THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 RAWALO IN COMPREHENDING RECOUNT TEXTS (A Classroom Action Research)

A Thesis
Submitted to English Department as a partial fulfillment of Requirement for S. Pd

By:
Nurfitriani
0901050005

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2013
APPROVAL

Title: THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SMP NEGERI 1 RAWALO IN COMPREHENDING RECOUNT TEXT

(A Classroom Action Research in Academic Year 2013/2014)

Name: Nurfitriani

NIM: 0901050005

Faculty: Teacher Training and Education

Department: English

1st Consultant: Drs. Bambang Suroso, M. Hum

2nd Consultant: Lutfi Istikharoh, M.Pd.

Purwokerto, 7 Juli 2014

Approved by:

Consultant I

Drs. Bambang Suroso, M.Hum.
NIK. 2160102

Consultant II

Lutfi Istikharoh, M.Pd.
NIK. 2160428
Skripsi Berjudul

THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SNP NEGERI 1 RAWALO IN COMPREHENDING RECOUNT TEXT

(A Classroom Action Research in Academic Year 2013/2014)

Diperstiapkan dan disusun oleh:

NURFITRIANI
0901050005

Telah dipertahankan di depan dewan penguji pada tanggal 7 Juli 2014 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Pendidikan Bahasa Inggris

Susunan Dewan Penguji:

1. Drs. Bambang Surono, M. Hum
   NIK. 2160102

2. Lutfi Istikharoh, M. Pd
   NIK. 2160428

3. Drs. H. Pudiyono, M. Hum
   NIP. 19560508 198603 1 003

4. Endang Kuswini, S.Pd., M. Hum
   NIK. 2160156

Purwokerto, 7 Juli 2014
Universitas Muhammadiyah Purwokerto
Fakultas Keguruan dan Ilmu Pendidikan

Dekan,

Drs. Ahmad, M. Pd
NIP. 19650804 199403 1 002
SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Nurfitriani
NIM : 0901050005
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

penyusun skripsi dengan judul:

THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SNP NEGERI 1 RAWALO IN COMPREHENDING RECOUNT TEXT
(A Classroom Action Research in Academic Year 2013/2014)

menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan buatan orang lain atau jiplakan atau modifikasi karya orang lain.

Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh.

Purwokerto, 7 Juli 2014

Yang Menyatakan,

Nurfitriani
NIM 0901050005
DEDICATION

This thesis is dedicated to:

❖ My beloved Dad and Mom Juanda and Dewi S., thank you so much for always giving me all your best, thank you for doing all your best, thank you for accompanying me always, and thank you for your endless love to me.

❖ My beloved boy Noval Lando J.S. Thank you for always supporting me, thank you for always giving me your thought.

❖ My beloved brothers Zulfikar Nai Sahir and Juandi FirmanSyah, thanks alot for being best friend and brother, and always supporting me.

❖ My friends in “Intan” boarding house that I can not mention one by one who always be by my side to support and help me, thanks for you all.

❖ My best friends in my life “L_2”, I will never forget all our fight to achieve our future from Junior High School until University. We are always be best friends, now, later and ever.

❖ All of my friends in English Department 2009.
ACKNOWLEDGEMENT

Praise to Allah SWT who has given his blessing and mercy to the researcher so the researcher can accomplish the thesis as partial fulfillment of the requirements for S.Pd degree in English department of teacher training and education faculty, Muhammadiyah University of Purwokerto.

During arranging the thesis, many people have helped the researcher. Therefore, the researcher would like to express her honor and thanks to the following people:

1. Drs. Ahmad, M.Pd., the dean of Teacher Training and Education Faculty who has given the permission for conducting the research.
2. Drs. H. Pudiyono, M.Hum., as the chief of English Department of Teacher Training and Education Faculty for the help.
3. Dra. Bambang Suroso, M.Hum and Lutfi Istikharoh, M.Pd who have given their guidance and suggestion during finishing the thesis.
4. The headmaster of SMP N 1 Rawalo for allowing the researcher to conduct the research.
5. Sutarno, S.pd., the teachers of eight grade students of SMP N 1 Rawalo who have helped the researcher in conducting the research.
6. My beloved mother and father who always give support for the researcher.
7. All of my friends.
8. Special thanks to all of the lecturers in The English Department of Muhammadiyah University.

Although, this thesis is still far from being perfect, constructive, and suggestion are welcome to make this work. This thesis hoped will give positive contributions and be useful to this field study.

Purwokerto, 7 July 2014

The writer
MOTTO

❖ “Always be yourself and never be anyone else even if they look better than you.”

❖ “Success is always accompanied with failure.”

❖ “Jenius adalah 1 % inspirasi dan 99 % keringat. Tidak ada yang dapat menggantikan kerja keras.”

