inside circle, the students rush to make the circle and each student from the inside and outside circles face each other.

Based on these findings in this technique the first circle faces out and the second circle faces in. In these circles students exchange information

(Yanah Mulyanah, 2021). Based on the observation, after the teacher divides the groups into two inside and outside circles. Next, the teacher makes sure that each student faces each other with their partner.This is in accordance with theory. According to Developmental Studies Center Inside Outside Circle technique, explains that students will meet and talk to different partners. This emphasis on interaction between students aims to increase their involvement in learning and broaden their horizons through different perspectives. This technique not only encourages communication, but also develops social and collaborative skills that are important in an educational context. This process of exchanging information can optimize students' understanding of the material being taught.

3. **Initial discussion**

The initial discussion step in the "Inside Outside Circle" technique involves setting the stage for meaningful interaction. From this step, students can formulate their ideas, encouraging them to draw on their prior knowledge and experiences. Then, during the discussion session, it allows students to actively engage with their partners, share perspectives, and practice their speaking skills in a supportive environment.

Based on the observation results, the teacher first determines the material to be taught, namely "asking and giving opinions" in the form of pictures, namely with various cartoon themes, students are asked to express their ideas by formulating questions, and giving each child in the outside circle the opportunity to answer questions asked by the inside circle. Before going into the discussion of questions and statements, pictures are presented to find out if they recognize the cartoon picture. A time limit is set for each group, with an allocation of about two minutes for discussion and sixteen minutes of inside-outside transition. Children seem to need time to think, and since the lesson lasts for two hours, this approach has proven to be quite effective. However, better time management could result in more questions being asked.

The interview result with the English teacher is explained below:

"Before starting the discussion about questions and statements, I showed a picture. I asked if they knew the cartoon. Yesterday I seemed to rarely make statements but I seemed to ask more questions." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, it is necessary to have media that can attract students' attention, so that students can understand and also provide an overview of the questions given.

The teacher added her explanation in the interview:

"To start yesterday's discussion, I asked the children to generate their ideas by creating questions. Each child in the group took turns to ask a question." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the teacher interview, the next step is to start with a discussion where students are able to express their ideas with several questions in turn. This step really helps students to think critically in discussions and students enrich each other's information with their discussion partners.

Picture 4.3 The teacher uses different cartoon image media for student discussion themes

Picture 4.4 Students start discussing with each other in pairs

Based on picture 4.3, before starting the discussion, the teacher gives a discussion theme using cartoon media. Which students will look for as much information as possible and each student makes questions for their partner later. Based on picture 4.4, after students have searched for information and have made questions. then students start the discussion. There are those who are tasked with asking and answering.

Based on these findings in this technique, the teacher asks students to choose one topic to be presented from several topics, then students prepare arguments to be presented according to the time given, after which students provide one or two questions from the audience or other friends (Bohari, 2020). Based on the observation, the teacher first determines the theme to be discussed in the form of cartoon images, students are asked to express their ideas by formulating questions, and gives each child in the group the opportunity to ask questions in turn, a time limit is set for each group, with an allocation of about two minutes for discussion and a transition time inside-outside for sixteen minutes. This is in accordance with the theory.

The use of the Inside Outside Circle (IOC) technique can be more interesting when combined with other innovative and creative learning media (Susanti et al., 2020). Based on the observation, the teacher uses image media in implementing the inside outside circle technique. Then Johnson (1994) and Kagan (1994) said (Uzma & Sumarni, 2023) that

cooperative learning can encourage students' collaborative spirit, build communication and social adaptation, and encourage students to think critically. Herefore, the application of Inside Outside Circle techniques in a learning context that involves extensive collaboration and interaction provides opportunities for students to support each other in developing their understanding of the material.

4. Rotation of partners

After the initial discussion session, students in the inside circle are instructed to rotate, usually by taking a number of steps to the right or left. This movement allows them to face new partners from the outside circle. This session allows them to face a new partner. Rotation not only energizes the activity but also gives students new opportunities to share ideas, refine their speaking skills, and learn from multiple perspectives.

Based on observations, in the rotation stage the first step is done by reminding participants about the remaining time available. After that, the participant who is assigned to the outer circle moves to the right until he meets his initial partner again. Next, those in the inside circle will move to the outside circle position, allowing each participant to interact with a different partner. This process is repeated several times, ensuring that each student interacts with multiple classmates, further enhancing their communication and collaboration skills.

The interview result with the English teacher is explained below:

> *"After that, the next step, I remind you about the remaining time, I give 2 minutes of discussion time per pair to discuss."* (Interview with English teacher Mrs. L on February 3, 2025).

Based on teacher interviews, teachers give two minutes for students to discuss in pairs and the teacher will give a signal when the time is up.

The teacher added her explanation in the interview:

> *"Then if the discussion time is up, in the initial session students change positions by stepping to the right until they meet again in the*

starting position." (Interview with English teacher Mrs. L on February 3, 2025).

Based on teacher interviews, when the time runs out, the discussion will be stopped and it is time for students to exchange positions by stepping to the right to find a new partner until they meet again at the starting position.

The teacher added her explanation in the interview:

"Then the next movement is that students take turns from the inside circle position then move to the outside circle." (Interview with English teacher Mrs. L on February 3, 2025).

Based on the results of teacher interviews, after all pairs have been passed and have met in the starting position again, then students take turns from the inside circle position then move to the outside circle. This can help students improve their communication skills with this collaborative learning.

Picture 4.5 Students rotate alternately with their partners from left to right.

Picture 4.6 Students take turns from the inside circle to the outside circle.

Based on picture 4.5, during the discussion when the discussion time is up, students move to the right to meet new partners until the students meet their original partners again. Based on picture 4.6, when students have found their initial partners, then students change positions from the inside circle to the outside circle. Conduct discussions again as usual until finished.

Based on these findings in this technique, the first group rotates and the other stays in place. Rotating students rotate to new partners and when they pass the last student they return to their original place when making a circle (Wijaya, 2017). Based on observations, the outer circle participants move to the right until they meet the initial partner. Next, those in the inside circle will move to the outside circle position, allowing each participant to interact with a different partner. This is in accordance with the theory. The interaction that occurs in the IOC learning technique can increase learning responsiveness, encourage student collaboration, make learning activities more interesting, and increase student attraction to learning to optimize student learning outcomes (Ismiyati et al., 2023).

Collaborative learning places a focus on the role of students, which encourages them to improve critical thinking skills through communication as well as teamwork to complete a task or solve a specific problem (Mardhiyah et al., 2021). The focus on collaboration also teaches students

about the value of teamwork and how sharing different perspectives can lead to better solutions.

5. **Reflection**

The reflection step follows partner rotations, allowing students to consolidate their learning experiences. This step encourages students to share insights not only strengthens their understanding but also fosters a sense of community. In addition, the teacher can gather feedback on the activity, assessing which aspects were effective and what could be improved for future sessions to support students' ongoing language development and speaking confidence.

Based on observations, in this reflection session, the teacher actively engaged with students by presenting their results and asking about their satisfaction with the lesson. Direct questions were asked regarding any challenges faced by students. The teacher provided feedback on whether the teaching techniques used made learning more enjoyable and what insights students gained.

The interview result with the English teacher is explained below:

"I asked students at the end of the lesson whether the technique used made learning more enjoyable or not." (Interview with English teacher Mrs. L on February 3, 2025).

Based on teacher interviews, teachers asked students about their satisfaction during learning with this Inside Outside Circle technique.

The teacher added her explanation in the interview:

"I also asked students directly if there were any obstacles they faced during learning." (Interview with English teacher Mrs. L on February 3, 2025).

Based on teacher interviews, teachers asked students about the obstacles they faced during learning.

The teacher added her explanation in the interview:

"I asked students what they gained while using the Inside Outside Circle technique during learning." (Interview with English teacher Mrs. L on February 3, 2025).

Based on teacher interviews, teachers asked students what they gained while using the Inside Outside Circle technique during learning. Several questions asked motivated educators to improve their abilities at the next meeting.

Picture 4.7 Teacher does reflection

Based on picture 4.7, when all students have finished their discussion, the teacher gives reflection to the students. The reflection conducted by the teacher is by asking several questions to the students during this learning especially those related to the use of the Inside Outside Circle technique in speaking learning.

Based on these findings in this technique. according to the Collaborative for Academic, Social, and Emotional Learning (CASEL), reflective activities help students understand their emotions and build better social relationships (Annisa Ika Wijayanti et al., 2023). In Inside-Outside Circle, individual and group reflections increase students' social and emotional awareness. According to Xiao et al. (2008, in cited in Yaacob et al., 2021) that studied reflective thinking during collaborative learning activity and found that the explanations underlying decisions during

reflective activities helped students articulate their thoughts and ideas, explore subject concepts, and engage in higher-order thinking. Based on observations, in this reflection session, the teacher actively engaged with students by presenting their results and asking about their satisfaction with the lesson. Direct questions were asked regarding any challenges faced by students. The teacher provided feedback.

In Inside-Outside Circle, students reflect on their experiences in discussions, which deepens their understanding of the material being discussed. This process not only enhances academic understanding, but also supports the development of students' social skills in interacting with peers.

