# THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE
TO TEACH READING
VIEWED FROM STUDENTS' SELF-ESTEEM

**(An Experimental Study at the Twelfth Grade Students
of SMA Negeri 2 Tuban in the Academic Year of 2011/2012)**

Thesis

**Submitted as a Partial Fulfillment of the Requirements for
the Graduate Degree in English Education**

By

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APPROVAL SHEET

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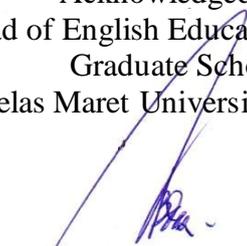
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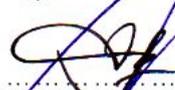
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MOTTO

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The road to success is through patience, prayer, and perseverance.

DEDICATION

This thesis is dedicated to:

His mother in his loving memory and his father

for their endless struggle and prayer to give a golden chance for him to study and

to make his life more meaningful for others,

His wife, his daughter, and his son

for invaluable support and understanding

ABSTRACT

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Gatot Mintarsono. S891008033. *The Effectiveness of Inside-Outside Circle to Teach Reading Viewed from Students' Self-Esteem (An Experimental Study at the Twelfth Grade Students of SMA Negeri 2 Tuban in the Academic Year of 2011/2012)*. Thesis. Surakarta. English Education Department, Graduate School, Sebelas Maret University, 2012.

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This research is aimed at finding out whether: (1) inside-outside circle is more effective than lecture method to teach reading, (2) students who have high self-esteem have better reading skill than those who have low self-esteem, and (3) there is an interaction between teaching methods and students' self-esteem in teach reading.

The research was conducted at SMA Negeri 2 Tuban in the academic year of 2011/2012. The population was the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012 which consists of seven classes. The research method used was an experimental study. The sample was taken by using cluster random sampling. There were two classes used as samples, namely *XII IPA-B* as the experimental class taught by using inside-outside circle and *XII IPA-A* as the control class taught by using lecture method. The data of the research were collected using two valid and reliable instruments, namely a questionnaire and a reading test. The questionnaire is used to classify students into two groups: the students who have high self-esteem and those who have low self-esteem. The reading test is used to know the students' reading skill. After the normality and homogeneity tests were conducted, the hypothesis test was done. The data of reading test were analyzed by using multifactor analysis of variance 2 x 2 and Tukey test.

Based on the data analysis, there are some research findings that can be drawn. First, inside-outside circle is more effective than lecture method to teach reading. Second, the students who have high self-esteem have better reading skill than those who have low self-esteem. Third, there is an interaction between teaching methods and students' self-esteem in teaching reading. The effectiveness of the teaching method is influenced by the degree of students' self-esteem.

Based on the research findings, it can be concluded that inside-outside circle is an effective method to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012. Therefore, the use of inside-outside circle is recommended in teaching reading. In order to achieve a good result, the basic elements and the procedure of inside-outside circle must be applied properly in the teaching-learning process. Since there is an interaction between teaching methods (inside-outside circle and lecture method) and students' self-esteem in teaching reading, both methods can be used to complement each other in teaching reading in order that the students having high self-esteem and the ones having low self-esteem are able to obtain an optimum achievement in learning reading.

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "The Effectiveness of Inside-Outside Circle to Teach Reading Viewed from Students' Self-Esteem". It is not plagiarism or made by others. Anything related to others' works is written in quotation, the sources of which are listed on the list of reference.

If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 12th June 2012

Gatot Mintarsono
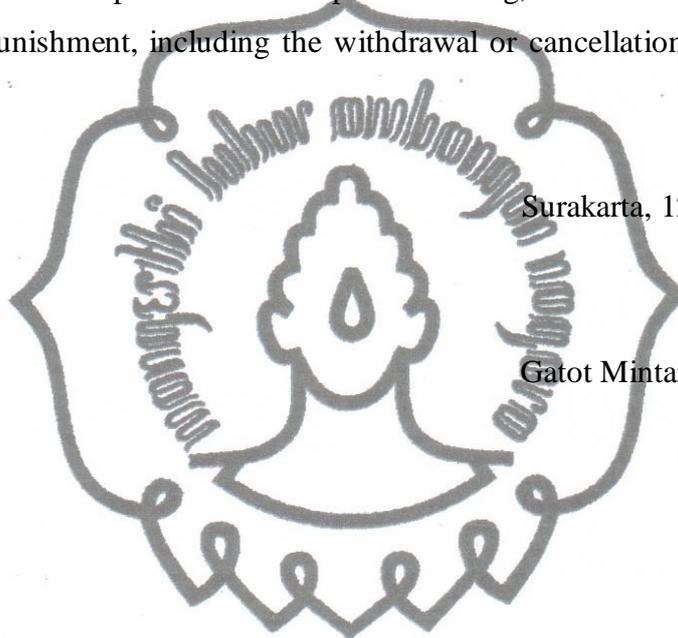
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In the name of Alloh, the most Beneficent and the most Merciful. All praises be only to Alloh, the Lord of universe, for all His abundant blessing, mercy, and guidance so that the writer is able to complete this thesis writing.

The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity he would like to express his deep gratitude to the following people:

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6. His beloved parents, wife, daughter, and son for their love, care, endless support, understanding, and prayer.

The writer also realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. At last, the writer hopes that this thesis will give a valuable contribution to the development of English teaching.

commit to user

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language plays a very important role in this globalization era. It is widely used by people all over the world to communicate and support the development of human life in various aspects such as science, technology, politics, business, tourism, and so forth. In some parts of the world, English is used as a native language, while in other parts, it is used as either a second or a foreign language.

In Indonesia, English is used as the first foreign language. It is often used in various formal and informal situations when communication involves foreign people who don't speak Indonesian. To support the development of English in Indonesia, the government gives English a special status in school curriculum. It is the first foreign language taught as a compulsory subject starting from junior high school until university. It is even introduced to kindergarten and elementary school as a local content.

Based on the 2004 Competence-Based Curriculum (Depdiknas, 2003: 7), teaching English as a compulsory subject at junior and senior high school has a certain function and objective. It functions to equip the students with English as a means of communication to access information, establish interpersonal relation, and to enjoy linguistic aesthetics in English culture. The objective is to develop the students' communicative competence in

spoken and written language including listening, speaking, reading, and writing.

Among the four skills, reading can be said to be very important because it is frequently needed to understand various kinds of written texts either in educational or daily life contexts. Brown (2004: 186) classifies types of reading texts into three categories as follows: (1) academic reading texts including articles, reports, references, textbooks, theses, essays, papers, directions, editorials, and opinion writing; (2) job-related reading texts including messages, letters/e-mails, memos, reports, schedules, announcements, forms, questionnaires, documents, and directions; and (3) personal reading texts including newspapers, magazines, invitations, messages, notes, lists, schedules, recipes, advertisements, novels, short stories, poetry, forms, and documents.

It is inevitable that people or students in their future often encounter and have to deal with such kinds of written texts. In order to be able to read them easily, the students' reading skill is very necessary to be developed.

Grabe in Celce-Murcia (2001: 153) also states that reading is the most important skill for foreign language learners in academic contexts because reading ability is a fundamental component in public education. It is supported by Williams (1996: 13), who states that reading plays an important role in a general language learning course, including English as a foreign language, because, through reading, learners can: (1) have further practice of language that they have already met through listening and speaking; (2) practice

language in order to re-use it in speaking and writing; (3) learn how to make sense of texts, in order to extract the information they need from them; and (4) find enjoyment.

To show that reading is important, Williams (1996: 19) states that the ultimate objectives in reading for learners are that they should be able to: (1) read the text of a general nature with comprehension; (2) read flexibly according to purpose; (3) learn language and content from reading; and (4) read with some degree of critical awareness.

Another practical reason to the importance of developing reading skill is that reading gives several benefits to psychological aspects. This is because reading is an active mental process which can help the readers improve their vocabulary, have a glimpse into other cultures and places of the world, improve concentration and focus, build self-esteem, improve memory and creativity, widen horizon of information, and reduce boredom ("Benefits of Reading," n.d.).

In addition, reading skill is tested in national examination, TOEFL, and in any kinds of selection tests such as an entrance test to a state or favorite university and a test for staff selection. Mostly in these kinds of written English tests, reading test items take a larger portion than those of other language skills. In the National Examination of Senior High School, there are thirty-five items or 70 % for reading test and fifteen items or 30 % for listening test. This also shows that reading is very important. Related to all the reasons above, the reading skill must be given more attention, emphasis, and

needs serious handling so that students have a sufficient skill and do not have difficulty in understanding any kinds of written texts.

Seeing that reading skill is very important, the government sets competence standards and basic competences, in accordance with the class and school level, which are targeted to be achieved by the students in learning English. The ones for the first term of the twelfth grade of senior high school as mentioned in *Permendiknas RI No 22/2006* are as follows:

> Competence Standard: (5) Understanding ideas of short functional texts and simple essays in the forms of *narrative, explanation, and discussion* in a daily life context and to access knowledge. Basic Competence: (5.1) Responding ideas in short functional texts (e.g. *banner, poster, pamphlet etc.)* formally and informally by using accurate, fluent, and acceptable written forms in a daily life context and to access knowledge; (5.2) Responding ideas and rhetoric steps in essays by using accurate, fluent, and acceptable written forms in a daily life context and to access knowledge in the texts of narrative, explanation, and discussion.

These competences function as the base of developing indicators, which have twofold functions: (1) to develop teaching materials and plan teaching-learning activities in order to achieve the targeted competence; and (2) to construct instruments of evaluation to assess the students' achievement to the learning competence. Based on *Permendiknas No 75/2009*, the indicators of reading can be summarized as follows: finding out general ideas, explicit information, implicit information, main idea of a paragraph, meaning of a word/phrase, reference, and communicative purpose of the text. These will function as the base of designing the test items to measure the students' learning achievement.

Hopefully, after a series of teaching-learning activities, the students are able to achieve the reading competence shown by the ability to perform the tasks or answer the test items correctly. However, in general the results of achievement tests on reading are still poor. Many of their scores are still low or less than the standard of passing grade *(KKM)*. Many students also frankly admit that they still have some difficulties in understanding and exploring the important ideas of the texts to answer the comprehension questions constructed based on the learning objectives or indicators of reading as mentioned above.

There are many factors that influence the learning achievement. One of them is the teaching method applied by the teacher because it is used to design the teacher and students' activities in teaching-learning process. Teaching method also functions as guidance to deliver materials and plan an instructional setting (Martinis, 2009: 64). There are so many kinds of teaching methods that the teacher has to select the appropriate one which is suitable with the characteristics of teaching materials and the indicators. Joyce (in Suprijono: 2009: 46) adds that a teaching method guides the teacher when he designs the procedure of teaching learning activities to help students achieve various learning objectives. The appropriate method will be interesting and challenging the students to do the tasks so that they can be encouraged to learn optimally by making use of all their potential, and vice versa.

