

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would be present the result of the research from each cycle, the findings off research and the discussion of the resaearch about the use of IOC (inside-outside circle) technique in teaching reading short story in MA. Darul Ulum Kota Baru.

A. Findings

The researcher was conducted at MA. Darul Ulum Kota Baru is located on Mega Indah street, km. 2, Desa Semayap, Kecamatan Pulau Laut Utara, Kabupaten Kota Baru, Kalimantan Selatan. The research finding is answering the problem statements that formulated before. The data are presented base on the description of the use of the IOC (inside-outside circle) technique in teaching reading a short story in MA. Darul Ulum Kota Baru.

In this chapter, the writer presents the answer to the problem statements contained in this chapter. The problem statements are 1) How is the use of the IOC (Inside- Outside- Circle) technique in teaching reading a short story of tenth grades in MA. Darul Ulum Kota Baru? 2) what are student's responses in learning reading short stories using IOC (Inside- Outside-Circle) technique?. The result showed the following data.

a. The Used Of Ioc (Inside-Outside-Circle) Technique In Teaching

Reading Short Story

The researcher made 4 observations and observed the used of IOC (Inside-Outside Circle) technique in teaching reading short stories. Here the observations found in the study.

1) The First Observation

The first observation on November 19 2019 in class X IPA, the teacher taught a short story with a fable story. In pre-activities, the teacher opens the class by greeting and checking the list of students.

After that, the teacher writes some vocabulary on the board. Then the teacher asks students questions about the material.

Next, in the while-Activity, the teacher explains the material with the teacher's handbook for teaching media. The teacher explains the material well and clearly. After the explanation is clear, the teacher divides students into 3 circle groups and consists of 8 students in each circle, 4 students in the inner circle 4 students in the outer circle. After students prepare their groups, the teacher gives assignments and worksheets to each group and is asked to read the short stories they can. The teacher gives 10 minutes. Each group looks active in reading and remembering. The teacher arranges class discussion with discipline.

And then, the teacher instructs each group to then two students who are pairs of small and large circles share information and then students who are in small circles stay quiet, while students who are in large circles shift one or two step clockwise, so that each student gets a new pair after it is the

student's turn in the big circle that shares information. And so on. Students give positive responses to the IOC technique.

After, the teacher asks 2 pairs from each group to read the results from what students got from remembering what their partner said earlier. The teacher randomly chooses groups to come forward to read. Next, the teacher directed the students formally, correcting the results of their readings and memories about the short stories read by partners when in groups.

The last, in post activity, the teacher evaluates students' understanding of the material. The teacher gives individual assignments to students. Next, to close the meeting, the teacher summarizes the lesson and provides motivation to students.

2) The Second observation

The second observation on November 20, 2019 in class X IPA, the teacher still taught about short story but different themes is telling about daily life.. In pre-activities, the teacher opens the class by greeting and checking the list of students.

After that, the teacher writes some vocabulary on the board. Then the teacher asks students questions about the material.

Next, in the while-Activity, the teacher explains the material with the teacher's handbook for teaching media. The teacher explains the material well and clearly. After the explanation is clear, the teacher divides students into 3 circle groups and consists of 8 students in each circle, 4 students in the inner circle 4 students in the outer circle. After students prepare their groups, the teacher gives assignments and worksheets to each group and is

asked to read the short stories they can. The teacher gives 10 minutes. Each group looks active in reading and remembering. The teacher arranges class discussion with discipline.

And then, the teacher instructs each group to then two students who are pairs of small and large circles share information and then students who are in small circles stay quiet, while students who are in large circles shift one or two step clockwise, so that each student gets a new pair after it is the student's turn in the big circle that shares information. And so on. Students give positive responses to the IOC technique.

After, the teacher asks 2 pairs from each group to read the results from what students got from remembering what their partner said earlier. The teacher randomly chooses groups to come forward to read. Next, the teacher directed the students formally, correcting the results of their readings and memories about the short stories read by partners when in groups.

The last, in post activity, the teacher evaluates students' understanding of the material. The teacher gives individual assignments to students. Next, to close the meeting, the teacher summarizes the lesson and provides motivation to students.

3) The Third observation

The Third observation on November 26 2019 in class X IPA, the teacher still taught about short story but different themes is telling about nature. In pre-activities, the teacher opens the class by greeting and checking the list of students.