According to the theory of Sulung (2017), there are 5 steps in implementing the Inside Outside Circle technique. However, based on the results of observations and interviews, there are only 4 steps that are in accordance with those carried out by the teacher in implementing the Inside Outside Circle technique in teaching speaking for class 11 of SMK Muhammadiyah 1 Purwokerto. This shows that not all steps are in accordance with those implemented by the teacher. In learning, the teacher uses the Inside Outside Circle Technique, namely dividing into several circle groups, this can happen because the classroom is small. This is not in accordance with Kagan (1994), which states that class division determines which half of the students will form the inner circle and the other half will form the outer circle. The initial step involves the teacher organizing the classroom into two distinct groups One group forms the inner circle and the other group forms the outer circle. Although the teacher only took four steps that were in accordance with the implementation of the Inside Outside Circle technique, the students' response to the implementation of the Inside Outside Circle technique was that they were enthusiastic about learning, this helped them understand the material and train their speaking skills quite well.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter is divided into three sections. The first section provides the conclusion drawn by the researcher based on the analysis of the collected data. The second section discusses the limitations of the study, acknowledging its constraints. The final section offers suggestions and recommendations for teachers, students, and future researchers, aiming to promote further improvement and investigation.

A. Conclusion

The goals of this research were to describe the implementation of Inside Outside Circle technique in teaching speaking at SMK Muhammadiyah 1 Purwokerto.

The research question is how to apply the Inside Outside Circle technique in teaching speaking. Based on the findings of the research question, it was found that the English teacher of grade XI implemented several steps with the theory presented by Sulung. The First, the class is divided in half, with one group forming the inner circle and the other group forming the outer circle. Second, facing the pair, namely arranging the position of students facing each other as discussion partners. Third, an initial discussion was held to ensure that each student understands the topic to be discussed. Fourth, pair rotation was carried out to provide opportunities for students to interact with various classmates, broaden their horizons and improve their speaking skills. Finally, a reflection was carried out to evaluate the learning process and results, so that students can analyze their experiences and teachers can improve teaching techniques in the future.

However, based on the results of observations and interviews, there are only 4 steps that are in accordance with what the teacher did in applying the Inside Outside Circle technique in speaking learning for class 11 of SMK Muhammadiyah 1 Purwokerto. In learning, the teacher uses the Inside Outside Circle Technique, namely in the first step the teacher divides into several circle groups, this can happen because the class is small. This first step is not in accordance with the theory. Although the teacher only takes four steps

according to the application of the Inside Outside Circle technique, the students' response to the application of the Inside Outside Circle technique is that they are enthusiastic in learning, this helps them understand the material and train their speaking skills quite well.

B. Limitation of the Study

Despite being conducted thoroughly, this study has some limitations. Two notable constraints were encountered:

1. Time constraints: The observation coincided with the mid-semester exams, limiting the observation time. To address this, the researcher should schedule an additional appointment with the teacher.

2. Limited student responses: During the Focus Group Discussion (FGD), students' answers were largely uniform and lacked detailed explanations, making it challenging to gather deeper insights into the Inside-Outside Circle technique.

C. Suggestion

Based on the findings of this study on the implementation of the Inside-Outside Circle technique in speaking learning, the following suggestions are offered:

1. For teachers

This study highlights the importance of creating a supportive classroom environment that fosters student engagement and focus. Teachers should ensure sufficient time for learning activities, considering the time constraints and limitations. Building on the existing efforts, teachers can explore effective methods to teach speaking skills, enhancing students' abilities. Furthermore, this research encourages teachers to discover and apply innovative techniques to make the learning process more engaging and effective

2. For School

This study recommends that the school provide the necessary infrastructure to support teachers in the teaching process, enabling them to

effectively implement innovative techniques and improve student learning outcomes.

3. For other researchers

    It is hoped that further researchers will be more motivated to conduct more in-depth research so that the results are better. This study is also expected to be a guideline and inspiration for other researchers who want to write scientific papers with the same theme. Thus, the results will be better and can be applied in a wider scope.

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APPENDICES

Appendix 1: Observation Checklist

Appendix 2: Instrument Interview Guideline for Teacher

Appendix 3: Instrument FGD Guideline for Students

Appendix 4: Observation Transcripts

Appendix 5: Transcript Interview Guideline for Teacher

Appendix 6: Transcript FGD Guideline for Students

Appendix 7: Documentation of Observations, Documentation of Interview and FGD

Appendix 8: Lesson Plan

Appendix 9: Certificate of Preliminary Observation Research Information

Appendix 10: Research Certificate of Research

Appendix 11: Validation Certificate

Appendix 12: EPTUS Certificate

Appendix 13: IQLA Certificate

Appendix 14: PPL II Certificate

Appendix 15: KKN Certificate

Appendix 16: BTA Certificate

Appendix 17: Biography

Appendix 1: Observation Checklist

Checklist of Observation

Informasi

Tanggal   :

Kelas   :

Guru   :

Place   : SMK Muhammadiyah 1 Purwokerto

Langkah-langkah Teknik Inside Outside Circle (IOC)				
No.	Indikator	Ya	Tidak	Aktivitas Belajar

1.	Formation of Circle
	   a. Guru membagi kelompok menjadi dua lingkaran yang seimbang.
	   b. Adanya interaksi antar sesama siswa.
	   c. Siswa mampu berpartisipasi untuk saling mengkomunikasikan pembentukan lingkaran secara efektif.
	   d. Suasana belajar menjadi harmonis (menghargai satu sama lain).
	   e. Fasilitas ruangan kelas yang memadai			

	untuk kegiatan kelompok besar.			
2.	Facing Partners a. Guru memfasilitasi pembentukan pasangan dengan baik. b. Terjadinya kontak mata antar pasangan. c. Adanya pembentukan pasangan mendorong diskusi menjadi fokus. d. Siswa semangat menerima materi dengan baik. e. Guru membantu menemukan konteks diskusi supaya menjadi aktif. f. Terciptanya suasana belajar yang saling menghormati satu sama lain. g. Terjalin komunikasi yang aktif dan efektif.			
3.	Initial Discussion			

	a. Guru menggunakan tambahan media pembelajaran.			
	b. Guru memberikan pernyataan dan pertanyaan yang relevan dengan materi.			
	c. Diskusi antar siswa berjalan dengan aktif.			
	d. Guru memberikan waktu yang cukup untuk diskusi.			
	e. Diskusi pada lingkaran dalam mampu menjawab pertanyaan yang dijawab.			
	f. Siswa pada lingkaran dalam dapat mengartikulasi pemahamannya masing-masing.			
	g. Diskusi pada lingkaran luar mampu memberikan ide dan prespektif tambahan.			
	h. Adanya diskusi ini dapat mendorong			

	pemikiran kritis siswa.			
	i. Pada diskusi ini dapat membantu siswa membangun pengetahuan satu sama lain.			
4.	Rotation of Partners			
	a. Guru memberikan instruksi rotasi dengan jelas.			
	b. Siswa dapat memahami instruksi rotasi dengan baik.			
	c. Pengaturan waktu rotasi yang cukup untuk memberikan kesempatan semua siswa berinteraksi.			
	d. Adanya rotasi ini dapat membantu menjaga diskusi tetap aktif dan juaga menarik.			
	e. Suasana ini mendorong pembelajaran kolaboratif.			
	f. Rotasi ini dapat meningkatkan			

	keterampilan komunikasi siswa.			
5.	Reflection			
	a. Guru mampu menjelaskan secara singkat jika terjadi kesalahan konsep.			
	b. Pada sesi ini, siswa mampu merefleksikan pengalaman diskusi dengan baik.			
	c. Guru memfasilitasi siswa untuk mencatat poin-poin penting selama diskusi dengan jelas.			
	d. Guru memfasilitasi sesi tanya jawab dengan baik.			
	e. Guru memberikan rangkuman yang komprehensif.			

Appendix 2: Instrument Interview Guideline for Teacher

PANDUAN WAWANCARA

UNTUK GURU SMK MUHAMMADIYAH 1 PURWOKERTO

Data guru SMK Muhammadiyah 1 Purwokerto

Nama   :

Tanggal   :

Tempat   : SMK Muhammadiyah 1 Purwokerto

Objek   : Langkah-langkah implementasi Teknik Inside Outside Circle untuk pembelajaran berbicara

No.	Pertanyaan	Jawaban
	Formation of Circle	
1.	Bagaimana proses pembentukan lingkaran di dalam kelas? Jelaskan!	
2.	Apakah pembentukan lingkaran-lingkaran tersebut sudah cukup seimbang? jelaskan!	
3.	Apa saja tantangan yang ibu hadapi saat membentuk lingkaran? Jelaskan!	
4.	Apakah pembentukan lingkaran ini akan efektif untuk siswa bisa saling berinteraksi? jelaskan!	
5.	Apakah fasilitas ruangan kelas yang memadai untuk kegiatan kelompok besar? Jelaskan!	
	Facing Partners	
6.	Bagaimana ibu memastikan bahwa setiap siswa berhadapan dengan partner mereka dengan benar? Jelaskan!	
7.	Materi apa yang ibu berikan pada saat menggunakan Teknik IOC ini? Jelaskan!	