In fact, many teachers still use "Lecture Method" to teach reading to the students. Lecture method is a method of teaching in which the teacher

delivers material to the students by giving a lot of explanation (Kelly, n.d.). Syah (2001: 140) adds that lecturing is a teaching method done by delivering information and knowledge orally to a number of students who are generally passive. In this method, the teacher is the central focus of information transfer. Typically, the teacher stands before the class, while the students just sit in rows of seats during the lesson. Usually, very little exchange occurs between the teacher and the students during the lesson. In this method, the students listen and think individually and the activity is monotonous; consequently, they still have difficulty and easily get bored in learning.

Another factor likely influencing the learning achievement is the student's self-esteem. Brown in Aebersold and Field (2000:8) states that self-esteem is one of several other individual factors, such as risk-taking, anxiety, and motivation, which influence language learning. Self-esteem is the evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people's impression, the self-appraisal in relation to ideal service (Woolfolk, 2007: 88).

Wagner in King (2002) states that self-esteem is an individual' opinion of himself. Someone who has high self-esteem has a good opinion of himself, in which he feels confident, happy, highly motivated and has right attitude to succed. On the other hand, someone who has low self-esteem has a bad

opinion of himself, in which he has negative thinking and feels sad with the criticism others make of him. These possibly cause him to lose confidence, which means that he is likely to give up easily rather than face challenges. Self-esteem is crucial and is a cornerstone of a positive attitude towards living. It is very important because it affects how someone thinks, acts and even how he relates to other people. It allows him to live life to his potential. The most important thing for a person starting out on the road to success is to work on his self-esteem.

Atwater (1990: 155) also puts forward that students who have high esteem forge ahead academically while those who have low esteem fall behind. The students with high self-esteem expect to do well in their accomplishments and try hard to be successful. Meanwhile, the students with low self-esteem tend to expect the worst, exert less effort on their tasks especially challenging and demanding ones and achieve less success. It is clear that self-esteem plays an important role in learning. The level of self-esteem influences the students' learning achievement. The students who have high self-esteem have more chance of success in learning than those who have low self-esteem.

To make the students achieve a better reading skill, the writer tries to apply inside-outside circle method. This is also expected to encourage the students to be active in the teaching-learning process. Suprijono (2009: 97) states that inside-outside circle is a teaching learning 'method' under the category of cooperative learning. To be consistent, then further discussion on

inside-outside circle uses the term 'method'. In this method, there is a series of steps of activities that must be followed cooperatively so that the students will be more actively involved in the teaching-learning process. The students have to work in pairs, change their pairs and share the answers, discuss in a big group, and have a class discussion.

The use of cooperative learning is expected to result in improvements both in the students' achievement and in the quality of their interpersonal relationships. Cooperative learning has been suggested as the solution for astonishing array of educational problems. It is often cited: (1) as a means of emphasizing thinking skills and increasing higher-order learning; (2) as an alternative to ability grouping, remediation, or special education; (3) as a means of improving race relations and acceptance of mainstreamed students; and (4) as a way to prepare students for an increasingly collaborative work force (Slavin, n.d.).

In brief, inside-outside circle is assumed different from lecturing. In inside-outside circle the students are demanded to work cooperatively either in pairs or in groups, while in lecture method, the students are not required to do so because the learning materials are presented through a lot of explanation by the teacher.

Based on the previous description, the writer is interested in conducting a research entitled "THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM" (An experimental Study at the Twelfth Grade Students of

SMA Negeri 2 Tuban in the Academic Year of 2011/2012).

B. Identification of the Problem

Based on the background of the study, there are many problems related to the students' low reading skill at SMA Negeri 2 Tuban. They are as follows:

1. What teaching factors cause the students' low reading skill?

2. What other (non teaching) factors cause the students' low reading skill?

3. Why do the students feel bored with the reading lesson?

4. What is the way to cope with the students' boredom?

5. Does the student's self-esteem influence his reading skill?

6. Does the teaching method used by the teacher influence students' reading skill?

7. Is inside-outside circle effective to improve the students' reading skill?

8. Is there any difference in reading achievement when students are taught using inside-outside circle and lecture method?

C. Limitation of the Problem

Because of the limited knowledge, fund, and time, the researcher realizes that it is impossible to answer all the problems. Therefore, the writer limits the problems of the research which are supposed to influence the reading skill, namely: the teaching methods, used by the teacher (inside-outside circle and lecture methods) and the students' self-esteem.

D. Statement of the Problem

Based on the identification of the problems and its limitation, the researcher formulates the problems of the study as follows:

1. Is inside-outside circle more effective than lecture method to teach reading to the twelfth grade students of SMAN 2 Tuban in the academic year of 2011/2012?

2. Do the students who have high self-esteem have better reading skill than those who have low self-esteem at the twelfth grade of SMAN 2 Tuban in the academic year of 2011/2012?

3. Is there an interaction between teaching methods and self-esteem to teach reading to the twelfth grade students of SMAN 2 Tuban in the academic year of 2011/2012?

E. Objective of the Study

Based on the statement of the problem above, this research is aimed at finding out whether or not:

1. inside-outside circle is more effective than lecture method to teach reading to the twelfth grade students of SMAN 2 Tuban in the academic year of 2011/2012.

2. the students who have high self-esteem have better reading skill than those who have low self-esteem at the twelfth grade of SMAN 2 Tuban in the academic year of 2011/2012.

3. there is an interaction between teaching methods and self-esteem to teach reading to the twelfth grade students of SMAN 2 Tuban in the academic year of 2011/2012.

F. Benefits of the Study

The result of this research is expected to give benefits to the followings:

1. English teachers

   The result of the research could be an input for the English teachers about the importance of students' self-esteem, a new teaching method that is also effective to teach reading, and to develop their creativity to improve teaching-learning process. Inside-outside circle can be an alternative method to teach reading.

2. Students

   Since inside-outside circle is interesting, the students are likely to improve their self-esteem so that they will be more motivated to learn harder. As a result, they can improve their reading skill.

3. Further researchers

   The result is useful for other researchers as reference to conduct future researches dealing with similar problems for the sake of improving students' learning achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading

There are several definitions of reading. First, reading means 'reading and understanding' (Ur, 1996: 138). A foreign language learner who says, 'I can read the words but I don't know what they mean' is not, therefore, reading in this sense. He or she is merely decoding- translating written symbols into corresponding sounds.

Williams (1989:2) also defines reading as a process whereby one looks at and understands what has been written (in a text). The key word here is 'understand'; therefore merely reading aloud without understanding does not count as reading. The reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text, and is able to arrive at understanding.

Goodman in Williams (1989: 3) states that reading is a 'psycholinguistic guessing game'. The 'guessing' however, is far from random. It is principled guessing, which draws upon two sources to guide it. First, the text itself, and second, what the reader brings to the text, namely: knowledge of the writing system, knowledge of the language, ability to interpret, appropriate knowledge of the world as assumed by the writer, and a reason for reading.

According to Ur (1996: 138), there are some assumptions about the nature of reading, namely: (1) a reader needs to perceive and decode letters in order to read words; (2) a reader needs to understand the words in order to understand the meaning of a text; (3) the more symbols (letters or words) there are in a text, the longer it will take to read it; (4) a reader gathers meaning from what he reads; and (5) the understanding of a text comes from understanding the words of which it is composed.

Burn (1984: 1) states that reading is a thinking process of interpreting graphic symbols to recognize words in a written text. In this process, a reader must be able to use the information to make inferences, read creatively and critically to understand the figurative language, determine the author's purpose, and evaluate the ideas presented. Celce-Murcia (2001:188) defines reading as an activity of drawing information from a written text and combining it with information and expectations that the reader has already had.

Current research views reading as an interactive, sociocognitive process involving a text, a reader, and a social context in which the activity of reading takes place. In reading, an individual constructs meaning through a transaction with a written text that has been created by symbols that represent language. The transaction involves the reader's interpreting the text, and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading (Bernhardt and Hudelson in Celce-Murcia, 2001: 154).

Harris and Sipay (1980: 10) define reading as a complex process in which recognition and comprehension of the written symbols are influenced by the reader's perceptual skills, decoding skills, experiences, language background, mind sets, and reasoning abilities as he anticipates meanings in the basis of what has been read.

Similarly, Nunan (1992: 120) defines reading comprehension as an active process to construct mental representation of meaning. It suggests that the ability of comprehension of each student is different based on knowledge, information, and experience that the student himself possesses. In other words, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes (Nunan, 1989: 33). Reading is not only a matter of applying decoding conventions and grammatical knowledge to the text but also a matter of relating the text and the reader's own background of knowledge efficiently. Many reading passages can be easily comprehended if the reader has the relevant cultural knowledge.

Another definition is given by Kennedy (1995: 5), he puts forward that reading is the ability of an individual to recognize a visual form, associate the form with a sound or meaning acquired in the past, and on the basis of past experience to understand and interpret its meaning.

Moreover, Stanferr in Petty and Jensen (1987: 208) states that reading is a mental process requiring accurate word recognition, ability to call to mind particular meanings, and ability to shift or reassociate meanings. Meanwhile, Smith and Robinson (1980: 72) define reading as a

process of understanding, evaluating, and utilizing the information and ideas gained through an interaction between the reader and the author.

It is supported by Smith and Johnson (1990: 120) who state that in short reading is a dialogue between a reader and an author. Coady and Huckin (1997: 175) confirm that reading is a process involving complex interaction between a reader and a text in which the reader uses information from the surrounding text and from other knowledge sources to verify and elaborate the mental textual representation.

Meanwhile, Grellet (1992: 3) defines reading as an activity of understanding a written text to extract the required information from it as effectively as possible. Reading is not only to understand the gist of the text but also to get more detailed comprehension.

2. Purposes of Reading

There are many purposes of reading. Grellet (1992:4) states that there are two main purposes for reading, namely: reading for pleasure and reading for information (in order to find out something or in order to do something with the information the reader gets). According to Grabe and Rigg in Celce-Murcia (2001: 154), the expectation and intent when one reads is to make meaning to comprehend what he reads.

Celce-Murcia (2001:187) puts forward multiple purposes of reading, as follows:

a. To search for information

b. For general comprehension

c. To learn new information

d. To synthesize and evaluate information

Williams (1996: 12) also states that there are three general purposes of reading, as follows:

a. To get general information about text

b. To get specific information

c. For pleasure or interest

Meanwhile, Nunan (1989: 34) mentions several purposes of reading, as follows:

a. To obtain information for a certain purpose or because people are curious about a topic.

b. To obtain instruction on how to perform some tasks for their work or daily life (e.g. knowing how an appliance works).

c. To act in a play, do a puzzle.

d. To keep in touch with friends by correspondence or to understand business letters.

e. To know when and where something will take place or what is available.

f. To know what is happening or has happened (as reported in newspapers, magazines, reports).

g. For enjoyment or excitement.