After that, the teacher writes some vocabulary on the board. Then the teacher asks students questions about the material.

Next, in the while-Activity, the teacher explains the material with the teacher's handbook for teaching media. The teacher explains the material well and clearly. After the explanation is clear, the teacher divides students into 3 circle groups and consists of 8 students in each circle, 4 students in the inner circle 4 students in the outer circle. After students prepare their groups, the teacher gives assignments and worksheets to each group and is asked to read the short stories they can. The teacher gives 10 minutes. Each group looks active in reading and remembering. The teacher arranges class discussion with discipline.

And then, the teacher instructs each group to then two students who are pairs of small and large circles share information and then students who are in small circles stay quiet, while students who are in large circles shift one or two step clockwise, so that each student gets a new pair after it is the student's turn in the big circle that shares information. And so on. Students give positive responses to the IOC technique.

After, the teacher asks 2 pairs from each group to read the results from what students got from remembering what their partner said earlier. The teacher randomly chooses groups to come forward to read. Next, the teacher directed the students formally, correcting the results of their readings and memories about the short stories read by partners when in groups.

The last, in post activity, the teacher evaluates students' understanding of the material. The teacher gives individual assignments to

students. Next, to close the meeting, the teacher summarizes the lesson and provides motivation to students.

4) The Fourth observation

The Fourth observation on November 27, 2019 in class X IPA, the teacher still taught about short story but different themes is telling about fairytale. In pre-activities, the teacher opens the class by greeting and checking the list of students.

After that, the teacher writes some vocabulary on the board. Then the teacher asks students questions about the material.

Next, in the while-Activity, the teacher explains the material with the teacher's handbook for teaching media. The teacher explains the material well and clearly. After the explanation is clear, the teacher divides students into 3 circle groups and consists of 8 students in each circle, 4 students in the inner circle 4 students in the outer circle. After students prepare their groups, the teacher gives assignments and worksheets to each group and is asked to read the short stories they can. The teacher gives 10 minutes. Each group looks active in reading and remembering. The teacher arranges class discussion with discipline.

And then, the teacher instructs each group to then two students who are pairs of small and large circles share information and then students who are in small circles stay quiet, while students who are in large circles shift one or two step clockwise, so that each student gets a new pair after it is the student's turn in the big circle that shares information. And so on. Students give positive responses to the IOC technique.

After, the teacher asks 2 pairs from each group to read the results from what students got from remembering what their partner said earlier. The teacher randomly chooses groups to come forward to read. Next, the teacher directed the students formally, correcting the results of their readings and memories about the short stories read by partners when in groups.

The last, in post activity, the teacher evaluates students' understanding of the material. The teacher gives individual assignments to students. Next, to close the meeting, the teacher summarizes the lesson and provides motivation to students.

Based on 4 observations, the researcher focused on the actions of the teacher who using the IOC (Inside-Outside Circle) technique in teaching reading short stories and students' responses to the used of the IOC (Inside-Outside Circle) technique in teaching reading short stories. The results of the study explain that the teachers using the IOC (Inside-Outside Circle) technique in teaching reading short stories is a good performance and very active. And also, the teacher guides students to be more active in learning reading used IOC techniques.

But, there are some shortcomings of English teachers in teaching using IOC (Inside-Outside Circle). such as the teacher is unclear when explaining how to create a group. It happened because the teacher's voice was not loud when explaining. reading with the IOC technique in teaching reading is often used and the events that occur cannot be guessed by the teacher.

Besides, students give positive responses to the IOC technique. When the teacher asks them to make an IOC group, students are directed to follow the teacher's instructions. Class X IPA students are more active in reading stories. All students carry out instructions by the teacher well and are disciplined.

Next the results of interviews conducted by researchers on November 28, 2019, with the English teacher of Sciences Tenth grade to get more information about using the IOC (Inside-Outside Circle) technique in teaching reading short stories. Researchers conducted interviews by asking a number of questions to the teacher such as: What preparations did you make before teaching using IOC ?; What are the difficulties felt when teaching reading using the IOC technique ?; What do you think of students' responses to IOC techniques when you teach ?; How do you divide students to study with IOC techniques ?; and also what are the benefits of the IOC technique in teaching reading ?