8.	Apakah ibu turut ikut serta membantu membingkai diskusi pada saat siswa berhadap-hadapan? jelaskan!	
9.	Apakah ibu mengalami kesulitan dalam mengatur siswa untuk saling berhadapan? jelaskan!	
	Initial Discussion	
10.	Setelah semua peserta menghadapi pasangannya masing-masing, apa langkah selanjutnya untuk memulai diskusi? Jelaskan!	
11.	Apakah Ibu memberikan pernyataan dan pertanyaan kepada siswa saat memulai diskusi? jelaskan!	
12.	Apakah ibu memberikan batas waktu pada sesi diskusi tersebut? jelaskan!	
13.	Apa yang ibu lakukan untuk mendorong setiap peserta agar aktif berpartisipasi selama diskusi? Jelaskan!	
	Rotation of Partners	
14.	Bagaimana ibu menginformasikan kepada siswa bahwa sudah saatnya untuk berganti pasangan? Jelaskan!	
15.	Apa instruksi spesifik yang ibu berikan kepada siswa di lingkaran dalam untuk bergerak ke kanan? Jelaskan!	
16.	Apakah ada kesulitan yang dihadapi siswa saat beradaptasi dengan partner baru? jelaskan!	
	Reflection	

17.	Bagaimana ibu mendorong siswa untuk melakukan pengulangan dan merefleksikan periode diskusi akhir? Jelaskan!	
18.	Apakah ibu meminta siswa mecatat poin-poin penting selama diskusi? jelaskan!	
19.	Apakah ibu mengadakan sesi tanya jawab pada sesi terakhir pengajaran?jelaskan!	
20.	Apakah ibu memberikan umpan balik di akhir sesi pembelajaran? jelaskan!	

Appendix 3: Instrument FGD Guideline for Students

INSTRUMEN

PANDUAN FGD

UNTUK SISWA SMK MUHAMMADIYAH 1 PURWOKERTO

Data siswa SMK Muhammadiyah 1 Purwokerto

Nama   :

Tanggal   :

Kelas   :

Tempat   : SMK Muhammadiyah 1 Purwokerto

Objek   : Langkah-langkah implementasi Teknik Inside Outside Circle untuk pembelajaran berbicara

No.	Pertanyaan	Jawaban
	Formation of Circle	
1.	Bagaimana pendapatmu tentang cara guru membentuk lingkaran saat pembelajaran dimulai? Jelaskan!	
2.	Apakah pembentukan lingkaran-lingkaran tersebut sudah cukup seimbang menurut kalian? jelaskan!	
3.	Apakah kamu merasa nyaman saat berdiri dalam lingkaran? Kenapa? jelaskan!	
	Facing Partners	
4.	Apakah kamu paham instruksi guru pada saat diperintah untuk berhadapan dengan teman? jelaskan!	
5.	Apakah guru ikut serta membantu memberikan arahan diskusi pada saat berhadapan dengan teman? jelaskan!	
	Initial Discussion	
6.	Seberapa mudah atau sulitkah kamu untuk mulai berbicara dengan pasangan saat itu? jelaskan!	

7.	Apakah kamu paham materi yang guru sampaikan dikelas? jelaskan!	
8.	Apakah kamu mampu menjawab pertanyaan yang di beriakan pada sesi diskusi? jelaskan!	
9.	Apakah waktu yang di berikan guru pada sesi diskusi sudah cukup? jelaskan!	
	Rotation of Partners	
10.	Apa yang kamu rasakan saat berganti pasangan? Jelaskan!	
11.	Apakah itu membantu meningkatkan kemampuan berbicaramu? Jelaskan!	
	Reflection	
12.	Apakah kamu mencatat poin-poin penting saat diskusi? jelaskan!	
13.	Apa manfaat yang kamu rasakan dari penggunaan Teknik Inside Outside Circle ini? Apakah efektif? Jelaskan!	

Appendix 4: Observation Transcripts

Observation Result I

Day 1

Informasi

Tanggal   : Wednesday, 15th January 2025

Kelas   : XI TJKT 1

Guru   : Lestari Nur Cahyani, S.Pd.

Tempat   : SMK Muhammadiyah 1 Purwokerto

Langkah-langkah Teknik Inside Outside Circle (IOC)				
No.	Indikator	Ya	Tidak	Aktivitas Belajar
1.	Formation of Circle			
	a. Guru membagi kelompok menjadi dua lingkaran yang seimbang.	✓		➢ Pembagian kelompok menjadi dua lingkaran dengan menyesuaikan jumlah siswa.
	b. Adanya interaksi antar sesama siswa.	✓		➢ Siswa saling melakukan interaksi dalam pembentukan lingkaran.
	c. Siswa mampu berpartisipasi untuk saling mengkomunikasikan pembentukan lingkaran secara efektif.	✓		➢ Siswa saling berpartisipasi dalam pebentukan lingkaran luar dan lingkaran dalam.
	d. Suasana belajar menjadi harmonis (menghargai satu sama lain).	✓		➢ Siswa menghargai satu sama lain saat pembagian kelompok lingaran luar dan lingkaran dalam.

	e. Fasilitas ruangan kelas yang memadai untuk kegiatan kelompok besar.		✓	➤ Ruangan kelas kurang mendukung untuk menampung kegiatan kelompok besar, karena ruangan kelas lumayan kecil.
2.	Facing Partners			
	a. Guru memfasilitasi pembentukan pasangan dengan baik.	✓		➤ Guru membantu siswa untuk saling berpasangan.
	b. Terjadinya kontak mata antar pasangan.	✓		➤ Siswa saling berhadap-hadapan dengan sesama pasangannya.
	c. Adanya pembentukan pasangan mendorong diskusi menjadi fokus.	✓		➤ Siswa fokus berhadapan dengan pasangannya diantara inside dan outside circle.
	d. Siswa semangat menerima materi dengan baik.	✓		➤ Mereka semangat karena materi "Asking and Giving Opinions" bertemakan kartun.
	e. Guru membantu menemukan konteks diskusi supaya menjadi aktif.	✓		➤ Guru ikut serta membantu memberikan tema diskusi yang menarik.
	f. Terciptanya suasana belajar yang saling menghormati satu sama lain.	✓		➤ Pada sesi ini beberapa siswa berhadap-hadapan satu sama lain

		✓		dengan teratur dan menghargai setiap pasangannya yang berbeda-beda.
	g. Terjalin komunikasi yang aktif dan efektif.	✓		➢ Saling aktif berkomunikasi tentang materi "Asking and Giving Opinions" tema kartun dengan pasangannya.
3.	Initial Discussion			
	a. Guru menggunakan tambahan media pembelajaran.	✓		➢ Guru menggunakan media gambar kartun yang masing-masingnya berbeda-beda.
	b. Guru memberikan pernyataan dan pertanyaan yang relevan dengan materi.	✓		➢ Guru memberikan pertanyaan yang sesuai dengan materi asking and giving opinion bertemakan kartun.
	c. Diskusi antar siswa berjalan dengan aktif.	✓		➢ Siswa aktif melakukan diskusi selama 2 menit bersama pasangannya tentang kartun yang sudah mereka pilih.
	d. Guru memberikan waktu yang cukup untuk diskusi.	✓		➢ Waktu diskusi pada saat berpasangan dengan

	e. Diskusi pada lingkaran dalam mampu menjawab pertanyaan yang dijawab.	✓		waktu diskusi 2 menit sudah cukup maksimal. ➤ Beberapa siswa di lingkaran luar mampu menjawab pertanyaan yang diberikan pasangan lingkaran dalam tentang sebuah kartun.
	f. Siswa pada lingkaran dalam dapat mengartikulasi pemahamannya masing-masing.	✓		➤ Siswa pada lingkaran dalam dapat mengartikulasikan pemahamannya tentang kartun tersebut kepada lingkaran luar dan juga sudah ada persiapan sebelumnya.
	g. Diskusi pada lingkaran luar mampu memberikan ide dan prespektif tambahan.	✓		➤ Beberapa siswa ada yang memberikan tanggapan atau ide tambahan tentang tema kartun yang sudah dipilih.
	h. Adanya diskusi ini dapat mendorong pemikiran kritis siswa.	✓		➤ Siswa menjadi kritis terutama dalam mencari informasi dan mengungkapkan informasi tentang kartun tersebut.
	i. Pada diskusi ini dapat membantu	✓		

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	siswa membangun pengetahuan satu sama lain.			➤ Siswa saling menggali informasi lebih banyak untuk dapat memberikan informasi tersebut kepada pasangannya.
4.	Rotation of Partners			
	a. Guru memberikan instruksi rotasi dengan jelas.	✓		➤ Guru memberikan instruksi kepada siswa yaitu berganti rotasi dengan cukup jelas.
	b. Siswa dapat memahami instruksi rotasi dengan baik.	✓		➤ Beberapa siswa memahami instruksi berpindah posisi ke kanan yang guru berikan.
	c. Pengaturan waktu rotasi yang cukup untuk memberikan kesempatan semua siswa berinteraksi.	✓		➤ Pemberian batas waktu untuk diskusi 2 menit sudah cukup dan sesuai.
	d. Adanya rotasi ini dapat membantu menjaga diskusi tetap aktif dan juga menarik.	✓		➤ Pada sesi perpindahan rotasi diskusi tetap berjalan aktif sesuai denga tema apa yang sedang di diskusikan.
	e. Suasana ini mendorong	✓		➤ Suasana belajar saling bekerja sama satu sama lain yaitu dengan

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	pembelajaran kolaboratif.			mendiskusikan pertanyaan yang harus dijawab oleh lingkaran luar.
	f. Rotasi ini dapat meningkatkan keterampilan komunikasi siswa.	✓		➢ Pada pergeseran rotasi siswa memiliki informasi dan dapat mengkomunikasikan informasi tersebut dengan pasangannya yang berbeda-beda.
5.	Reflection			
	a. Guru mampu menjelaskan secara singkat jika terjadi kesalahan konsep.		✓	➢ Guru tidak memberikan penjelasan apapun pada sesi ini.
	b. Pada sesi ini, siswa mampu merefleksikan pengalaman diskusi dengan baik.	✓		➢ Siswa melakukan refleksi singkat tentang diskusi yang sudah dilakukan oleh siswa.
	c. Guru memfasilitasi siswa untuk mencatat poin-poin penting selama diskusi dengan jelas.		✓	➢ Guru tidak menginstruksikan siswa untuk mencatat, fokus pada kemampuan siswa dalam berbicara.
	d. Guru memfasilitasi sesi tanya jawab dengan baik.	✓		➢ Guru melakukan tanya jawab dengan siswa tentang materi "Asking and Giving Opinions"

	e. Guru memberikan rangkuman yang komprehensif.	✓		tentang tema kartun tersebut. ➢ Guru memberikan rangkuman dari materi yang sudah dipelajari selama pembelajaran.