3. Knowledge Areas of Reading

Grabe in Celce-Murcia (2001: 154) has identified six knowledge areas within the complex process of reading, namely:

a. Automatic recognition skill: a virtually unconscious ability, ideally requiring little mental process processing to recognize text, especially for word identification.

b. Vocabulary and structural knowledge: a sound understanding of language structure and a large recognition vocabulary.

c. Formal discourse structure knowledge: an understanding of how texts are organized and how information is put together into various genres of texts (e.g. a report, a letter, a narrative).

d. Content/world background knowledge: prior knowledge of text-related information and a shared understanding of cultural information involved in text.

e. Synthesis and evaluation skills/strategies: the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.

f. Metacognitive knowledge and skills monitoring: an awareness of one's mental processes and the ability to reflect on what one is employing while reading.

4. Skills of Reading

There are several classifications of reading skills. Bermuister, 1974: 83) states that a good reading competence has some indicators representing the skills of:

a. Understanding reference in the reading text

b. Understanding main idea, understanding kinds of paragraph development

c. Understanding the message of the story

d. Understanding topic of the text

e. Understanding the tone (of emotion) of the text

f. Understanding vocabulary

g. Understanding logical inference

h. Distinguishing between general idea and supporting details

i. Making accurate prediction

j. Making restatement

k. Understanding grammar

Rosenshine in Dupuis and Askov (1982: 186) adds that reading comprehension commonly entails seven skills, as follows:

a. Recognizing the words in the context

b. Identifying main ideas

c. Recognizing the sequence

d. Decoding details

e. Drawing inferences

f.   Recognizing cause and effect

g.   Comparing and converting

Quoting Munby's Communicative Syllabus Design, Grellet (1992:

4) further states that reading involves a variety of skills, as follows:

a.   Recognizing the script of a language.

b.   Deducing the meaning and use of unfamiliar lexical items.

c.   Understanding explicitly stated information.

d.   Understanding information when not explicitly stated.

e.   Understanding conceptual meaning.

f.   Understanding the communicative function.

g.   Understanding relation within the sentence.

h.   Understanding relations between the parts of a text.

i.   Understanding cohesion between parts of a text.

j.   Interpreting text by going outside it.

k.   Identifying the main point or important information.

l.   Distinguishing the main idea from supporting details

m. Understanding reference.

n.   Skimming.

o.   Scanning to locate specifically required information.

In addition, Alderson (2000: 9) states that reading ability consists

of several skills, namely:

a.   Recalling word meanings

b.   Drawing inferences about the meaning of word in context

c. Finding general ideas in the text

d. Finding explicit information

e. Drawing inferences from the content

f. Recognizing a writer's purpose

g. Understanding the structure of a passage.

Meanwhile, Brown (2004: 187-188) classifies reading skills into two categories, namely: micro-skills and macro-skills. Further they are detailed as follows:

Micro-skills:

a. Discriminating among the distinctive graphemes and orthographic patterns of English.

b. Retaining chunks of language of different lengths in short-term memory.

c. Processing writing at efficient rate of speed to suit the purpose

d. Recognizing a core of words, and interpret word order patterns and their significance.

e. Recognizing grammatical word classes (noun, verb, dc), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.

f. Recognizing that a particular meaning may be expressed in different grammatical forms.

g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills:

b. Recognizing the rhetorical forms of written discourse and their significance for interpretation.

c. Recognizing the communicative functions of written texts, according to form and purpose.

d. Inferring context that is not explicit by using background knowledge.

e. Inferring links and connections between events, ideas, supporting ideas, etc, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

f. Distinguishing between literal and implied meanings.

g. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

h. Developing and use a battery of, reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

5. Characteristics of Fluent Reading

    Celce-Murcia (2001:188) puts forward characteristics of fluent reading. She states that fluent readers typically do all of the following:

a. Read rapidly for comprehension.

b. Recognize words rapidly and automatically (without seeming to pay any attention to them).

c. Draw on a very large vocabulary store.

d. Integrate text information with their own knowledge.

e. Recognize the purpose(s) for reading.

f. Comprehend the text as necessary.

g. Shift purpose to read strategically.

h. Use strategies to monitor comprehension.

i. Recognize and repair miscomprehension.

j. Read critically and evaluate information.

6. Strategies of Reading

Grellet (1992: 4) puts forward the main strategies of reading as follows:

a. Skimming: quickly running one's eyes over a text to get the gist of the text.

b. Scanning: quickly going through a text to find particular piece of information.

c. Extensive Reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive reading: reading shorter texts, to focus on the linguistic or semantic details of a passage. This is more an accuracy activity involving reading for detail, such as grammatical forms, discourse markers, and the like (Brown: 1994: 297).

Celce-Murcia (2001:195) also mentions some commonly used strategies in reading, namely:

a. Previewing a text.

b. Predicting what will come later in a text.

c. Summarizing.

d. Learning new words through the analysis of word stems and affixes.

e. Using context to maintain comprehension.

f. Recognizing text organization.

g. Generating appropriate questions about the text.

h. Clarifying text meaning.

i. Repairing miscomprehension.

Meanwile, Brown (1994:291-296) mentions ten practical strategies for reading comprehension, as follows:

e. Identifying the purpose in reading.

   It is to know what a reader is looking for and can weed out potential distracting information.

f. Using graphemic rules and patters to aid in bottom-up decoding (for beginning level).

g. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

h. Skimming. It is quickly running one's eyes across a whole text to get the gist.

i. Scanning. It is quickly searching for some particular piece or pieces of information in a text. *commit to user*

j.   Semantic mapping or clustering. It helps a reader to provide some order to the chaos of ideas or events in the text.

k.   Guessing. It is to guess the meaning of words by using whatever clues are available.

l.   Vocabulary analysis. It is to guess/understand the meaning of a word by analyzing it in terms of what a reader knows about it, e.g. using the available prefixes or suffixes.

m. Distinguishing between literal and implied meaning. There are many discourse markers that signal relationships among ideas as expressed through phrases, clauses, and sentences.

n.   Capitalizing on discourse markers to process relationship.

7. Activities in Reading Class

Ur (1996: 146) suggests ideas for reading activities which can be applied in a reading class, as follows:

a.   Pre-question. A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.

b.   Do-it yourself questions. Learners compose and answer their own questions.

c.   Provide a title. Learners suggest a title if none was given originally; or alternative, of there was.

d.   Summarize. Learners summarize the content of a text in several sentences.

e.   Continue. The text is a story; learners suggest what might happen next.

f. Preface. The text is a story; learners suggest what might have happened before.

g. Gapped text. Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood.

h. Mistakes in the text. The text has, towards the end, occasional mistakes (wrong words). Learners are told in advance how many mistakes to look for.

i. Comparison. There are two texts on a similar topic; learners note points of similarity or difference of content.

j. Responding. The text is a letter or a provocative article; learners discuss how they would respond or write an answer.

k. Re-presentation of content. The text gives information or tells a story; learners re-present its content through a different graphic medium. For example:

    -   drawing that illustrates the text

    -   marking a map

    -   listing events or items described in the text

    -   making a diagram indicating relationships between items, characters or events.

    Meanwhile, Celce-Murcia (2001: 194) puts forward several reading activities which are helpful to train the students to explore the written text structure, as follows:

a. Identifying the sentences that convey the main ideas of the text.

b. Examining headings and subheadings in a text and then deciding what each section is about.

c. Adding information to a partially completed outline until all key supporting ideas are included.

d. Underlining transition phrases and, when they signal major sections of the text, describing what the next section covers.

e. Explaining what a set of pronouns refers to in prior text.

f. Examining an inaccurate outline and adjusting it so that it is correct.

g. Reorganizing a scrambled paragraph and discussing textual clues used for decisions.

h. Creating headings for a set of paragraphs in the text, giving label to each, and discussing the function of each paragraph.

i. Identifying clues that indicate major patterns of organization (e.g. cause-effect, comparison-contrast).

Grellet (1992: 14-19) also mentions some important activities to teach students in reading class, as follows:

a. Sensitizing

The aim of this section is to provide exercises that will develop the strategies that the students need to cope with unfamiliar words and complex or apparently obscure sentences. This section includes:

1) Inference

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part.

2) Understanding Relations within Sentences

This is to train the students to look first for the 'core' of the sentence (subject + verb) in order to understand the sentence structures.

3) Linking Sentences and Ideas

This is to prepare the students to recognize the various devices used to create textual cohesion and more particularly the use of reference and link-words.

b. Improving Reading Speed

This can be done by giving students passages to read and to ask them to time themselves in finding out the answers of the given comprehension questions.

c. Skimming to Scanning

This section includes:

1) Predicting

This activity is used to train the students to predict or guess what is to come next, make use of grammatical, logical and cultural clues.

2) Previewing

This trains students to use the table of contents, the appendix, the preface, the chapter, and paragraph headings in order to find out where the required information is likely to be.

3) Anticipation

This trains students, while reading a text, to find answers to a

number of questions and specific information or ideas they are

interested in. When reading, students keep making predictions/expectations which, in turn, will be confirmed or corrected.

4) Skimming

When skimming, students go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get the tone or the intention of the writer.

5) Scanning

When scanning, students only try to locate specific information. They simply let their eyes wonder over the text until they find what are looking for, whether it can be a name, a date, or a less specific piece of information.

Based on the overall previous related theory on reading, it can be inferred that reading is a cognitive process of interaction between a reader and a written text which involves the reader's background in order to get understanding of the messages of what have been written or printed in the efforts to meet the reader's purpose. Reading skill includes the skills of finding the topic of a text, finding the meaning of words, finding the main idea of a paragraph, finding explicitly stated information, finding implicitly stated information, finding referents, and finding the communicative purpose of the text.

B. **Cooperative Learning**

1. Nature of Cooperative Learning

Cooperative or collaborative learning is learning which essentially involves students learning from each other in groups (Larsen-Freeman, 2000: 164). In cooperative learning, teachers teach students collaborative or social skills so that they can work together and learn how to learn more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied.

Similarly, Richards and Rodgers (2001: 152) define cooperative learning (CL), also known as collaborative learning, as an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In second language teaching, CL (where it is often referred to as Cooperative Language Learning – CLL) has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of Communicative language Teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over teacher-centered approaches. They also confirm that since CLL is an approach designed to foster cooperation rather than competition, to develop critical thinking skills and to develop communicative competence can be regarded as the overall objectives of CLL.

It is also defined as a set of instructional models in which students work in mixed ability groups to reach specific learning and interaction

objectives (Enggen and Kauchack, 2007: 431). Ur (1996: 232) similarly defines cooperative learning as a kind of learning model in which learners perform a learning task through small-group interaction. Silberman (1996: xii) also defines it as a learning model in which assignments are done cooperatively in small groups of students.