❖ “Kegagalan hanya terjadi bila kita menyerah (Lessing)”
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE .................................................................................................i</td>
<td></td>
</tr>
<tr>
<td>APPROVAL ............................................................................................ii</td>
<td></td>
</tr>
<tr>
<td>ACKNOWLEDGE ..................................................................................iii</td>
<td></td>
</tr>
<tr>
<td>TABLE OF CONTENTS ................................................................................iv</td>
<td></td>
</tr>
<tr>
<td>LIST OF TABLE ..................................................................................v</td>
<td></td>
</tr>
<tr>
<td>LIST OF FIGURE ..................................................................................vi</td>
<td></td>
</tr>
<tr>
<td>LIST OF APPENDICES ..........................................................................vii</td>
<td></td>
</tr>
<tr>
<td>ABSTRACT ..............................................................................................viii</td>
<td></td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

- A. Back Ground of the Research .....................................................1
- B. Reason for Choosing the Topic......................................................4
- C. The Problem..................................................................................4
- D. The Aims of the Research..............................................................5

## CHAPTER II THEORITICAL RIVIEW

- A. Reading
  1. The Importance of Reading .........................................................6
  2. The Aims of Reading ....................................................................8
  3. The Ways of Reading ...................................................................9
- B. Reading Comprehension .................................................................10
- C. Cooperative Learning ................................................................11
  1. The Definition of Cooperative Learning .....................................11
  2. The Elements of Cooperative Learning ....................................12
  3. The Advantages and Disadvantages of Cooperative Learning ....13
- D. Inside Outside Circle
  1. The Definition of Inside Outside Circle ....................................15
  2. The Process of Inside Outside Circle .......................................16
  3. The Purposes of Inside Outside Circle ....................................17
  4. Advantages and disadvantages of Inside Outside Circle ............18
E. Basic Assumption.................................................................................19
F. Hypothesis ..........................................................................................19

CHAPTER III RESEARCH METHODOLOGY

A. Method of the Research....................................................................20
B. Place and Time of the Research........................................................21
C. Subject of the Research.....................................................................21
D. Design of the Research.....................................................................22
E. Procedure of Classroom Action Research........................................22
F. Method of Data Collection..................................................................25
G. Method of Data Analysis....................................................................29
H. Criteria of The Action Success..........................................................31

CHAPTER IV RESULT DISCUSSION

A. The Implementation of the Action
   1. The Implementation of Cycle 1.....................................................33
   2. The Implementation of Cycle 2.....................................................41
B. Discussion
   1. The Result of Research...............................................................51
   2. Test Result....................................................................................53
   3. The Observation Result...............................................................54
   4. Questionnaire................................................................................55

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..........................................................................................56
B. Suggestion...........................................................................................57

REFERENCES

APPENDICES
LIST OF TABLE

1. The Table of Indicator of Teacher Observation.................................. 26
2. The Table of the Indicator of Students’ Activity.................................. 27
3. The Table of the Students’ Questionnaire.......................................... 28
4. The Table of Observation Result of Students’ Activity in Cycle 1......... 29
5. The Table of the Indicator of teacher’s Observation in Cycle 1........... 29
6. The Table of Improvement of Students’ Reading Comprehension in Cycle 1................................................................. 41
7. The Table of Observation Result of Students’ Activity in Cycle 2....... 47
8. The Table of The Indicator of teacher’s Observation in Cycle 2......... 48
9. The Table of Improvement of Students’ Reading Comprehension in Cycle 2................................................................. 50
10. The Table of Improvement of Students’ Reading Comprehension...... 54
11. The Table of Improvement of Students’ Reading Activity............... 54
12. Table of Questionnaire Result......................................................... 55
LIST OF FIGURE

1. The Figure of Research Design ........................................ 22
2. The Figure of the Process of Analysing the Qualitative Data .......... 29
LIST OF APPENDICES

Appendix A

1. List of Students’ Name
2. Material and Worksheet

Appendix B

1. The Result of Pre Test
2. The Result of Post Test 1
3. The Result of Post Test 2
4. List of Students’ Improvement

Appendix C

1. The Result of Students’ Activity
2. The Result of Teacher Activity
3. The Result of Questionnaire

Appendix D

1. Lesson Plan
2. Pre Test
3. Post Test 1
4. Post Test 2
ABSTRACT

THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 RAWALO IN COMPREHENDING RECOUNT TEXTS
(A Classroom Action Research)

By:

Nurfitriani

0901050005

This research aimed at improving the students’ reading ability in comprehending recount text using inside-outside circle technique. It used Classroom Action Research (CAR), which was conducted at VIII G grade of SMPN 1 Rawalo in academic year 2013/2014 consisting of 32 students. This study was done from January-February 2014. The researcher worked collaboratively with the English teacher in the class. The CAR was carried out based on the Kemis and Mc. Taggart design. The researcher took two cycle with 2 actions in each cycle. Each cycle consisted of planning, acting, observing, and reflecting. There were two kinds of data collection: qualitative data and quantitative data. The qualitative data were taken from observation, questionnaire, and documentation. The quantitative data were taken from test to measure the students result of reading comprehension recount text in pre-test and post-test by calculating the percentage of indicators to measure whether there was an improvement of students’ reading comprehension in comprehending recount text through inside-outside circle technique in CAR or not. After the data were analyzed, it can be concluded that Inside-outside Circle technique could improve students’ reading comprehension. It was proved by the result of the students’ reading comprehension in post test 1 was 17.02 % (68.75) and post test 2 was 34.04 % (78.75), and the students who get KKM (75) was 87.5 %, it reached the criterion of success which was 80 % of students who get KKM (75). The data from the students’ questionnaire which were gained from seven questions showed that the students gave positive response to the implementation of inside-outside circle technique in their reading activity. The average of the students’ questionnaire was 77.21 %. Those data proved that IOC technique could improve the students’ reading comprehension and the students’ reading activity. It means that the technique could solve the problem reading class.