Observation Result I

Day 2

Informasi

Tanggal   : Wednesday, 20th January 2025

Kelas   : XI TJKT 2

Guru   : Lestari Nur Cahyani, S.Pd.

Tempat   : SMK Muhammadiyah 1 Purwokerto

Langkah-langkah Teknik Inside Outside Circle (IOC)				
No.	Indikator	Ya	Tidak	Aktivitas Belajar
1.	Formation of Circle			
	a. Guru membagi kelompok menjadi dua lingkaran yang seimbang.	✓		➢ Pembagian kelompok menjadi dua lingkaran dengan menyesuaikan jumlah siswa.
	b. Adanya interaksi antar sesama siswa.	✓		➢ Siswa saling melakukan interaksi dalam pembentukan lingkaran.
	c. Siswa mampu berpartisipasi untuk saling mengkomunikasikan pembentukan lingkaran secara efektif.	✓		➢ Siswa saling berpartisipasi dalam pebentukan lingkaran luar dan lingkaran dalam.
	d. Suasana belajar menjadi harmonis (menghargai satu sama lain).	✓		➢ Siswa menghargai satu sama lain saat pembagian kelompok lingaran luar dan lingkaran dalam.
	e. Fasilitas ruangan kelas yang memadai		✓	➢ Ruangan kelas kurang mendukung untuk

No.		✓		Keterangan
	untuk kegiatan kelompok besar.			menampung kegiatan kelompok besar.
2.	Facing Partners			
	a. Guru memfasilitasi pembentukan pasangan dengan baik.	✓		➢ Guru membantu siswa untuk saling berpasangan.
	b. Terjadinya kontak mata antar pasangan.	✓		➢ Siswa saling berhadap-hadapan dengan sesama pasangannya.
	c. Adanya pembentukan pasangan mendorong diskusi menjadi fokus.	✓		➢ Siswa fokus berhadapan dengan pasangannya diantara inside dan outside circle.
	d. Siswa semangat menerima materi dengan baik.	✓		➢ Mereka semangat karena materi "Asking and Giving Opinions" bertemakan kartun.
	e. Guru membantu menemukan konteks diskusi supaya menjadi aktif.	✓		➢ Guru ikut serta membantu memberikan tema diskusi yang menarik.
	f. Terciptanya suasana belajar yang saling menghormati satu sama lain.	✓		➢ Pada sesi ini beberapa siswa berhadap-hadapan satu sama lain dengan teratur dan menghargai setiap pasangannya yang berbeda-beda.
		✓		➢ Saling aktif berkomunikasi tentang

		✓		
	g. Terjalin komunikasi yang aktif dan efektif.			materi "Asking and Giving Opinions" tema kartun dengan pasangannya.
3.	Initial Discussion			
	a. Guru menggunakan tambahan media pembelajaran.	✓		➢ Guru menggunakan media gambar kartun yang masing-masingnya berbeda-beda.
	b. Guru memberikan pernyataan dan pertanyaan yang relevan dengan materi.	✓		➢ Guru memberikan pertanyaan yang sesuai dengan materi asking and giving opinion bertemakan kartun.
	c. Diskusi antar siswa berjalan dengan aktif.	✓		➢ Siswa aktif melakukan diskusi selama 2 menit bersama pasangannya tentang kartun yang sudah mereka pilih.
	d. Guru memberikan waktu yang cukup untuk diskusi.		✓	➢ Kurang karena waktu belajar dipotong dengan waktu istirahat. Tetapi tetap berjalan dengan baik.
	e. Diskusi pada lingkaran dalam mampu menjawab pertanyaan yang dijawab.	✓		➢ Beberapa siswa di lingkaran luar mampu menjawab pertanyaan yang diberikan pasangan lingkaran dalam tentang sebuah kartun.

		✓		
	f. Siswa pada lingkaran dalam dapat mengartikulasi pemahamannya masing-masing.	✓		➤ Siswa pada lingkaran dalam dapat mengartikulasikan pemahamannya tentang kartun tersebut kepada lingkaran luar dan juga sudah ada persiapan sebelumnya.
	g. Diskusi pada lingkaran luar mampu memberikan ide dan prespektif tambahan.	✓		➤ Beberapa siswa ada yang memberikan tanggapan atau ide tambahan tentang tema kartun yang sudah dipilih.
	h. Adanya diskusi ini dapat mendorong pemikiran kritis siswa.	✓		➤ Siswa menjadi kritis terutama dalam mencari informasi dan mengungkapkan informasi tentang kartun tersebut.
	i. Pada diskusi ini dapat membantu siswa membangun pengetahuan satu sama lain.	✓		➤ Siswa saling menggali informasi lebih banyak untuk dapat memberikan informasi tersebut kepada pasangannya.
4.	Rotation of Partners			
	a. Guru memberikan instruksi rotasi dengan jelas.	✓		➤ Guru memberikan instruksi kepada siswa yaitu berganti rotasi dengan cukup jelas.

	b. Siswa dapat memahami instruksi rotasi dengan baik.	✓		➢ Beberapa siswa memahami instruksi berpindah posisi ke kanan yang guru berikan.
	c. Pengaturan waktu rotasi yang cukup untuk memberikan kesempatan semua siswa berinteraksi.	✓		➢ Pemberian batas waktu untuk diskusi 2 menit sudah cukup dan sesuai.
	d. Adanya rotasi ini dapat membantu menjaga diskusi tetap aktif dan juaga menarik.	✓		➢ Pada sesi perpindahan rotasi diskusi tetap berjalan aktif sesuai denga tema apa yang sedang di diskusikan.
	e. Suasana ini mendorong pembelajaran kolaboratif.	✓		➢ Suasana belajar saling bekerja sama satu sama lain yaitu dengan mendiskusikan pertanyaan yang harus dijawab oleh lingkaran luar.
	f. Rotasi ini dapat meningkatkan keterampilan komunikasi siswa.	✓		➢ Pada pergeseran rotasi siswa memiliki informasi dan dapat mengkomunikasikan informasi tersebut dengan pasangannya yang berbeda-beda.
5.	Reflection			

	a. Guru mampu menjelaskan secara singkat jika terjadi kesalahan konsep.		✓	➢ Guru tidak memberikan penjelasan apapun pada sesi ini.
	b. Pada sesi ini, siswa mampu merefleksikan pengalaman diskusi dengan baik.	✓		➢ Siswa melakukan refleksi singkat tentang diskusi yang sudah dilakukan oleh siswa.
	c. Guru memfasilitasi siswa untuk mencatat poin-poin penting selama diskusi dengan jelas.		✓	➢ Guru tidak menginstruksikan siswa untuk mencatat, fokus pada kemampuan siswa dalam berbicara.
	d. Guru memfasilitasi sesi tanya jawab dengan baik.	✓		➢ Guru melakukan tanya jawab dengan siswa tentang materi "Asking and Giving Opinions" tentang tema kartun tersebut.
	e. Guru memberikan rangkuman yang komprehensif.	✓		➢ Guru memberikan rangkuman dari materi yang sudah dipelajari dari awal sampai akhir.

Appendix 5: Transcript Interview Guideline for Teacher

Transcript Interview Guideline for Teacher

of SMK Muhammadiyah 1 Purwokerto

Data guru SMK Muhammadiyah 1 Purwokerto

Nama   : Lestari Nur Cahyani, S.Pd.