The teacher explains that before starting to teach, the teacher prepares lesson plans based on syllabus and IOC techniques for teaching, learning materials to achieve learning objectives from textbooks and the internet, media for teaching such as books, cartoon papers, some assignments for group assessment and evaluation for individuals and also worksheets. And the teacher also explains how to use the IOC, such as making a direction, making heterogeneous groups, making the outer circle facing up and the circle around the circle facing out, giving teaching material to each pair facing the so-called original pair groups .

At the same time, the teacher also said the way he divided students into IOC groups, the teacher chose based on the different skills and characteristics of students. The teacher places students who have higher skills and activities in the class together with students who have lower skills and are not active in class for each group. So the teacher hopes, students who have higher skills can help students who have lower skills.

Furthermore, the teacher says about students' responses when teachers use the IOC (Inside-Outside Circle) technique in teaching reading short stories is positive. Students appear to be more interested in learning to read and through IOC techniques students are happy about it and enjoy the lesson. In addition, students are quite active in learning.

And then, the teacher states about the difficulties when using IOC techniques in teaching reading short stories is time allocation. The teacher uses many times to apply this technique, therefore most students do not concentrate and are misused for joking. In addition, sometimes the situation in the classroom is unpredictable which makes teaching disturbed. Said the teacher with a lot of experience in teaching, IOC techniques can be used with efficient time.

Although the teacher has difficulty using the IOC technique, but according to him this technique is very useful for students in teaching reading and students can have many ideas, more tasks that can be done and the teacher easily monitors, and can also increase the activity of students in the class through the IOC technique, students are asked to present their reading results, so they can learn to retell to the teacher what they can from

the reading results by using IOC techniques and building trust themselves. And finally, it can increase student motivation in learning English.

b. Student responses to the use of the IOC (Inside-Outside Circle)

Technique in Teaching Reading Short Stories.

Based on the results of interview that researcher did on November 29, 2019 with students of Science Tenth Grades at MA. DARUL ULUM about the use of IOC technique in teaching reading short story. The researcher interviewed by asked some questions to students such as: Do you think the IOC technique is interesting as a learning technique?; Do you think that the IOC technique is fun when learning to read?; Does the IOC technique increase your reading skills?; Is learning in a group easy or difficult?; What is the benefit do you get after learning Reading with the TSTS technique?

Based on some of the questions above, the researcher obtained some information about students' responses to the use of the IOC (Inside-Outside Circle) technique in teaching reading short stories. There are students who give positive responses to IOC techniques in teaching reading short stories. Based on all the students in the interview stated learning to read with IOC techniques is interesting and fun. As stated by student E "Yes, I thought it was interesting and fun yesterday because the group was shaped inside and outside". Also stated by student R "Yes, I thought it was interesting and fun yesterday because I didn't think alone".

Especially added by student S "Yes, I thought it was interesting and fun yesterday, because through environmental groups I can feel together". Also added by student A "Yes, I thought it was interesting and fun yesterday

because I can think focused on learning". And also said by student I "Yes, I thought it was interesting and fun yesterday because I felt like I was challenged to read well". Researchers find during the teaching process, students can follow instructions by the teacher well. Students in a small circle will be in a circle of students who form a large circle so that each student in a small circle faces students who are in a large circle. Each will be a partner. Two students in pairs from small and large circles share information. Information exchange is carried out by all pairs at the same time. Then the student in the small circle stays in place, while the student in the large circle shifts, one or two steps clockwise. Now it is students' turn to be in a large circle that shares information and so on.

Then, the students stated that learning to read with the IOC (Inside-Outside Circle) technique can improve their reading skills. That happens because the teacher can explain the material clearly and well. So students can understand the material easily. As stated by student N "Yes, improved, because the story is easy to understand". And also stated by student J "Yes, my reading skills improved, the first did not know how to pronounce it after understanding it". added by student L "Yes, my reading skills increased not only reading but writing vocabulary also increased" However, there were also 2 students who stated that learning to read with the IOC (Inside-Outside Circle) technique only slightly improved their English reading skills. As said by students T and Y "slightly improved". And stated by student T "Yes, my abilities have improved a little". The researcher found that during the teaching process, students from each circle group showed the best assignment results. When they have problems completing an assignment,

they ask the teacher. In lessons, students also get new vocabulary from the material or assignments. In interviews, students said their English reading skills improved, although only a few were improved.