Meanwhile Barkly, et al. (2005: 4) state that cooperative learning, another term for collaborative learning, is a learning activity expressly designed for and carried out through pairs or small interactive groups to achieve shared learning goals. It is learning through group work rather than learning by working alone.

Smith (1996: 74) in Barkly, et al. (2005: 9) explain that cooperative learning is neither simply putting students in groups to learn nor having students sit side by side at the same table to talk with one another as they do their individual assignments. Cooperation is not assigning a report to a group of students, on which one student does all the work and the others put their names. Cooperation is not having students to a task individually and then having the ones who finish first help the slower students. Cooperation is much more than being physically near other students.

According to Olsen and Kagan in Kessler (1992:1), cooperative learning (CL) is carefully structured-organized learning so that each learner interacts with others and all learners are motivated to increase each

other's learning. It offers ways to organize group work to enhance learning and increase achievement. CL is not general, free discussion; nor all types of group work necessarily cooperative. In other words, cooperative learning is group learning activity organize so that learning is dependent on the socially structured exchange information between learners in groups and in which is learner is held accountable for his or her own learning and is motivated to increase the learning of others (Kessler, 1992: 8).

In addition, Johnson and Johnson (1987: 67) explain that cooperative learning can promote students' self-esteem. The experiences in cooperative learning tend to be related to beliefs that a student is intrinsically worthwhile – believing that others see him or her in positive ways, comparing his attributes favorably with those of his peers, and judging that he is capable, competent, and successful student. In cooperative efforts, students: (1) realize that they are accurately known, accepted, and liked by their peers; (2) know that they have contributed to their own, others', and the group's success; and (3) perceive themselves and others in a differentiated and realistic way that allows for comparisons based on complementary of their own and other's ability. In cooperative situation, students tend to interact, promote each other's success, form realistic impressions of each other's competences, and give accurate feedback. Such interaction tends to promote a basic self-acceptance of oneself as a competent student.

2. Characteristics of Cooperative Learning

Barkly, et al. (2005: 4) state that there are three essential features characterizing cooperative learning, as follows:

a. Intentional design

This means that teachers don't simply tell students to get into groups and work; however, they have to group students based on certain intentional learning activities structured by faculty member, such as think-pair-share, group investigation, inside-outside circle and the like, or they may create their own structures. Whether using existing or new structures, the focus is on intentional structure.

b. Co-laboring

All participants in the group must engage actively in working together toward the stated objectives. If one group member completes a group task while the others simply watch, then it is not cooperative learning. Whether all group members receive the same task, or whether members complete different tasks that together comprise a single, large project, all students must contribute more or less equally.

c. Meaningful learning

The task assigned to the groups must be structured to accomplish the learning objectives. If students are not achieving intended instructional goals, it is educationally meaningless. Cooperative learning, then, is two or more students working together and sharing the workload equitably as they progress toward intended learning outcome.

3. Components of Cooperative Learning

To structure lessons so that students work cooperatively with each other requires an understanding of the components that make cooperation work. Olsen and Kagan in Richards and Rodgers (2001: 196-197) explain key elements of cooperative learning, as follows:

a. Positive Interdependence

Positive interdependence occurs when the gains for one are associated with gains for others; that is, when one individual student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and noninterdependence. Students are negatively interdependent in competitive situations; that is, the gains of one student associated with losses for another. Students are noninterdependent during individualized instruction if students are all working alone at their own pace on individual project or exercises and the grades of each have no relation to those of other students.

Positive interdependence can be created by outcome structure including goal and reward structure. For example, having a single team product such as an essay, presentation to the class is goal-structured interdependent. Reward-structure interdependent can result from creating a team score averaged from individual scores or from the sum of the number of individuals reaching predetermined criterion. Scores may also be based on extent of gain or improvement, so that students have equal access to rewards (Kagan in Kessler, 1992: 9).

b. Group formation

Group formation includes the following factors:

1) Deciding on the size of the group. This will depend on the task they have to carry out and time limits for the lesson.

2) Assigning students to group. Group can be teacher-selected, random, or student-selected, although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.

3) Student roles in groups. Each group member has a specific role to play in a group, such as explainer, turn-taker monitor, recorder, or summarizer.

4) Individual accountability. This includes both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group. A primary way to ensure individual accountability is through testing.

5) Social skills. These include ways students interact with each other to achieve activity or task objectives (e.g., asking and explaining) and ways students interact as teammates (e.g., praising and recognizing). Social skills can be emphasized by assigning all

teammates to practice specific social skills to ensure that students can fill these functions when required.

6) Structuring and structure. These refer to ways of organizing student interaction and different ways students are to interact, such as think-pair-share, jigsaw, inside-outside circle and so forth.

A similar opinion is given by Johnson and Johnson (1994: 21-23) stating that cooperative learning has five essential components, namely: positive interdependence, promotive interaction, individual accountability, interpersonal and small-group skill, and group processing.

a. Positive interdependence.

Students must believe that they sink and swim together. Positive interdependence has been successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. They realize, therefore, that each member's efforts benefit not only him or herself, but all other group members as well. Students' vested interest in each other achievement results in their sharing resources, helping and assisting each other's efforts to learn, providing mutual support, and celebrating joint success. Positive interdependence is the heart of cooperative learning.

b. Promotive interaction

Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote each other's success

by helping, supporting, encouraging, and praising one another's efforts to learn. There are cognitive activities and interpersonal dynamics that occur only when students get involved in promoting each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, and teaching one's knowledge to classmates.

c. Individual accountability

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform higher as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. Individual accountability exists when the performance of each individual student is assessed and the result given back to the individual and the group. Individual accountability ensures that group members know (1) who needs more assistance, support, and encouragement in completing the assignment and (2) that they cannot hitchhike on the work of others.

d. Interpersonal and small-group skills

In cooperative learning groups, students are required to learn academic subject matter (taskwork) and also to learn the interpersonal and small-group skills required to function as part of a team (teamwork). This means that students have to simultaneously engage in taskwork and teamwork. Contributing to the success of a cooperative effort requires

social skills. Placing socially unskilled individuals in a group and telling them to cooperate doesn't guarantee that they will be able to do so effectively. Person must be taught the social skills for high-quality cooperation and be motivated to use them. Leadership, decision-making, trust-building, communication, and management-conflict skills also have to be taught.

e. Group processing

Group possessing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what members actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

These five components of cooperative learning are essential to structure instructional activities for students in reading class. Positive interdependence will make the students feel they learn together, help each other to reach joint success, and do not compete against each other. They work cooperatively, not competitively to be more successful than others. Promotive interaction encourages students to help get more understanding or ideas to solve the problems because they share opinion with others. Individual accountability will motivate them to think more deeply because they want to give others some contributions. The interpersonal skills can build students' self-esteem because they feel that they are involved in a group to reach joint success. They learn how to lead, decide, ask questions,

share opinion or present point of view, and manage a conflict. The last
component of cooperative learning, group processing, makes students
know how to work cooperatively. In brief, if all those components are
applied properly, the teamwork will run effectively and result in a good
achievement.

4. Types of Cooperative Learning Groups

        Johnson and Johnson (1994: 100) describe three types of
cooperative learning as follows:

a. Formal cooperative learning groups.

In this kind of cooperative learning groups, students work together,
from one class period to several weeks to achieve shared learning
goals and to complete specific tasks and assignments. Formal
cooperative learning groups may be used in a wide variety of ways.
They may be structured specifically for learning of information,
concept learning, problem solving, conducting science experiments, or
composition.

b. Informal cooperative learning groups

This kind of cooperative learning groups consist of having students
work together to achieve a joint learning goal in temporary, ad hoc
groups that last from a few minutes to a full class period. Their
purposes are to focus student attention on the material to be learned,
set a mood conducive to learning, help organize in advance the

material to be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. Informal cooperative learning groups also ensure that misconceptions, incorrect understanding, and gaps in understanding are identified and corrected. They may be used at any time.

c. Cooperative base groups

These are long-term, heterogeneous cooperative learning goups with stable membership whose primary responsibilities are to provide support, encouragement, and assistance in completing assignments and hold each other accountable for striving to learn. Typically, cooperative base groups are: (1) heterogeneous in membership (especially in term of achievement motivation and task orientation); (2) meet regularly (for example, daily, weekly or biweekly); and (3) last for the duration of the class (a semester or a year) and preferably until the students are graduated. When students know that cooperative base group will stay together until each member is graduated, they become committed to find ways to motivate and encourage their groupmates.

Based on the description above, in building learning groups, teachers have to be consider many factors such as learning goals, kinds of learning materials or tasks, heterogeneity of member groups, in order that learning results in a satisfactory achievement.

5. Nature of Inside-Outside Circle

Inside-outside circle, first developed by Spencer Kagan (1989) is a kind of methods under cooperative learning (Johnson, Johnson, and Stanne, 2000). Inside-outside circle is a summarization technique that get students up and moving (Kagan, n.d.). It holds all students accountable for having something to say/share.

In inside-outside circle, students work in groups of six or eight. In each group, students stand or sit in pairs in two concentric circles, with the inside circle facing out and outside circle facing in. Besides the practice is done in a group of students forming circles, students are endowed with the opportunities to interact with a different partner each time they rotate or step one or two steps to their right, or to their left, depending on the teacher's instruction. It could be a good strategy for getting or checking understanding on texts or practicing dialogues in the textbooks.

To apply this learning method, the original pairs, which are formed in the first time, have to do the tasks which are different from others. The original pairs work as the expert pairs to prepare the answers to share to new partners in the next rotation. The tasks or questions given to the original pairs are constructed based on the learning indicators which have been formulated (Suprijono, 2009: 97). Nevertheless, the number of students in the class has also to be considered in deciding the number of groups.

This mothod is expected to be able to give an interesting activity to

make the students make use of all their potential to do the given tasks

successfully so that they would appreciate their own competence, in turn, they can develop their self-esteem.

6. Procedure of Inside-Outside Circle

      Kessler (1992: 20) describes the procedure of inside-outside circle, as follows:

a. Students stand in two concentric circles with the inside circle facing out and the outside circle facing in;

b. They make a right turn;

c. Teacher tells them how many steps to rotate, or advance, to face a new partner;

d. Students share information; and

e. Students rotate again.

      Another procedure is proposed by Kagan (n.d.), as follows:

a. Students pair up, then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.

b. Pose a question/task and Partner A shares his/her answer with Partner B. Then Partner B shares his/her answer.

c. Direct either the inside circle or the outside circle to rotate either clockwise or counter clockwise.

d. Once the students have rotated they have a new partner and steps 2-3 are repeated.