Tanggal   : Monday, 3 of February 2025

Tempat   : SMK Muhammadiyah 1 Purwokerto

Researcher	Bagaimana proses pembentukan lingkaran di dalam kelas? Jelaskan!
Teacher	"Dalam proses pembentukan,kemarin saya membagi siswa menjadi beberapa kelompok, jumlah kelompok tergantung dari jumlah siswa. Dalam setiap kelas terdapat 8 siswa dalam 1 kelompok. Kemudian dibentuk menjadi 4 kelompok." "Setelah kelompok besar dibagi, saya bagi lagi menjadi kelompok kecil, dengan masing-masing kelompok fokus pada tugas dalam dan luar kelas"
Researcher	Apakah pembentukan lingkaran-lingkaran tersebut sudah cukup seimbang? jelaskan!
Teacher	"Dari jumlah siswa yang ada kemarin, saya rasa sudah cukup seimbang. Perbedaan jumlah antar kelompok hanya satu atau dua anak. Jadi, bagi saya, pembagian ini sudah cukup seimbang. Meskipun ada beberapa kelompok yang lebih banyak, itu hanya sedikit, maksimal satu kelompok saja."
Researcher	Apa saja tantangan yang ibu hadapi saat membentuk lingkaran?
Teacher	"Pengkondisian kelas memerlukan usaha yang luar biasa. Terkadang ada anak yang tidak ingin bekerja dengan teman tertentu, ada yang ingin cepat, dan ada juga yang cara berpikirnya kurang cepat. Namun, saya harus menyelesaikan tugas sesuai dengan waktu yang ditentukan. Kemudian untuk

	untuk tantangan lainnya yaitu ukuran kelas yang terbatas sehingga saya membaginya menjadi beberapa kelompok lagi."
Researcher	Apakah pembentukan lingkaran ini akan efektif untuk siswa bisa saling berinteraksi? jelaskan!
Teacher	"Kegiatan ini memang melatih kerjasama antar siswa dan membantu mereka belajar berpikir. Saya rasa metode ini sangat efektif dan akan sering saya gunakan ke depannya. Ternyata saya jarang menerapkannya sebelumnya, tetapi kemarin saya melihat hasilnya bagus."
Researcher	Apakah fasilitas ruangan kelas yang memadai untuk kegiatan kelompok besar? Jelaskan!
Teacher	"Menurut saya kurang memadai karena ruangan kelasnya tidak cukup luas jika dipakai untuk membuat kelompok besar. Jadi, saya membuatnya menjadi beberapa kelompok."
Researcher	Bagaimana ibu memastikan bahwa setiap siswa berhadapan dengan partner mereka dengan benar?
Teacher	"Setelah saya membagi kelompok menjadi dua lingkaran luar dan dengan jumlah siswa yang sama di setiap lingkaran. Agar kerja sama berjalan, saya harus secara aktif mendekatkan setiap kelompok dan juga memastikan siswa saling berhadapan dengan pasangannya masing-masing. Jika ada anak yang belum mengerti, saya akan menjelaskan dengan jelas, seperti ini dan itu. Jadi, kita harus rajin berkeliling ke setiap kelompok."
Researcher	Materi apa yang ibu berikan pada saat menggunakan Teknik IOC ini?
Teacher	"Kalau kemarin itu lebih ke Opinion Asking and Giving. Jadi, mereka kan saling berpendapat dengan pemikiran mereka masing-masing diri ada mengeluarkan ide dari apa yang

	kemarin disajikan. Karena kemarin tentang Opinion Asking and Giving mengenai sebuah kartun."
Researcher	Apakah ibu turut ikut serta membantu membingkai diskusi pada saat siswa berhadap-hadapan? jelaskan!
Teacher	"Saya membantu, tetapi tidak sepenuhnya, karena anak-anak harus berperan aktif dalam mengeluarkan ide mereka sendiri. Bantuan saya hanya diberikan saat mereka bertanya, seperti 'Ibu, ini bagaimana?' Selain itu, saya membiarkan mereka berpikir secara mandiri."
Researcher	Apakah ibu mengalami kesulitan dalam mengatur siswa untuk saling berhadapan? jelaskan!
Teacher	"Kembali ke pengkondisian, ada kalanya siswa bisa diatur, namun ada juga yang bersikeras dengan kehendaknya sendiri. Ini menjadi tantangan tersendiri untuk saya."
Researcher	Setelah semua peserta menghadapi pasangannya masing-masing, apa langkah selanjutnya untuk memulai diskusi? Jelaskan!
Teacher	"Sebelum memulai diskusi tentang pertanyaan dan pernyataan, saya menunjukkan sebuah gambar. Saya bertanya apakah mereka tahu kartun tersebut. Untuk memulai diskusi kemarin, saya meminta anak-anak untuk menghasilkan ide-ide mereka dengan membuat pertanyaan. Setiap anak dalam kelompok bergiliran mengajukan pertanyaan."
Researcher	Apakah Ibu memberikan pernyataan dan pertanyaan kepada siswa saat memulai diskusi? jelaskan!
Teacher	"Kemarin saya tampaknya jarang membuat pernyataan tetapi saya tampaknya lebih banyak mengajukan pertanyaan."
Researcher	Apakah ibu memberikan batas waktu pada sesi diskusi tersebut? jelaskan!

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Teacher	"Saya memberikan batas waktu untuk setiap kelompok. Untuk diskusi, saya menetapkan waktu sekitar 2 menit berdiskusi dengan pasangan, dengan proses inside-outside selama 16 menit untuk berpindah. Anak-anak tampaknya perlu waktu berpikir, dan karena pelajaran berlangsung 2 jam, itu cukup efektif. Namun, jika mereka lebih on time, seharusnya ada lebih banyak pertanyaan yang bisa diajukan."
Researcher	Apa yang ibu lakukan untuk mendorong setiap peserta agar aktif berpartisipasi selama diskusi?
Teacher	"Saya mencoba memberikan dukungan, seperti 'Ayo, Mas Mba, ini gini...' agar mereka lebih termotivasi."
Researcher	Bagaimana ibu menginformasikan kepada siswa bahwa sudah saatnya untuk berganti pasangan?Jelaskan!
Teacher	"Kemarin, saya langsung mengingatkan mereka tentang waktu yang tersisa, berapa menit dan berapa detiknya."
Researcher	Apa instruksi spesifik yang ibu berikan kepada siswa di lingkaran dalam untuk bergerak ke kanan?Jelaskan!
Teacher	"Setelah itu langkah selanjutnya saya ingatkan mengenai waktu yang tersisa, saya berikan waktu diskusi selama 2 menit per pasangan untuk berdiskusi. Kemudian jika waktu diskusi telah habis, pada sesi awal siswa berganti posisi ke kanan hingga bertemu kembali pada posisi awal. Kemudian gerakan selanjutnya yaitu siswa bergantian dari posisi lingkaran dalam kemudian bergerak ke lingkaran luar."
Researcher	Apakah ada kesulitan yang dihadapi siswa saat beradaptasi dengan partner baru? jelaskan!
Teacher	"Dalam hal beradaptasi, mungkin mereka tidak mengalami kesulitan. Namun, mereka masih belum lancar dalam berbahasa Inggris."

Researcher	Bagaimana ibu mendorong siswa untuk melakukan pengulangan dan merefleksikan periode diskusi akhir?
Teacher	"Saya bertanya kepada siswa di akhir pelajaran apakah teknik yang digunakan membuat pembelajaran lebih menyenangkan atau tidak. Saya juga bertanya langsung kepada siswa apakah ada kendala yang mereka hadapi selama pembelajaran. Saya bertanya kepada siswa apa yang mereka peroleh saat menggunakan teknik Inside Outside Circle selama pembelajaran."
Researcher	Apakah ibu meminta siswa mecatat poin-poin penting selama diskusi? Jelaskan!
Teacher	"Ya, Mencatat poin-poin penting, terutama untuk poin-poin yang akan mereka tanyakan terkait materi."
Researcher	Apakah ibu mengadakan sesi tanya jawab pada sesi terakhir pengajaran?jelaskan!
Teacher	"Iya, kemarin di sesi terakhir atau refleksi, saya menanyakan kendala yang mereka alami. saya juga bertanya pendapat mereka tentang apakah teknik yang digunakan membuat pembelajaran lebih menyenangkan atau tidak, serta apa yang telah mereka dapatkan."
Researcher	Apakah ibu memberikan umpan balik di akhir sesi pembelajaran? jelaskan!
Teacher	"Saya kembali ke cara merefleksikan pengalaman. Pertanyaan yang saya ajukan hampir sama dengan refleksi sebelumnya, serta umpan balik yang mungkin saya samakan. Ini penting untuk mengetahui di masa depan apakah teknik atau metode ini bisa membuat anak-anak lebih semangat dalam belajar secara efektif."

Appendix 6: Transcript FGD Guideline for Students

Transcript FGD Guideline for Students
of SMK Muhammadiyah 1 Purwokerto

Data siswa SMK Muhammadiyah 1 Purwokerto

Tanggal   : Monday, 3 of February 2025

Tempat   : SMK Muhammadiyah 1 Purwokerto

P   : Peneliti

N   : Narasumber

Kelas TJKT 1 (N1-N5)

Student 1 (N1)   : Tri Nur Hidayati

Student 2 (N2)   : Ilham Nur Peratama

Student 3 (N3)   : Davin Maulana

Student 4 (N4)   : Ahdan Muawaris

Student 5 (N5)   : Nurfuadi

Kelas TJKT 2 (N6-N10)

Student 6 (N6)   : Juni Elianto

Student 7 (N7)   : Amil Murtado

Student 8 (N8)   : Azam Nuril Rizkia

Student 9 (N9)   : Ramli Paula Erlangga

Student 10 (N10)   : Adam Rizki Bayu Ramadan

P	Assalamu'alaikum Warahmatullahi Wabarakaatuh
N 1-10	"Wa'alaikumussalam Warahmatullahi Wabarakaatuh."
P	Di sini saya ingin mewawancara adik adik semua ya, langsung saja yang ke pertanyaan pertama. Bagaimana pendapatmu tentang cara guru membentuk lingkaran saat pembelajaran dimulai?