And, when researchers asked about students' difficulties in learning to read using the IOC (Inside-Outside Circle) technique and difficult or not learning in groups, 9 students said there is no difficulty in learning to read with IOC techniques or in groups. As students in E and R said, "No, I have no difficulty in learning". And 3 students stated there were difficulties in learning with the IOC technique. As claimed by student I "Yes, I have. Because I have difficulty in writing and remembering what my partner read or said ". Also claimed by student A "Yes, there is. Because I can not pronounce pronunciation in English ".

And also claimed by student F" Yes, there is. Because the friend beside me is too loud when reading so I don't hear what my partner says or reads by my partner ". Researchers found that during the learning process, some students had difficulty hearing their partners while reading because the friends next to them read too loudly. So, for some students, many don't understand what their partners say or read. So the best problem for students is not with the IOC technique, but with reciting and remembering what their friends are saying.

Besides, some students in Science Tenth Grades had difficulty in teaching reading with IOC technique. But they still benefit after learning to read with the IOC technique. As stated by student M "I can explore my ideas". S students also stated "I can learn to interact with other friends in the class". Then, stated by H students "I can understand learning English more

easily" S students also stated "I can learn to interact with other friends in the class". Then, stated by student H "I can understand learning English more easily" In addition, stated by student N "I can share opinions and complete assignments together". Also added by R students "learning is more interesting and not bored". Furthermore, students added E "I can complete assignments together and quickly". Researchers found, students received IOC techniques with positive responses. So they can benefit themselves.

B. Discussion

After all data is collected and presented in the data presentation, it needs to be analyzed. This is done for the use of the "IOC (Inside-Outside Circle) technique" in teaching reading and student responses to the "IOC (Inside-Outside Circle)" technique. Descriptions can be seen from the analysis below:

a. The Used Of Ioc (Inside-Outside-Circle) Technique In Teaching

Reading Short Story

Based on the finding of research of observation and interview. The research would discuss and compare the result of research with the theory of cooperative learning and Inside-Outside Circle technique. Cooperative learning is following theory. As stated by Richards and Rodgers (2003) Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others.

There are three theoretical perspectives in cooperative learning:

1) Positive social interdependence means the interaction among students determines the outcomes of learning because cooperative learning is designed to foster cooperation rather than competition, that is the students encourage and facilitate each other's efforts to learn.

2) Cognitive-developmental means the cooperative discussion among students will benefit each other. In this point, knowledge is seen as something that is constructed from cooperative efforts to learn, understand and solve problems. Group members exchange their insights, discover weak points of the group, correct one another and adjust their understanding.

3) Behavioral learning focus on the impact of group rein forcer or rewards for learning. Because cooperative learning is designed based on Skinners reinforcement theory, there is an assumption that actions followed by extrinsic rewards are repeated.

Whether the use of IOC (Inside-Outside Circle) Techniques in Teaching Reading short stories is following theory. As stated by Shoimin (2014) states that the Inside Outside Circle learning model is a learning model with a system of small circles and big circles that begins with the formation of each group for discussion. After the discussion is over, students are asked to form 2 circles namely the inner and outer circles and face each other so that each group gets one pair from group 2 then the students share information with each other, after that the students in the inner circle are silent in place, while students in the outer circle shift and share information with couples who are in small circles, the new movement is stopped until all have met as the original pair. In this study, the teacher also organizes students by forming 2 circles, a small circle inside and a large

circle outside consisting of 4 people in the inner circle and 4 people in the outer circle so that each group gets a partner and shares information, 4 students in the inner circle are still in place while 4 in the outer circle is shifting and giving information to a new partner in the inner circle, the movement stops until the student returns to finding the initial pair.

And according to Suprijonno (2009) "the procedure of teaching the Inside-Outside Circle technique is to divide the class into several groups, group members standing or sitting in pairs in two concentric circles with the inner circle facing out and the outer circle facing inward, each pair doing their work after the task is finished rotation is done outside the rotation circle to get a new partner and exchange information or answers, rotation is done repeatedly until they meet with their first original partner, discuss with their original partners and each group presents the answers in class discussions. Here, the teacher facilitates discussion and confirms the answers presented by the group so that conclusions can be made.