Additionally, Suprijono (2009: 97-98) proposes the procedure of inside-outside circle in detail, as follows:

a. The class is divided into several groups.

b. The group members stand or sit in pairs in two concentric circles with the inside circle facing out and the outside circle facing in.

c. Each pair, the original pair, has to do the task which is different from others. All the original pairs work as the expert pairs to prepare the answers to share to their new partners in the next rotations.

d. After the original pairs finish their tasks, the outside partners rotate or step to their right or to their left to form a new pair with the inside partners who remain in their position; then they share each other's answers got from their own original pairs.

e. Rotation is done repeatedly until they meet their own original partners again, which means that each student gets the whole answers to the tasks/questions given by the teacher.

f. They discuss in their group to check or revise their answers.

g. Each group presents the answers in the class discussion. Here, the teacher facilitates the discussion and gives confirmation on the answers presented by the groups so that the conclusion can be made.

From various procedures presented above, the writer tends to apply the one proposed by Suprijono in this research because the steps are more detailed and easier to follow.

7. Advantages and Disadvantages of Inside-Outside Circle

Some experts mention several advantages of inside-outside circle, as one of methods in cooperative learning, as follows:

a. It fosters learner responsibility and interdependence as learners perform a learning task through pair and small-group interaction (Ur, 1996: 232).

b. It can improve motivation and contribute to a feeling of cooperation and warmth in the class (Ur, 1996: 232).

c. It can improve learning outcome because learners can share the ideas and help each other (Ur, 1996: 232).

d. It makes students have quantifiably better reasoning and communication skills than those taught in lecture classes (Barkly, et al., 2005: 23).

e. It almost always promotes students' self-esteem because they can work cooperatively, not competitively, to gain success (Kessler, 1992: 35).

f. It makes students engaged with each other and they more fully appreciate their own competence to perform the tasks, in turn, they can develop their self-esteem (Brown, 1994: 159).

g. It can promote active learning as students get support and diversity of viewpoints and knowledge from their peers (Silberman, 1996: 99).

h. It creates interaction among students in the effort to promote each other's success, forms realistic impressions of each other's competences which, in turn, promote a basic self-acceptance of oneself as a competent person. Then, this builds their self-esteem (Johnson and Johnson, 1994: 68).

i. It can increase students' self-esteem because with cooperative learning students feel that they are well liked by their peers and feel that they are doing well academically. In fact, they achieve more than they do in traditional classroom (Slavin, 1995: 60).

j. It is effective in increasing motivation for learning and self-esteem, redirecting attributions for success, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning, and problem solving (Johnson and Slavin, n.d.).

k. McDonnel in Kessler (1992:59) states that learning through cooperative work (e.g. inside-outside circle) allows second language learners to have opportunity to:

1) generate more ideas and be exposed to different point of view

2) develop tolerance for ambiguity

3) experience incidental and planned opportunities that use language as a tool of learning

4) learn from and teach one another in a supportive environment

5) make use of exploratory talk; offer possible suggestions and tentative ideas

6) realize the fact that their work in pairs or groups helps them to learn better

7) gain confidence while learning as a result of peer support and encouragement

8) develop short- and long-term recall of information

9) value their thinking and experiences during the learning process

10) become responsible for their own learning and the learning of others

11) see how others learn and how they themselves learn

12) present what they know and reflect on how they learned

13) attain better academic achievement

14) develop empathetic perspectives as a result of working together

15) learn how to work together

16) develop a liking for self and others.

Disadvantages of Inside-Outside Circle

Dispite having many advantages, inside-outside circle has some disadvantages as follows:

a. There may be too much noise because students may over-use their mother tongue, and it may make the teacher lose control (Ur, 1996: 232).

b. The teacher cannot constantly monitor learner language because there are so many pairs of students in the classroom (Ur, 1996: 232).

c. Academically weaker students may leave all the work or hitchhike to stronger students.

d. Stronger students may try to take over the weaker ones.

e. There is a little difficulty to apply in a small room with conventional students' tables and chairs arranged in rows for a great number of students because they have to rotate repeatedly.

C. Lecture Method

1. Nature of Lecture Method

Lecture method is the most traditional, long-established method of teaching. It is alleged to have first been employed by the Sophists who travelled throughout Greece speaking on various topics upon request. Nowadays this method is universally used by universities and colleges all over the world (Kam-Fai, n.d.). In this method, the teacher talks more or less continuously to the class. The class listens, takes notes of the facts and ideas worth remembering, thinks over them later; but the class does not converse with the teacher.

It is also said by Broadwell (1980: xi) that lecture method is the single most commonly used teaching method in the world and by far the oldest existing method – and one of the least effective, if improperly used. It is an efficient means of communicating large amounts of information to many students in a short period of time. It is a means of transmitting cognitive/factual data from a teacher to a group of students. It presupposes that the teacher is the expert, with a lot of data, and that the students need or want a large amount of the data in a short time. Basically, it is an efficient way of imparting information in a scheduled way without interruption, and with less planning than in most other teaching methods. However, from a learning theory standpoint, it is a very flow form of instruction as far as amount of knowledge retention is concerned (Broadwell, 1980: 3).

Umstattd (n.d.) describes this type of lecturing as an "uninterrupted verbal presentation by an instructor". In the less formal lectures, the class is invited to ask a few questions but these are largely for the sake of clarification, not of discussion. The essence of this kind of teaching and its purpose are for a steady transmission of information from the teacher to the students. Similarly, Cruickshank, et al. (1999: 164) define lecturing as an informative talk which is presented by a more knowledgeable person, i.e. a teacher, to less knowledgeable persons, i.e. students. The purpose is to inform an audience (students) of certain facts, ideas, concepts, and explanations. The teacher may present or talk for a whole class period, without interruptions or questions.

According to Johnson and Johnson (1994: 123), a lecture is an extended presentation in which the speaker, the teacher, presents factual information in an organized and logically sequenced way. It typically results in a long period of uninterrupted teacher-centered that relegates students to the role of passive "spectator" in the classroom. Gilstrap and Martin (1988: 8) define lecture method as a method of teaching by which the teacher gives oral presentation of facts or principles.

Related to the uses of lecture method, Gage and Berliner in Ornstein and Lastly (2000: 173) feel that lecture method is appropriate when: (1) the basic purpose is to disseminate information; (2) the information is not available elsewhere; (3) interest in a subject needs to be aroused; (4) the information needs to be delivered in a short time;

and (5) the purpose is to introduce or explain other learning tasks. They further state that the lecture method is inappropriate when: (1) objectives other than acquisition of information are sought; (2) long-term learning is desired; (3) the information is complex, abstract, or detailed; (4) higher cognitive learning is sought; and (5) students are below average in ability.

2. Characteristics of Lecture Method

   a. Sudents generally are treated as a single, passive, aggregated entity (Barkly, et al., 2005: xii).

   b. Teachers speak a lot, teachers ask short questions, teachers use correction extensively, and teachers give instructions and command frequently (Kessler, 1992:158).

   c. The method is frequently a one-way process of transferring information which is unaccompanied by discussion, questioning, or immediate practice. In other words, it generally describes material or information from the teacher's point of view, and the student's need for interaction with the teacher is not addressed ("Characteristics of lecture method," n.d.).

3. Components of Lecture Method

   There are four main components of lecture method proposed by Arends (1997: 83), namely:

   a. Clarity of goals and main point

   1) State the goals or objectives of the presentation

        2) Focus on one thought or point at a time

        3) Avoid ambiguous phrases

    b. Step-by-step presentation

        1) Present the material in small steps

        2) Organize and present the material so that one point is mastered before the next point is given

        3) Give explicit, step-by-step direction (when possible)

        4) Present an outline when the material is complex

    c. Specific and concrete procedures

        1) Give detailed and redundant explanations for difficult points

        2) Provide students with concrete and varied examples

    d. Checking for students' understanding

        1) Be sure the students understand one point before proceeding to the next point

        2) Ask students questions to monitor their comprehension of what has been presented

        3) Reteach the parts of the presentation that the students have difficulty comprehending, either by further teacher explanation or by students tutoring other students

4. Procedure of Lecture Method

    Lecture method consists of three main parts, namely:

a. Introduction

    The purpose of the introduction is to capture the interest and attention of the students. It can also serve to make students aware of the

teacher's and encourage a positive learning climate. A good introduction is crucial to the success of a lecture. In this section, the teacher introduces the learning objectives and the materials going to be delivered.

b. Body

The teacher can then make a smooth transition into the body of the lecture once the interest and attention of the students have been captured with in interesting introduction. The body of the lecture contains the core of the information or materials transferred to the students. This section takes the longest time as the teacher present the materials.

c. Summary

The purpose of the lecture summary is to draw together the critical information presented and ensure that students leave the lecture with a clear understanding of the material. The summary should be brief and address only main points ("Procedure of lecture method, n.d.).

Johnson and Johnson (1994: 124) also state that a lecture has three main parts: the introduction, the body, and the conclusion. The proponents of lecturing advises teachers, "Tell them what you are going to tell them; then tell them; and then tell them what you told them."

a. Introduction

The teacher describes the learning objectives in a way that alerts students to what is to be conversed in the lecture.

b. Body

The teacher presents the material to be learned in small steps organized logically and sequenced in ways that are easy to follow.

c. Conclusion

The teacher ends with an integrative review of the main points.

Normally, lecturing includes using reference notes and responding to students' questions as the lecture progresses or at its end. Occasionally, students are provided with handouts to help them to follow the lecture. The lecturer/teacher presents the material to be learned in more or less final form, gives answers, presents principles, and elaborates the entire content of what is to be learned.

5. Advantages and Disadvantages of Lecture Method

Ho Kam-Fai (n.d.) mentions the advantages of lecture method as follows:

a. It gives students the information not elsewhere available. This is especially true when the lectures are based on the unpublished research projects/materials.

b. It summarizes, synthesizes and organizes for the students the content of numerous articles and books, which represents years of laborious work.

c. It points out relationships and salient points that even abler students might not sense or not fully comprehend until amplified by the teacher.

d. It enables the teacher to correct error in literature and articles read by the students.

e. It resolves conflicting points of view and clarifies misunderstanding of different schools of thought.

Gilstrap and Martin (1988: 9-10) mention some advantages of lecture method, as follows:

a. It is economical because it brings the teacher's ideas into immediate focus.

b. It allows the teacher to use his experience, knowledge, and wisdom rather than relying only on methods that cause the students to struggle for themselves by trial and error.

c. It permits the teacher to cope with a large number of students and, when necessary, to cover a large amount of material.

d. It helps the students develop ability to listen accurately, critically, and with appreciation.

e. It can provide exposure to knowledge not readily found in assigned readings or the common experience of the students.

f. It is helpful for introducing a new topic of study by providing background material that students will need to prepare them for further study.