N1	"Dalam satu kelas itu kan ada 31 siswa jadi itu dibentuk menjadi kelompok baru diatur menjadi lingkaran mungkin ada yang di depan dan di belakang."
N2	"Gampang sih Tinggal diatur aja asalkan pada nurut."
N3	"Sesuai dengan yang dibuat guru atau sesuai kelompoknya."
N4	"Membuat kelompok masing-masing 10 orang untuk membuat lingkaran."
N5	"Singkat padat jelas yang penting kompak."
N6	"Lingkaran kan ada satu kelompok ada 6 orang yang 3 di dalam menghadap keluar terus yang tiga lagi di luar menghadap ke dalam."
N7	"Setiap kelompok dipecah menjadi dua kemudian berhadapan."
N8	"Pembagian Kelompok sesuai keinginan siswa sendiri dan setelah itu dibagi lagi menjadi dua kelompok".
N9	"Sulit untuk diatur."
N10	-
P	Apakah pembentukan lingkaran-lingkaran tersebut sudah cukup seimbang menurut kalian? jelaskan!
N1	"Nggak, kayak gimana ya kayak Mungkin ada yang nggak sama anggota kelompoknya kayak gitu. Itu menurut aku belum seimbang misal itu di depan kelas ada tiga tapi di belakang dua menurut aku itu enggak seimbang."
N2	"Bisa di seimbangkan kalau kita kompak, kalau menurut saya nggak karena kekurangan orang."
N3	"Cara saya seimbang karena kemarin dipilih secara berbaris (urutan barisan meja)."
N4	"Menurut saya kurang seimbang, karena jumlah siswa ganjil dan genap."
N5	"Bisa seimbang."

N6	"Bagian kelompok saya itu seimbang karena jumlahnya 6 orang Jadi pas yang di dalam 3 yang di luar 3."
N7	"Menurut saya sudah seimbang karena, kelompoknya sudah memenuhi pasangannya masing-masing."
N8	"Seimbang tapi kalau kurang seimbang Harusnya bisa disesuaikan dengan kemampuan siswa karena setiap Individu biasanya kemampuan berbahasa Inggrisnya berbeda."
N9	"Ga seimbang, Soalnya masa anak-anak nakal itu dijadiin satu nggak dibagi gitu loh."
N10	"Iya, seimbang kalompok saya ada 8 anak sudah berpasangan."
P	Apakah kamu merasa nyaman saat berdiri dalam lingkaran? Kenapa? jelaskan!
N1	"Kalau saya sendiri karena kan saya itu kan gampang berubah mood terus jadi ada kalanya nyaman ada yang enggak soalnya pas awal nyaman tapi akhirnya enggak gitu kayak saya nggak nyaman karena enggak enggak pas belum perfect banget berbahasa inggris kayak gitu jadi enggak nyaman tapi di situ nyaman ya karena memang temen-temen tuh udah dekat kayak gitu."
N2	"Menurut saya ngga ada, karena nyaman-nyaman saja kalo saya."
N3	"Kalo saya nyaman karena tim kelompok saya sudah kompak".
N4	"Saya nyaman karena teman-temannya asik dan ada yang sudah paham tentang apa yang mau di apa mau diucapkan."
N5	"Nyaman."
N6	"Kalo menurut saya kurang nyaman karena kelompok saya dicampur dengan perempuan jadi kurang nyaman."
N7	"Nggak ada sih menurut saya karena patnernya sudah cukup baik."
N8	"Kurang nyaman karena teman kelompok saya berisik dan rusuh".

N9	"Tantangannya ada, yaitu temen-temen kurang tertib".
N10	"Sudah cukup nyaman kalo saya".
P	Apakah kamu paham instruksi guru pada saat diperintah untuk berhadapan dengan teman? jelaskan!
N1	"Kalau menurut saya sih kadang paham kadang nggak Soalnya saya yang sedang tidak fokus".
N2	"Ngga, sebenarnya sih kelasnya nggak terlalu berisik tapi kayak keganggu sama suara-suara aja dan intruksinya juga nggak terlalu jelas jadi kurang paham."
N3	"Gurunya memberikan instruksi hanya saja teman-teman sekitar saya berisik jadi tidak fokus mendengarkan instruksinya."
N4	"Kurang paham karena siswa dikelas berisik".
N5	"Kurang jelas apa yang disampaikan guru".
N6	"Menurut saya pada awal kurang jelas karena faktor utamanya itu saya telat masuk karena ada acara di luar Jadi minta penjelasan tapi kurang paham tapi setelah minta penjelasan lebih lanjut saya baru Paham."
N7	"Saya paham karena saya dipaling depan duduknya."
N8	"Saya belum paham jadi saya minta tolong teman untuk jelaskan kembali ke saya."
N9	"Saya juga kurang karena suara teman-teman saya lebih keras daripada guru."
N10	"Saya kurang jelas karena saya tidak memperhatikan."
P	Apakah guru ikut serta membantu memberikan arahan diskusi pada saat berhadapan dengan teman? jelaskan!
N1	"Kalau pas diskusi itu nggak membantu cuman menjelaskan Jadi guru itu menjelaskan kayak ini kayak gini Kayak cuman dijelasin aja dan ikut membantu tapi tidak terlalu sering."

N2	"Kalau menurut saya dibantu cuman yang kurangnya itu caranya aja misalnya mau guru itu cuman kadang kalau prakteknya kan bingung kan jadinya susah kalau mau buat ditiruin."
N3	"Cara saya membantu tapi membantu sebentar doang karena setelah itu membantu kelompok lain."
N4	"Membantu kelompok saya."
N5	"Membantu si kalo ke kelompok saya."
N6	"Membantu."
N7	"Sangat membantu, karena kalau saya itu kan orangnya kadang kurang paham jadi guru itu biasanya memberikan penjelasan yang membuat saya paham gitu."
N8	"Menawarkan bantuan tapia anak-anak ngga mau bertanya Ketika tidak paham."
N9	"Membantu saya dan kelompok saya juga."
N10	"Membantu, tapi tidak terlalu sering."
P	Seberapa mudah atau sulitkah kamu untuk mulai berbicara dengan pasangan saat itu? jelaskan!
N1	"Mungkin 50 50 deh soalnya mudahnya itu karena kita tuh udah sama teman sendiri kan terus jadi kayak udah akrab terus sulitnya itu pengucapan bahasanya karena emang menurut saya susah."
N2	"kalau menurut saya mudah kan di zaman sekarang ada teknologi yang lebih maju jadi Lihat Google aja udah bisa."
N3	"Mudah, karena temen sendiri, jadi untuk berbicara."
N4	"Mudah, karena teman sendiri. Sulitnya adalah karena belum lancar berbicara bahasa dalam bahasaa inggris."
N5	"Menurut saya mudah karena masih teman sendiri jadi walaupun belum lancar berbicara Bahasa inggris tetap didengarkan oleh temen sendiri."

N6	"Mudah, hanya belum lancar saja"
N7	"Mudah"
N8	"Mudah, karena walaupun merasa kesulitan guru tidak keberatan jika saya menggunakan google translate untuk belajar melafalkannya."
N9	"Mudah si kalo saya, hanya saja teman belum tentu paham sama yang saya maksud."
N10	"Sulit karena saya masih sulit berbicara dan teman saya juga sama seperti saya."
P	Apakah kamu paham materi yang guru sampaikan dikelas? Jelaskan!
N1	"Lumayan paham, karena mungkin karena agak sedikit berisik jadi saya mengusahan bertanya ketika saya ngga paham."
N2	"Kalau saya paham aja kadang paham kadang nggak karena kalau nggak nya itu karena keadaan kelas kadang kelas ada yang ribut kadang enggak kadang bikin enggak fokus gitu."
N3	"Saya paham tapi biasanya kurang paham karena biasanya kelasnya rame atau berisik"
N4	"Kurang paham karena karena saya juga kurang paham dengan bahasa Inggris lalu karena suasana yang begitu ramai."
N5	"Kalau saya kurang paham karena kelas rame terus guru nyampainya cepat."
N6	"Karena suasananya berisik jadi kurang paham, kalua tidak berik saya paham."
N7	"Cukup paham karena cuman disuruh membuat pertanyaan dan bertanya kepada teman."
N8	"Kurang paham karena teman-teman berisik dan menurut saya guru menjelaskan terlalu cepat."
N9	"Kurang paham karena berisik."

N10	"Saya paham yang disampaikan guru karena posisi saya dekat dengan guru."
P	Apakah kamu mampu menjawab pertanyaan yang diberikan guru pada sesi diskusi? Jelaskan!
N1	"Saya mampu menjawab pertanyaan."
N2	"Saya menjawab pertanyaan semampu saya."
N3	"Kurang paham sama pertanyaannya jadi saya jawab sebisa saya"
N4	"Saya bisa menjawab pertayaannya tapi campur antara Bahasa inggris dan Indonesia."
N5	"Kalo saya kurang nangkep sama pertanyaanya karena mungkin saya jarang mendengar orang berbicara Bahasa inggris jadi agak kesulitan tapi saya mengusahakan untuk menjawab pertanyaan-pertanyaannya."
N6	"Saya menjawab dengan Bahasa inggris dan Indonesia."
N7	"Saya paham pertanyaan yang disampaikan guru karena tidak full berbahasa inggris jadi mudah dipahami dan saya bisa menjawab."
N8	"Saya bisa menjawab pertanyaannya karena guru memberikanm waktu saya untuk mencari terlebih dahulu informasinya."
N9	"Awalnya saya ngga paham tapi karena saya bertanya kepada teman jadi saya bisa menjawab pertanyaan."
N10	"Saya bisa menjawab."
P	Apakah waktu yang diberikan guru pada sesi diskusi sudah cukup? Jelaskan!