Discuss with this research the teacher divides the class into three circle groups, each group consisting of four students in the inner and outer circles, each pair is given the task of reading short stories, here the researchers find the teacher gives a different short story at the first meeting The teacher gives a fable story and for the second day the teacher gives a fairytale-themed story and the third and four days tell stories about daily life, after reading the students in the outer circle are given instructions to play while the students stay in the same position and meet with partners new and reread short stories that were read before and after until he met again. their original return, for evaluation, the teacher asks students to discuss the

story they had heard before and move forward with their original partner and retell the short story they wrote or remember and summarize the moral message obtained from the story.

The researcher concludes that the use IOC (Inside-Outside Circle) technique in teaching reading short stories conducted by English teachers at MA Darul Ulum in tenth class is consistent with the theory. Because all IOC engineering teaching procedures are complete. teachers can apply IOC techniques with good performance and are very active. And the teacher can manage the class discipline and the teacher makes students active and creative.

b. Student responses to the use of the IOC (Inside-Outside Circle)

Technique in Teaching Reading Short Stories.

Based on the finding of research of observation, interviews and documentation with Students in the tenth grade of natural sciences at MA Darul Ulum Kota Baru on the use of the IOC (Inside-Outside Circle) technique in teaching Reading Short stories. This research will compare with the IOC technique theory. As Spencer Kagan (1994) said in Romanza (2015) that "Inside Outside Circle is a summarizing technique that makes students stand and move. It provides a way to make students who normally do not want to be invited to interact with others. Based on the results of interviews with students from the class X IPA in the new MA Darul Ulum Kota, through the IOC technique, students learn to read in pairs in groups which makes them all have to move to exchange information, from the activities they do it allows them to complete tasks together with

responsibility for assignments Next, through the Inside-Outside Circle technique in learning to read short stories, students can improve their reading skills.

And added by Agus Suprijono (2009) "Learning the outer ring technique provides opportunities for students to share information simultaneously. This learning technique allows students to share briefly and regularly with various groups. Also, there is a collaboration between students in an atmosphere of cooperation. forth and improve communication skills that lead to active conditions. " Based on the results of interviews with students from X IPA in the new MA Darul Ulum Kota said that through the IOC technique they can share information that makes learning to read more enjoyable. The teacher divides high-level students and low-level students to work together in groups, which can make students help each other in completing assignments.

Researchers interviewed five questions to students: for the first question about teaching reading short stories using the Inside-Outside Circle technique. 15 interviews with class X students stated that it was fun As stated by student R "Yes, I thought it was interesting and fun yesterday because I didn't think alone". Also stated by S student "Yes, I thought it was interesting and fun yesterday because through environmental groups I can feel together". added with student I "Yes, I thought it was interesting and fun yesterday because I felt like being challenged. This interview shows that based on the opinion of a class X science student, teaching reading in class with the IOC technique is a fun activity, as some of the reasons above.

Furthermore, 12 students who started learning to read in class with the IOC technique could improve their reading skills. As stated by student N "Yes, improved, because the story is easy to understand", and 2 students said that their reading ability only slightly increased. As T and Y students say "slightly improved".

And then, the researcher asked whether learning using the IOC technique was difficult or not, 9 students stated that learning to read in class with the IOC technique did not make them difficult in learning. As students in E and R said, "No, I don't have difficulty in learning". And 1 student stated there were difficulties in learning with the IOC technique. As claimed by a student I "Yes, I have. Because I have difficulty in writing and remembering what my partner read or said". The two questions in this interview show the goal of learning to read is achieved. And the Inside Outside Circle technique helps achieve reading learning goals more easily.

The last question, the researcher asked about the difficulty of students in reading with the IOC technique, 2 students said the difficulty in learning to use the IOC technique was that some students had difficulty hearing their partners while reading because the friends next to them read too loudly. So, for some students, many don't understand what their partners say or read. as students say F "Yes, there is. Because the friend beside me is too loud when reading so I don't hear what my partner says or reads by my partner". and also what student A said "Yes, there is. Because I can not pronounce pronunciation in English". This interview showed that only 3 students out of 15 students in