On the other hand, Johnson and Johnson (1994: 125-126) state that lecturing has a number of problems (disadvantages), namely:

a. Students' attention to what the teacher is saying decreases from time to time as the lecture proceed.

b. Lecturing takes an educated, intelligent person oriented toward auditory learning to benefit from listening to lecture. Very little of a lecture can be recalled fully except in the case of listeners with above average education and intelligence.

c. Lecturing tends to promote only lower-level learning of factual information.

d. Lecturing is based on the assumptions that all students need the same information – presented orally, at the same pace, without much dialogue with the presenter, and in an impersonal way.

e. Students tend to be less actively involved in listening to a lecture than in a discussion.

According to Kam-Fai (n.d.), the disadvantages of lecture method are:

a. It wastes the student's time if the lectures are repetitive of what is found in the assigned reading or textbooks, or if the lectures contain obsolete materials.

b. It gives the students no opportunity to express their reactions and is therefore less democratic than other procedures in teaching. This lack of class participation dampens the learner's motivation to learn and impedes learning progress.

c. It promotes the authoritarian role of instruction and minimizes the importance of student's spirit of curiosity and scientific inquisitiveness. It discourages critical thinking and initiative. The result might turn the

learner into a passive, apathetic individual, and being satisfied to do minimal work necessary for passing the course.

d. It tends to widen the gap between the teacher and the students by setting them apart and on different levels in the classroom.

e. It bores the students, especially when the instructor has a monotonous voice which lulls the class into sleep. This may result in a distaste for learning on the part of the students.

f. The one-way process of formal lecturing is the source of all its demerits. It ignores all important principles of learning, from starting "where the students are" to "involving the students actively in the learning process".

g. The lack of opportunity for students to receive feedback weakens motivation and blocks communication not only between the instructor and the learners, but also among the fellow-students.

h. The teacher, while lecturing, cannot or have difficulty to measure to what extant the students understand the meterials being talked about.

i. The students is possible to form a different concept which is not appropriate with the ideas presented in lectures ("Metode ceramah," n.d.).

Additionally, Gilstrap and Martin (1988: 10) state there are some disadvantages of lecture method, namely:

a. It places a disadvantage at those students who have neither learned to listen nor to take notes.

b. It tends to be a one-way process, with students in a passive role.

c. It is difficult to measure student understanding and interest (during the

lecture).

d. The strategy progresses at the pace of the speaker (teacher) rather than

that of the student.

e. It tends to encourage acceptance of the teacher as final authority.

f. It tends to emphasize the interests of lecturer rather than students.

g. It is often inadequate for teaching skills and attitudes.

D. Teaching Reading Using Inside-Outside Circle Compared to Lecture Method

1. Principles of Teaching Reading Using Inside-Outside Circle Compared to Lecture Method

Table 2.1 Principles of Teaching Reading

Inside-Outside Circle	Lecture Method
a. Positive interdependence In reading class, students must believe that they sink and swim together. They have to work cooperatively, read, and do the reading tasks to reach joint success. Positive interdependence has been successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. They realize, therefore, that each member's efforts benefit not only him or herself, but all other group members as	a. Transmission of information (A one-way communication) The essence and the purpose of lecture method in teaching reading are for a steady transmission of information from the teacher to the students. It is an informative talk which is presented by a more knowledgeable person, i.e. a teacher, to less knowledgeable persons, i.e. students (Cruickshank, et al., 1999: 164). The teacher explains the message of the reading texts to the students. b. Economical In reading class, it permits the teacher to cope with a large number

well. Students' vested interest in each other achievement results in their sharing resources, helping and assisting each other's efforts to learn, providing mutual support, and celebrating joint success. Positive interdependence is the heart of inside-outside circle.

b. Promotive interaction

Once teachers establish positive interdependence, in reading class, they need to maximize the opportunity for students to promote each other's success by helping, supporting, encouraging, and praising one another's efforts to learn. There are cognitive activities and interpersonal dynamics that occur only when students get involved in promoting each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, and teaching one's knowledge to classmates. The students promote each other's learning and success in understanding the reading texts.

c. Individual accountability

The purpose of inside-outside circle is to make each member a stronger individual in his or her own right. Students learn reading texts together so that they can subsequently perform higher as individuals having a good reading skill. To ensure that each member is strengthened, students are held individually accountable to do

of students and, when necessary, to cover a large amount of reading material in a relatively shorter time (Gilstrap and Martin, 1988: 9).

c. Clarity of goals and main point

1) The goals or objectives of the presentation of teaching reading including reading indicators are stated clearly in the beginning.

2) The presentation is focused on one thought or point at a time, moving from one indicator to another.

3) Any ambiguous phrases during presentation must be avoided.

d. Step-by-step presentation (based on the objectives and indicators of reading)

1) The teaching material of reading is presented in small steps.

2) The teaching material of reading is organized and presented step-by-step so that one point is mastered before the next point is given.

3) Step-by-step direction should be given (when possible).

4) An outline must be presented when the material is complex.

e. Specific and concrete procedures

1) Detailed and redundant explanations are given for difficult points.

2) Students are provided with concrete and varied examples.

f. Checking students' understanding

1) The teacher must be sure that the students understand one point before proceeding to the next point in reading texts.

2) The teacher asks questions to monitor their comprehension of what has been presented.

3) The teacher should reteach the parts of the presentation that the

their share of the work in reading class. Individual accountability exists when the performance in reading class of each individual student is assessed and the result given back to the individual and the group. Therefore, individual accountability ensures that group members know (1) who needs more assistance, support, and encouragement in completing the assignment and (2) that they cannot hitchhike on the work of others in reading class.

d. Interpersonal and small-group skills

In inside-outside circle, students are required to learn academic subject matter (taskwork) of reading and also to learn the interpersonal and small-group skills required to function as part of a team (teamwork). This means that students must simultaneously engage in reading taskwork and teamwork. Contributing to the success of a cooperative effort requires social skills. Placing socially unskilled individuals in a group and telling them to cooperate doesn't guarantee that they will be able to do so effectively. Students must be taught the social skills for high-quality cooperation and be motivated to use them. Leadership, decision-making, trust-building, communication, and management-conflict skills also have to be taught in reading class.

students have difficulty comprehending, either by further teacher's explanation or students tutoring other students (Arends, 1997: 83).

g. Organization of the presentation

In teaching reading, the proponents of lecturing advises teachers, "Tell them what you are going to tell them; then tell them; and then tell them what you told them" (Johnson and Johnson, 1994: 124). Therefore, the presentation of teaching reading is divided into three parts:

1) Introduction

The purpose of the introduction is to capture the interest and attention of the students to the reading texts being discussed. It can also serve to make students aware of the teacher's and encourage a positive learning climate. A good introduction is crucial to the success of a lecture in reading class. In this section, the teacher introduces the learning objectives and the reading materials going to be delivered.

2) Body

In explaining the reading texts, the teacher can then make a smooth transition into the body of the lecture once the interest and attention of the students have been captured with in interesting introduction. The body of the lecture contains the core of the information or materials transferred to the students. This section takes the longest time.

e. Group processing

Group possessing in reading class exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what members' actions are helpful and unhelpful and make decisions about what behaviors to continue or change in reading class (Johnson and Johnson, 1994: 21-23).

3) Summary

The purpose of the lecture summary on teaching reading is to draw together the critical information presented and ensure that students get a clear understanding of the reading material. The summary should be brief and address only main points ("Lecture method," n.d.).

2. Procedure of Teaching Reading Using Inside-Outside Circle Compared to Lecture Method

Table 2.2 Teaching Procedure

Inside-Outside Circle	Lecture Method

A. Opening
  1. Greeting
  2. Checking the students' attendance
  3. Presenting the learning objectives
  4. Giving leading questions related to the topic
B. Main activities
  1. Dividing the class is into several groups (of eight members), in which the group members sit in pairs (face to face) in two concentric circles with the inside circle facing out and the outside circle facing in. The group should be diverse in terms of gender and ability.
  2. Distributing the worksheets consisting of the text and questions to the students.
  3. Asking each pair, as the original pair, to read the text to
	A. Opening
	  1. Greeting
	  2. Checking the students' attendance
	  3. Presenting the learning objectives
	  4. Giving leading questions related to the topic
	B. Main activities
	  1. Distributing the worksheets consisting of the reading texts and comprehension questions to the students.
	  2. Explaining the theory of the reading text being taught including social function and its generic structure)
	  3. Asking the students to read the text.
	  4. Explaining step-by-step the ideas of every sentence and paragraph from the beginning to the end of the text including:

answer the questions (constructed based on the indicators: to find topic, meaning of words/ phrases, referents, explicit and implicit information, main idea of a paragraph, and communicative purpose) of particular numbers, which are different from those for other pairs. (All the original pairs work as the expert pairs to prepare the answers to share with their new partners in the next rotations).

4. While the students are working, the teacher moves around to monitor. If any group has trouble or difficulty (e.g. a member is dominating, disruptive, or passive), he makes an appropriate intervention.

5. After the original pairs finish their tasks, asking the outside circle to rotate one step to their right to form new pairs with the inside circle, who remain in their position; then they share/explain each other's answers got from their own original pairs.

6. Rotation is done repeatedly until each student of the inside circle meets each of the outside circle, which means that each student gets the whole answers to the comprehension questions on the text.

7. Asking them to discuss in their group (without pairing) to check or revise their answers.

8. Each group presents the answers in the class discussion. The teacher

a. Skimming or reading the text quickly to explain how to find the topic/general idea of the text;

b. Reading several sentences to explain how to find meaning of words/ phrases;

c. Reading several sentences to explain how to find referents;

d. Scanning or reading paragraphs to explain how to find explicit information;

e. Reading paragraphs to explain how to find implicit information;

f. Reading paragraphs to explain how to find main idea of the paragraphs;

g. Explaining how to find the communicative purpose of the text

5. Asking the students to answer the comprehension questions, which are constructed based on the indicators, according to the text individually (Each student has to write down the answers on his/her own answer sheet/book).

6. While the students are working, the teacher moves around the classroom to monitor. If any student has trouble (e.g. being disruptive, not working, or having difficulty), he makes an appropriate intervention.

7. Checking the students' answers by asking them to read the answers or write them on the board.

facilitates the discussion and gives confirmation on the answers presented by the groups. C. Closing 1. Making a conclusion (together with the class) 2. Giving a chance to students to ask questions 3. Giving a reflection (asking what the students feel about the lesson) 4. Giving the students homework 5. Leave-taking	8. Confirming the students' answers, correcting and giving further explanation on the wrong ones. C. Closing 1. Summarizing the main points 2. Giving a chance to students to ask questions 3. Giving a reflection (asking what the students feel about the lesson) 4. Giving the students homework 5. Leave-taking

E. Self-Esteem

1. Nature of Self-Esteem

There are many statements about the nature of self-esteem put forward by experts. First, it is stated that self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth (King, 2002). Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy about that") or have global extent (for example, "I believe I am a bad person, and feel bad about myself in general").