N1	"Seharusnya itu cukup ya Tapi karena kita tuh banyak mainan jadi nggak cukup."
N2	"Kalau menurut saya cukup cuman kitanya aja yang nggak fokus."
N3	"Cara Saya cukup karena sudah dipersiapkan terlebih dahulu."
N4	"Cukup."
N5	"Enggak enggak."
N6	"Kurang karena harus membuka beberapa sumber karena nggak bisa dicari di satu sumber."
N7	"Menurut saya cukup, mungkin karena kemarin saya sambil main jadi ngga cukup."
N8	"Ga cukup, karena Kita itu harus berpikir dulu sebelum menjawab Ya maksudnya terlalu singkat aja."
N9	"Kurang cukup."
N10	"Cukup kalo saya."

P	Apa yang kamu rasakan saat bergantian pasangan? Jelaskan!
N1	"Kalo saya sendiri biasa saja seperti bicara sehari-hari bersama mereka jadi saya nyaman-nyaman saja."
N2	"Yang saya rasakan seru sih karena ramai juga jadi buat saya ngga gugup."
N3	"Saya rasa biasa saja, karena temen sendiri jadi ngga merasa minder."
N4	"Biasa saja, karena saya di kelompokan oleh teman-teman dekat saya jadi ngga merasa malu juga jadi biasa-biasa saja."
N5	"Kadang-kadang saya gugup karena belum lancar berbahasa inggris."
N6	"Saya biasa saja, ngga merasakan gugup."
N7	"Saya masih belum lancar berbahasa inggris jadi lumayan nervous."

N8	"Karena sudah kenal dengan teman-teman, saya mera biasa saja sih."
N9	"Kalo saya karena ingin belajar Bahasa inggris lebih banyak jadi ngga bikin saya nervous sih, menurutku ini bisa membantu saya untuk bisa berbicara bahasa inggris."
N10	"Saya sih biasa saja, karenal sudah kenal teman-temannya."
P	Apakah itu membantu meningkatkan kemampuan berbicaramu? Jelaskan!
N1	"Menurut aku sih membantu karena saya mau belajar orangnya."
N2	"Kalo saya sih ngga ya, karena kelompok saya juga belum lancar juga jadi mereka bingung saya bingung juga."
N3	"Saya sih merasa membantu, karena kan banyaknya yang serba ditulis sadangkan ini bisa membantu kita berbicara bahasa inggris."
N4	"Membantu saya karena walaupun kesulitan berbicara itu bisa jadi tantangan saya."
N5	"Membantu karena saya mau belajar."
N6	"Menurut saya ngga karena teman-teman saya banyak becanda."
N7	"Menurut saya membantu sih, mungkin kendalanya adalah siswanya saja yang terlau banyak becanda jadi saya sendiri merasa keganggu sama keributan mereka."
N8	"Sangat membantu."
N9	"Membantu saya yang tadinya saya belum berani berbicara bahasa Inggris, sekarang saya bisa sedikit-sedikit bisa berbicara."
N10	"Menurut saya membantu sih mba."
P	Apakah kamu mencatat poin-poin penting saat diskusi? Jelaskan!

N1	"Saya mencatat pertanyaan yang saya buat saja saat diskusi."
N2	"Saya mencatat Informasi yang saya dapat dari internet."
N3	"Saya tidak mencatat karena saya males nulis."
N4	"Kalau saya mencatat pas awal saja untuk bahan diskusi."
N5	"Saya mencatat."
N6	"Tidak mencatat karena saya pikir tidak diberi instruksi."
N7	"Saya mencatat pertanyaan untuk diskusi."
N8	"Mencatat pertanyaan yang saya buat."
N9	"Aku tidak mencatat karena tidak memperhatikan instruksi guru."
N10	"Tidak mencatat, karena waktu yang diberikan sedikit jadi belum sempat saya tulis."
P	Apa manfaat yang kamu rasakan dari penggunaan Teknik Inside Outside Circle ini? Apakah efektif? Jelaskan!
N1	"Bisa sebenernya, kalo Teman-teman itu nggak banyak bercanda dan kurangin bikin becandaan yang nggak jelas lah, bisa efektif kalau menurutku. Lumayan bisa membantu saya dalam beerbicara Bahasa inggris."
N2	"Menurut saya akan efektif jika siswanya mudah diatur. Kalau di saya bisa membantu sih."
N3	"Mungkin akan efektif jika siswa ada keinginan belajar berbahasa inggris, tapi saya rasa ini bisa efektif jika sering di terapkan di kelas."
N4	"Kalau saya efektif, karena kelompok siswanya belum bisa diatur jadi agak sulit, tapi jika di lakukan untuk angkatan berikutnya insyaAlloh bisa efektif."
N5	"Efektif, karena saya di kelompok mulai bisa berbicara sedikit-sedikit berbahasa inggris."
N6	"Yang aku rasain sih seru ya karena teman-teman sudah kenal dan ngga merasa malu juga, menurut saya efektif."

N7	"Kalau menurut saya tuh sedikit membantu karena di situ kita bisa belajar cara public speaking walaupun itu baru sama temen tapi di situ ada kurangnya di bagian bahasa kembali lagi ke bahasa karena Emang bener-bener saya nggak nguasain bahasa Inggris, menurut saya bisa diterapkan asalkan mereka nurut dan dari kitanya juga sabar terus jelasin secara detail kayak jelasin lebih jelas lagi soalnya kemarin menurut saya penjelasannya agak kurang jelas."
N8	"Menurut saya efektif, menurut saya guru sudah cukup jelas menjelaskannya.
N9	"Menurut saya efektif karena saya sendiri bisa merasakan bahwa Teknik bisa membantu saya dalam berbicara dan juga mencari informasi."
N10	"Efektif menurut saya karena Teknik ini bisa membantu saya untuk bisa berani berbicara Bahasa inggris walaupun masih banyak yang salah-salah pengucapannya."

Appendix 7: Documentation of Observations, Documentation of Interview and FGD

   a. Documentation of Observations

   Additional documentation

The teacher explains the process of forming the Inside Outside Circle technique on the whiteboard.

The teacher divides the class into several groups

The teacher goes around to help students who don't understand and then explains it again.

The teacher uses different cartoon image media for student discussion themes

Students first look for information related to the cartoon images that the teacher gives.

Students face each other with their respective partners

Students start discussing with each other in pairs

Students rotate alternately with their partners from left to right

Teacher does reflection

The score results that students get when carrying out learning activities.

b. Documentation of FGD and Interview

FGD with students

Interview with the teacher

Appendix 8: Lesson Plan

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

</div>

Sekolah : SMK Muhammadiyah 1 Purwokerto

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Materi : Asking and Giving Opinions

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi
- Mengimplementasikan kemampuan berbicara dalam konteks sosial dan akademik.

B. Kompetensi Dasar
- Berbicara dengan percaya diri dalam diskusi dan presentasi.
- Menanggapi pertanyaan dan pernyataan dengan baik.

C. Indikator Pencapaian
- Siswa dapat mendengarkan dan memahami ide utama dalam percakapan.
- Siswa dapat menyampaikan pendapat dengan jelas dan relevan berdasarkan gambar.
- Siswa dapat berdiskusi secara aktif dalam kelompok.

D. Tujuan Pembelajaran
- Siswa dapat memahami dan merespons pertanyaan berdasarkan gambar kartun.
- Siswa dapat berlatih berbicara menggunakan kosakata dan tata bahasa yang tepat.
- Siswa dapat berkomunikasi dengan baik dan percaya diri.

E. Materi Pembelajaran
- Gambar kartun yang relevan dengan tema (misalnya: lingkungan, persahabatan, pendidikan).
- Kosakata terkait yang diperlukan untuk menggambarkan dan mendiskusikan gambar.

F. Metode/Teknik Pembelajaran
- Teknik Inside Outside Circle
- Diskusi kelompok
- Presentasi

G. Media Pembelajaran
- Papan tulis
- Spidol

- Gambar
- Handphone
- Internet

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1(2 x 45 Menit)
Kegiatan Pendahuluan (15 Menit)
- Menyapa siswa dan menjelaskan tujuan pembelajaran.   - Menampilkan beberapa gambar kartun di depan kelas dan mengajak siswa untuk mendiskusikan apa yang mereka lihat.   - Menjelaskan teknik Inside Outside Circle kepada siswa serta cara berbicara dengan percaya diri.
Kegiatan inti (60 Menit)
- Pembagian Kelompok   - Siswa dibagi menjadi dua kelompok: satu di dalam lingkaran (Inside Circle) dan satu di luar lingkaran (Outside Circle).   - Diskusi Berdasarkan Gambar   - Setiap siswa di dalam lingkaran memilih satu gambar kartun dan menjelaskan tentang gambar tersebut selama 2-3 menit, sementara siswa di luar mendengarkan.   - Setelah waktu habis, siswa di luar lingkaran bergerak satu posisi ke arah kanan, dan proses diskusi diulang dengan siswa yang baru.   - Siswa di luar lingkaran dapat memberikan pertanyaan atau tanggapan setelah mendengar penjelasan dari siswa di dalam lingkaran.   - Rotasi   - Teruskan rotasi hingga semua siswa mendapatkan kesempatan untuk berbicara dan mendengarkan.
Penutup (15 menit)
- Mengulas kembali poin-poin penting dari diskusi tentang gambar kartun.   - Menanyakan kepada siswa tentang pengalaman mereka dalam kegiatan dan apa yang mereka pelajari dari gambar dan diskusi.   - Menugaskan siswa untuk menulis refleksi singkat tentang pembelajaran hari ini, termasuk kosakata baru yang mereka gunakan.