Biggs and Watkins (1995: 70) explain that self-esteem is a value of judgment about yourself. It may be an evaluation of a particular aspect or an overall evaluation of your worth as a person (global self-esteem). When you say, for example 'I am proud of being an Indonesian', your

nationality is an aspect of your self-esteem. How much your being an Indonesian affects your overall evaluation of yourself (your global self-esteem) depends how important your nationality is to you. If your nationality is one of your most cherished characteristics, then liking being an Indonesian will have a significantly positive impact on your global self-esteem.

In the aspect of education, Biggs and Watkins (1995: 71) state that self-esteem is related to academic success and failure. Low self-esteem is related to academic failure and that if a student had a success in a school test or won a popularity contest, which would boost his self-esteem. So, it is realized that academic success or failure may only have an impact on academic self-esteem. It will have an impact on global self-esteem only if the academic part of your life is very important to you.

According to Guest (1984: 4), the term self-esteem refers to the way we look at ourselves and feel about ourselves. It is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself or herself. People with low self-esteem underestimate their worth and people with high self-esteem do the opposite of this.

Santrock (2008: 97) states that self-esteem refers to an individual's overall view of himself or herself. It is also referred to as self-worth or self-image. For example, a person with high self-esteem might perceive that he is not just a person but a good person. Self-esteem is also related to emotional support and social approval.

Johnson and Johnson (1987: 66) state that self-esteem is a judgment about one's self-worth, value, and competence based on a process of conceptualizing and gathering information about oneself and one's experiences. Self-esteem has two components: the level of worth an individual places him- or herself and the processes through which the individual derives conclusion about his or her self-worth.

Maslow in Darley, et al. (1986: 409) define esteem as the desire to think highly of oneself (self-esteem). People need to respect themselves and to have others respect them. Esteem is what makes us feel confident and worthy; without it people feel inferior and worthless.

Baron and Byrne (2000: 169) define self-esteem as the self-evaluation made by individual; one's attitude toward oneself along a positive-negative dimension. Having high self-esteem means that individual likes himself or herself. On the other hand, relatively negative or low self-perceptions results in predictable behavior. A person with low self-esteem typically overgeneralizes (interprets too broadly) the implication of failure. Everyone who has a negative self-view interprets everything that happens from this perspective.

Such evaluations are based in part on the opinions of others and in part on specific experiences. These attitudes about self may begin with the earliest interactions between an infant and a caregiver. Cultural differences also influence what is important to one's self-esteem. For example, harmony in interpersonal relationships is an essential element in collectivist cultures, whereas self-worth is all-important in individualistic culture.

Harter as quoted by Jordan and Porath (2006: 156) considers self-esteem as sense of worth of students about themselves. According to him, there are two perceptions on self-esteem. First, self-esteem is determined by aspirations to be competent in different areas. For example, someone believes that academic success is important, he will aspire to be successful in school, and achieve that success, his perception of his academic competence is positive. Conversely, if someone aspires to academic success but is not successful, low self-esteem may result. Someone may not be academically successful but, because he doesn't deem academic success important, his self-esteem is not negatively affected.

Second, self-esteem is determined by the perceptions that someone believes that others have of him. So, if a student believes his teacher does not view him (student) as academically competent, this perception affects his self-esteem negatively. It is supported by Elliott, et al. (2000: 103) who also state that self-esteem is affected by not only the things students view as important for them but also how and what others think about them. People having similar profile might have different level of self-esteem.

Meanwhile, Coopersmith in Brown (2000: 103) makes a statement, as follows:

> "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior."

In addition, Diaz-Rico (2004: 47) defines self-esteem as having a positive self-concept or evaluation of one-self. Self-concept is the composite of ideas, feelings, and attitudes people have about themselves. High self-esteem may cause language learning success or result from success. Students who feel proud of their success and abilities, self-knowledge, and self-expression and who have enhanced images of self, family, and culture are better language learners.

It is also stated that, of course, the most powerful sense of self-esteem is the result not solely of one's beliefs about oneself but also of successful learning experiences. Practices of school that damage self-esteem, such as tracking and competitive grading, undermine authentic cooperation and a sense of accomplishment on the part of learners. Such practices can make learners less confident, less powerful or less likely to succeed, or to make something weaker, often gradually.

2. Elements of Self-Esteem

There are some opinions about the elements of self-esteem. Branden (n.d.) states that self-esteem has two components: self-efficacy and self-respect. Self-efficacy is confidence in the functioning of one's mind, in the ability to think, understand, learn, choose, and make decisions; confidence in one's ability to understand the fact of reality that fall within the sphere of his interest and need; self-trust or self-reliance. Self-respect means assurance of one's value; an affirmative attitude

towards his right to live and be happy, comfort in appropriately asserting his thoughts, wants and needs; feeling that the joy and fulfillment are his birthright. However, he further subdivides these two factors into six components:

a. Living consciously

To live consciously means to be aware of everything that bears on our actions, purposes, values and goals to be best of our ability and to behave in accordance with that which we see and know.

b. Self-acceptance

This means accepting all feelings, thoughts and acts and being compassionate towards oneself. Self-acceptance entails our willingness to experience – that is to make real to ourselves without denial – that we think what we think, feel what we feel, desire what we desire, are what we are.

c. Self-responsibility

This includes being responsible for the achievement of desires, for our behavior with other people, for priotizing time and for personal happiness.

d. Self-assertiveness

It is your right to exist as you are. It is the acceptance that your life does not belong to others and you are not here to live up to someone's expectations.

e. Purposeful living

To live purposefully is to use our power for the attainment of goals we have selected: the goal of studying, of raising a family, of earning a living.

f. Personal integrity

We have integrity when our behavior is suitable with our values and when ideals and practice match.

According to Coopersmith (n.d.), self-esteem has four basic components, namely:

a. Significance

Feeling significant is important to get acceptance, attention and affection from others. To lack significance is to be rejected, ignored, and not to belong.Competence

Competence usually stems from reaching goals, solving problems, and overcoming obstacles that have some significance in the individual's life. Competence develops as one masters the environment. Success brings innate satisfaction and a sense of efficacy, while chronic failure stifles motivation.

b. Power

Power is considered as the ability to influence the world around us. It is shown in the ability to control one's behavior and gain the respect of others. Those lacking power feel helpless and without influence.

c. Virtue

Virtue is worthiness judged by values of one's culture and of significant others. Without feelings of worthiness, life is not spiritually fulfilling. When students feel good about their decisions and thus feel worthy of the respect and love of others, their self-esteem gets improved.

In addition, Elliott, et al. (2000: 101) state that self-esteem seems to be composed of several elements that contribute to students' sense of worth, as follows:

a. A sense of physical safety

Students who feel physically secure aren't afraid of being harmed, which helps to develop feeling of confidence.

b. A sense of emotional security

Students who aren't humiliated or subjected to sarcasm feel safe emotionally, which translates into a willingness to trust others,

c. A sense of identity

Students who know 'who they are' have achieved a degree of self-knowledge that enables them to take responsibility for their actions and relate well with others.

d. A sense of belonging

Students who are accepted by others are comfortable in seeking out new relationships and begin to develop feeling of independence and interdependence.

e. A sense of competence

Students who are confident in their ability to do certain things are willing to try to learn to do new things, make great effort, and preserve until they achieve mastery.

3. Factors of Self-Esteem Development

Biggs and Watkins (1995: 72-74) put forward four main factors contributing to the development of self-esteem, as follows:

a. Respect, acceptance, and concern shown by one's significant others. Self-esteem can develop by observing the reactions an individual gets from others. So, parents' love, acceptance, and concern to their child help him/her develop self-love and acceptance. A secure, loving home environment is necessary for positive self-esteem. On the other hand, the withdrawal of love is particularly likely to lower self-esteem. As a child grows, feedback from his/her friends and teachers become important to develop self-esteem.

b. The degree of academic success one achieves.

Material success and social approval form the basis in reality for self-esteem. Hundreds of studies from many different countries found a relatively high relationship between self-esteem and school marks. It appears that a higher self-esteem is both a cause and a consequence of better academic grades.

c. One's values and aspirations.

Only by attaining success that the individual regards as personally meaningful does a person develop high self-esteem. For example, if a child wins an event at a swimming carnival, this is only likely to boost his self-esteem if swimming is important to that child.

d. The ability to defend self-esteem.

People vary in the way they react to successes and failures. To preserve the current self-esteem (be it high or low), one can minimize, distort, discount the value, or deny the feedback which is inconsistent with their current level of self-esteem. The ability to protect self-esteem can serve to reduce anxiety.

4. Characteristics of Students Having High and Low Self-Esteem

There are various statements about the characteristics of students having high and low self-esteem. First, Guest (1984: 4) states that students with low self-esteem underestimate their worth. They think less of themselves than they should. Though they may be confident in some isolated areas, generally they doubt their value and focus on their weaknesses. Their thoughts about themselves are primarily negative, their feeling depressed. Basically, students with high self-esteem do the opposite of this, they feel worthy, confident, happy, and think positively.

Santrock (2008: 99) states that the students with self-esteem when facing a problem they try to cope with it rather than avoid it. They are

likely to face problem realistically, honestly, and nondefensively. Consequently, this produces favorable thoughts about themselves that raise their self-esteem. On the other hand, for students with low self-esteem, their unfavorable self-evaluations trigger denial, and avoidance. As a result, this makes them feel personally inadequate.

Baron and Byrne (2000: 173) explain that high self-esteem has beneficial consequences while low self-esteem has the opposite effect. For example, students having negative self-evaluation are characterized with less adequate social skills, loneliness, depression, and decreased effort on a task following a failure experience. Low self-esteem is one of the psychological factors that can weaken the body's immune system, while high self-esteem helps ward off infections and illness. There is even some evidence that as self-esteem goes up, the level of serotonin in the blood, i.e. a chemical in the body which carries messages from the brain which helps people feel relaxed and happy, increase. Then this will result in decreased likelihood of impulsivity and aggressiveness.

Biggs and Watkins (1995: 75) put forward some characteristics of people having high and low self-esteem. People who have high self-esteem and thus are confident in their ability tend to have higher aspirations, and to be happier and more assertive. They are more likely to cope with stress by effective strategies, such as rational planning, rather than ineffective ways, such as trying to deny or escape from the situation. They are confident that they can succeed in most walks of life. Thus, self-esteem is one of the best predictors of academic success.

On the other hand, low self-esteem with accompanying unhappy expectations of failure tends to produce the expected poor results or failure. The belief that failure will inevitably occur can lead to the individual ceasing to try and a state of helplessness. The expectation of failure also produces high anxiety and depression which, in extreme cases, can lead to suicidal thought, and drug and alcohol dependency.

Slavin (1995: 60) also mentions some characteristics of students having high self-esteem, namely: believing that they are valuable and important individuals, being able to withstand the disappointments of life, being confident decision-makers, and ultimately being happy and productive individuals. Students with low self-esteem have the opposite characteristics.