I. Refleksi

- Setelah kegiatan, lakukan refleksi untuk mengevaluasi efektivitas metode dan mencari cara untuk perbaikan di sesi berikutnya.

J. Penilaian

Apek yang dinilai:

1. Kemampuan berbicara
2. Kemampuan mendengarkan
3. Kerja sama dalam kelompok
4. Kreativitas dalam menjelaskan gambar

Rubrik Penilaian

No.	Aspek yang dinilai	Kriteria	Skor 1-4
1.	Pengucapan	Tidak jelas	1
		Cukup jelas	2
		Jelas	3
		Sangat jelas	4
2.	Pemahaman gambar	Tidak ada	1
		kurang	2
		Baik	3
		Sangat baik	4
3.	Keterlibatan diskusi	Tidak aktif	1
		Kurang aktif	2
		aktif	3
		Sangat aktif	4
4.	Kerja sama	Tidak bekerja sama	1
		Kurang bekerja sama	2
		Bekerja sama	3
		Sangat bekerja sama	4

Total skor = (Pengucapan + Pemahaman Gambar + Keterlibatan Diskusi + Kerja sama) / 4

Lembar Penilaian

No.	Nama Siswa	Skor				Total
		Pengucapan	Pemahaman gambar	Keterlibatan diskusi	Kerja sama	
1.						
2.						
3.						

Mengetahui,

Kepala Sekolah   Guru Mapel

Dyan Aristi Utami, S.Pd., Gr.   Lestari Nur Cahyani, S.Pd.

Appendix 9: Certificate of Preliminary Observation Research Information
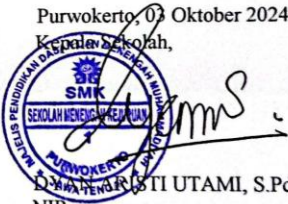

SURAT KETERANGAN PENELITIAN
Nomor : 167/KET/III.4.SMKM1/A/2024

Yang bertanda tangan di bawah ini, Kepala SMK Muhammadiyah 1 Purwokerto menerangkan dengan sesungguhnya bahwa :

Nama	:	ISNAENI MULYANI
NIM	:	214110404021
Jurusan/ Prodi	:	Tadris Bahasa Inggris
Asal Perguruan Tinggi	:	UIN Prof. K.H. Saifuddin Zuhri
Semester	:	7 (Tujuh)
Tahun Akademik	:	2024/ 2025

Bahwa nama tersebut di atas benar-benar telah melaksanakan observasi pendahuluan Penelitian Judul Proposal Skripsi, dari tanggal 23 September 2024 s.d 07 Oktober 2024.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 07 Oktober 2024
Kepala Sekolah,

DYAH RISTI UTAMI, S.Pd., Gr.
NIP. –

Appendix 10: Research Certificate of Research

MAJELIS DIKDASMEN MUHAMMADIYAH JAWA TENGAH
SMK MUHAMMADIYAH 1 PURWOKERTO
Jl. Laksda Yos Sudarso No. 09 Purwokerto Barat, Banyumas 53135

(0281) 632856   www.smkmutu.sch.id   smkmutu.pwt24@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 387/KET/III.4.SMKM1/A/2025

Yang bertanda tangan di bawah ini, Kepala SMK Muhammadiyah 1 Purwokerto menerangkan dengan sesungguhnya bahwa :

Nama	:	ISNAENI MULYANI
NIM	:	214110404021
Jurusan/ Prodi	:	Tadris Bahasa Inggris
Asal Perguruan Tinggi	:	UIN Prof. K.H. Saifuddin Zuhri Purwokerto
Semester	:	7 (Tujuh)
Tahun Akademik	:	2024/ 2025

Bahwa nama tersebut di atas benar-benar telah melaksanakan riset penelitian penyusunan Skripsi dengan judul, "The Implementation of Inside Outside Circle Technique In Teaching Speaking For 11th Grade of SMK Muhammadiyah 1 Purwokerto ", dari tanggal 04 Februari 2025 s.d 04 Maret 2025.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 03 Februari 2025
Kepala Sekolah,

STI UTAMI, S.Pd., Gr.
NIP. —

UNGGUL , KREATIF & MANDIRI

- MPLB (Manajemen Perkantoran dan Layanan Bisnis)   - AKL (Akuntansi Keuangan Lembaga)   - TO (Teknik Otomotif)
- TJKT (Teknik Jaringan Komputer & Telekomunikasi)   - BCP (Broadcasting & Perfilman)

mutu infotainment   info.mutu   mutu infotainment   **SMK MUHAMMADIYAH 1 PURWOKERTO**
Jl. Laksda Yos Sudarso No. 9 Purwokerto Barat, Banyumas 53135

Appendix 11: Validation Certificate

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama   : Muflihah, S.S., MPd.

NIP   : 197209232000032001

Telah meneliti dan memeriksa instrumen penelitian yang berjudul "The Implementation of Inside-Outside Circle Technique in Teaching Speaking for 11th Grade of SMK Muhammadiyah 1 Purwokerto" yang dibuat oleh:

Name   : Isnaeni Mulyani

NIM   : 214110404021

Prodi   : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan, menyatakan bahwa instrument tersebut valid dan dapat digunakan dalam penelitian. Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat digunakan sebagai semestinya.

Purwokerto, 30 Januari 2025.

Penguji Instrumen

Muflihah, S.S., MPd.

197209232000032001

Appendix 12: EPTUS Certificate

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشوون الدينية بجمهورية إندونيسيا
جامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

CERTIFICATE
الشهادة
No.: B-276/Un.19/K.Bhs/PP.009/ 2/2022

This is to certify that
Name :   ISNAENI MULYANI
Place and Date of Birth :   Ciamis , 11 November 2003
Has taken :   EPTUS
with Computer Based Test,
organized by Language Development Unit on :   02 Agustus 2021
with obtained result as follows :

منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التى قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التى تم الحصول عليها على النحو التالي

Listening Comprehension: 56   Structure and Written Expression: 35   Reading Comprehension: 48
فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score : 463   المجموع الكلي

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو

Purwokerto, 07 Februari 2022
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Ikhtibārāt al-Qudrah 'alā al-Lughah al-'Arabiyyah

Appendix 13: IQLA Certificate

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشوون الدينية بجمهورية إندونيسيا
جامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

CERTIFICATE
الشهادة
No B-4001/Un.19/K.Bhs/PP.009/ 1/2022

This is to certify that
Name :   ISNAENI MULYANI
Place and Date of Birth :   Ciamis , 11 November 2003
Has taken :   IQLA
with Computer Based Test,
organized by Language Development Unit on :   10 Desember 2021
with obtained result as follows :

منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التى قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التى تم الحصول عليها على النحو التالي

Listening Comprehension: 49   Structure and Written Expression: 49   Reading Comprehension: 47
فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score : 484   المجموع الكلي

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو

Purwokerto, 10 Januari 2022
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Ikhtibārāt al-Qudrah 'alā al-Lughah al-'Arabiyyah

Appendix 14: PPL II Certificate

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 030 / Un.19/K. Lab. FTIK/ PP.009/ VI/ 2024
Diberikan Kepada :

ISNAENI MULYANI
214110404021

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Batch 2 Tahun Akademik 2023/2024
pada tanggal 29 April sampai dengan 8 Juni 2024

Purwokerto, 28 Juni 2024
Laboratorium FTIK
Kepala,

Drs. Yuslam , M. Pd
NIP. 19680409 199403 1 001

Appendix 15: KKN Certificate

Appendix 16: BTA Certificate

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI PROF. K.H. SAIFUDDIN ZUHRI
UPT MA`HAD AL-JAMI`AH
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.uinsaizu.ac.id

SERTIFIKAT
Nomor: Un.17/UPT.MAJ/1718/02/2023

Diberikan oleh UPT Ma'had Al-Jami'ah UIN Prof. K.H. Saifuddin Zuhri kepada:

ISNAENI MULYANI
(NIM: 214110404021)

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

Tulis	: 93
Tartil	: 75
Imla`	: 80
Praktek	: 70
Tahfidz	: 80

ValidationCode

Appendix 17: Biography

BIOGRAPHY

A. Personal Detail

Name : Isnaeni Mulyani

Student Number : 214110404021

Place, Date of Brith : Ciamis, November 11 2003

Alamat : Sukaraja, RT 007 RW 010, des. Sukamaju, Kec.

Mangunjaya. Kab Pangandaran

Name of Father : Busro

Name of Moher : Kasiati Mariah

Email : isnaenimulyanistudy@gmail.com

B. Education Background

SD/MI : SD Negeri 3 Mangunjaya

SMP/MTS : SMP Negeri 1 Mangunjaya

SMA/SMK : SMA Negeri 1 Mangunjaya

S1 : UIN Prof. K. H Saifuddin Zuhri Purwokerto