Branden (n.d.) states that healthy (high) self-esteem correlates with rationality, realism, creativity, independence, flexibility, ability to manage change, willingness to admit (and correct) mistakes, and cooperation. On the contrary, poor (low) self-esteem correlates with irrationality, blindness to reality, rigidity, fear of the new and unfamiliar, inappropriate rebelliousness, defensiveness, an overly complaint or controlling behavior, and fear or hostility towards others.

In addition to his previous statement, Branden (n.d.) mentions some other characteristics of people with a healthy level of self-esteem, as follows:

a. They firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience.

b. They are able to act according to what they think to be the best choice, trusting their own judgment, and not feeling guilty when others don't like their choice.

c. They do not lose time worrying excessively about what happened in the past, nor about what could happen in the future. They learn from the past and plan for the future, but live in the present intensely.

d. They fully trust in their capacity to solve problems, not hesitating after failures and difficulties. They make greater effort and even ask for help or cooperate with others when they need it.

e. They consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.

f. They take for granted that they are an interesting and valuable person for others, at least for those with whom they have a friendship with.

g. They resist manipulation, collaborate with others only if it seems appropriate and convenient.

h. They admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose.

i. They are able to enjoy a great variety of activities.

j. They are sensitive to feelings and needs of others.

k. They respect generally accepted social rules, and claim no right or desire to prosper at others' expense.

On the other hand, Bonet (n.d.) puts forward some symptoms of people having low self-esteem, as follows:

a. Heavy self-criticism. They tend to create a habitual state of dissatisfaction with oneself.

b. Hypersensitivity to criticism. They feel themselves easily attacked and experience obstinate resentment against critic.

c. Chronic indecision. This happens not so much because of lack of information, but from an exaggerated fear of making a mistake.

d. Excessive will to please. They are unwilling to say "no", out of fear of displeasing the petitioner.

e. Perfectionism. They feel high self-demand to do everything attempted "perfectly" without a single mistake, which can lead to frustration when perfection is not achieved.

f. Neurotic guilt. They are condemned for behaviors which not always are objectively bad, exaggerate the mistakes, complain about them indefinitely, and never reach full forgiveness.

g. Floating hostility. They feel irritable out in the open, explode even for unimportant things, feel bad about everything, and feel disappointed or unsatisfied with everything.

h. Defensive tendencies. They are in a general negative (pessimistic about everything: life, future) and a general lack of will to enjoy life.

5. Importance of Self-Esteem

There are many views on the importance of self-esteem:

a. Self-esteem is one of personality components which also have an important influence on success in second language learning (Lightbown and Spada, 1994: 38).

b. Self-esteem is likely to influence students' learning motivation (Crowl, 1997: 35).

c. Self-esteem is also a major determinant of academic achievement (Biggs and Watkins, 1995: 70).

d. Self-esteem has educational importance because it both influences achievement and is influenced by achievement (Fetsco and McClure, 2005: 403).

e. Self esteem is crucial and is a cornerstone of a positive attitude towards living. It affects how people think, act and even how they relate to other people. It allows them to live life to their potential. In addition, it has a direct bearing on people's happiness and wellbeing. Low self esteem means poor confidence and that also causes negative thoughts which means that they are likely to give up easily rather than face challenges (King, 2002).

f. Self-esteem, the feeling of liking and respecting yourself, is the key principle of success and happiness. The more you like yourself, the more confidence you have and the more efficient and effective you are in each area of your life. Self-esteem is the key to peak performance.

Self-esteem is important to your emotional health that almost everything you do is aimed at either increasing your feelings of self-esteem and personal value, or protecting it from being decreased by other people or circumstances.

g. Anthony and Leary (1999) propose the importance of self-esteem, namely: to satisfy the need to feel good about one self, to minimize social rejection, to remain dominant in relationships with others, to protect people from the fear that can arise from the prospect of death, and to motivate people to achieve their goals - high self-esteem leading to coping in situations and low self-esteem leading to avoidance.

6. Strategies to Increase Self-Esteem

It is important for educator to develop strategies to increase the confidence with low self-self esteem before it becomes too fixed. In this case, Biggs and Watkins (1995: 77-78) explain some strategies, as follows:

a. Banding

Placing students into schools or classes according to their academic ability (banding) can have an impact on their self-esteem. For low ability students previously struggling at the bottom of the class, they may gain in self-esteem as they are now in a class of other low ability children and may experience relative academic success compared to their new classmates.

b. Praise

Positive reinforcement from teachers in the form of verbal or written praise has a beneficial effect on students' self-esteem. Praise for what has been earned by students is important because they need to understand that the praise is consequence of their own performance and not merely due to the teacher feeling sorry for them. This can lead to the building of an internal locus of control for success and can encourage the students to try harder as they believe that success in their own hands.

c. The Whole School Approach

Any activities which build up school spirit can be seen as part of the 'whole school approach' to the development of positive self-esteem. Physical, musical, and drama activities all provide opportunities for every student in the school to take part and gain self-respect. It will be beneficial for their' self esteem.

d. Counseling

Counseling is important to help a particular student who has a serious problem with a lack of confidence. Principally, counseling is done by showing respect and interest to the student. The low self-esteem student has typically no adult figure to whom they can really talk. The simple act of listening to and showing respect and concern for the students' problems can be a boost to self-esteem.

e. Social Skills Training Programmes

Inadequate social skill has been identified as a factor leading to poor relationships between students and their parents, teachers, and friends. This can have a serious effect on self-esteem.

   Related to the efforts to increase self-esteem, Santrock (2008: 99) puts forward four strategies, namely:

a. Identify the causes of low self-esteem and the areas of competence important to the self.

   This is critical. Is the child's low self-esteem due to poor school achievement, a family conflict, or weak social value? Students have the highest self-esteem when they perform competently in areas that they themselves feel are important. Thus, find out from students with low self-esteem what areas of competence they value.

b. Provide emotional support and social approval

   In this case, a good teacher should passionately be on the side of the students. This does not mean the teacher supports them in everything. This means the teacher demands the best of them and is willing to help them be their best selves. The teacher should listen, explain, support, and allow without judgment, sarcasm. In fact, students need to have other adults in whom to confide.

c. Help children achieve

   Achieving can improve children self-esteem. Children's achievement can be improved by straightforward teaching of real academic skills.

It is not enough to tell children they can achieve something; but the teacher also has to help them develop their academic skills.

d. Develop children's coping skills

When children face a problem and cope with it rather than avoid it, their self-esteem improves. They are likely to face problem realistically, honestly, and nondefensively. This produces favorable thoughts about themselves that raise their self-esteem.

Based on the previous description, it can be concluded that self-esteem is the personal judgment of worthiness which is expressed in the attitudes that the individual holds towards himself or herself. In brief, self-esteem is indicated by: (1) belief to be capable; (2) belief to be successful; (3) belief to be worthy; (4) self-confidence; (5) high aspiration; (6) great effort; and (7) good cooperation.

F. Review of Related Research

This section consist of six summaries of research reports or articles that the researcher has collected through any research reports or journals related to the use of inside-outside circle or other kinds of methods under cooperative learning, in teaching English as a foreign language. At first the researcher just summarizes the findings of the related research. He, then, makes a construct.

1. Sanytasari (2011) made a similar research entitled "Improving the Students Abillity in writing Short Functional Texts through Inside-Outside

Circle". The objective of this study is to know how significant the use of inside-outside circles technique in improving the students' ability in writing short functional text is. The design used is an experimental design. The population was the tenth grade students of SMK Negeri 8 Semarang in the academic year 2010/2011. The sampling technique is cluster random sampling. Thus, the number of sample was 72 students consisting of 36 students of X RPL 2, as the experimental group, who were taught using inside-outside circle technique and 36 students of X RPL 1, as the control group, who were taught using lecturing technique. The result of the test was analyzed by using t-test formula to know the difference in the students' writing result of short functional texts between both groups. The index of improvement between pre-test and post-test in the control group shows that the t-test (6.5) is higher than t-table (1.691) while in the experimental group shows that the t-test (10.229) is higher than t-table (1.691). Thus, it is obtained from the computation that the result of the t-test of the difference of pre-test and post-test between experimental and control group is 2.171. Since the t-test (2.171) is higher than t-table (1.668), it means that there is a significant difference in terms writing achievement between the students who were taught by using inside-outside circles technique and those who were taught using lecturing technique. The writing achievement of the students who were taught by using inside-outside circles technique is better than who were taught using lecturing technique.

2. Tok (2006) conducted a research entitled "Cooperative Learning and Achievement in English Language Acquisition in a Literature Class in a Secondary School ". The purpose of this study was to discover the relationship between the use cooperative learning and achievement in English language acquisition in a literature class in a secondary school. It is hoped that this study could help overcome the problems of students who have low English language proficiency in secondary schools. This study was conducted in a rural secondary school. A total of 59 respondents from Form 4 classes have participated. The experimental group received teaching method using inside-outside circle, while the control group received traditional lecture method. Qualitative and quantitative data were gathered in this study using four types of instruments: pre-test and post-test questions, questionnaires, classroom observations and interviews. Data analysis was done using SPSS version 9.0 program. It was found that all respondents showed a low and moderate performance in English Literature before the treatment. However, after the treatment, respondents from the experimental group showed a significant improvement. Those from the control group did not show similar improvement. Thus, the use of cooperative learning circle played an important role in acquiring English language in an English literature class. Furthermore, the qualitative data showed that cooperative learning could enhance students' social development as well as interest in the learning of English literature. In conclusion, this study had proven that cooperative learning enhances students' achievement in learning English literature.

3. Khan (2008) carried ot a researched entitled "An Experimental Study to Evaluate the Effectiveness of Cooperative Learning Method Versus Traditional Learning Method". The study aimed at evaluating the effectiveness of cooperative learning method compared with traditional learning method on the achievement in reading comprehension and writing of the students of class VIII in the subject of English. Government Comprehensive Boys High School Rawalpindi was selected as a sample through purposive sampling. Sample size was 128, sixty-four students were included in experimental group and sixty-four students were placed in control group. Treatment of in cooperative learning was provided to experimental group while control group was taught by using traditional learning method for a period of 56 days (eight weeks). At the end of the treatment, a teacher made posttest administered to measure the learning achievement of both groups. To determine the effect of cooperative learning method on learning achievement, the significance of difference between the scores of groups at 0.05 level was tested by applying t-test and analysis of variance. Data analysis reveals that both the experimental and control groups were almost equal in reading comprehension and writing ability at the beginning of the experiment. The experimental group outscored significantly the control group on post-test showing the supremacy of cooperative learning method over traditional learning method. Hence, the ultimate result of the study indicated that cooperative learning method was more effective for teaching English as compared to the traditional learning method.

4. Badawi (2005) conducted a research entitled "The Effect of Jigsaw II Versus Whole Class Instruction on EFL Students' Reading Motivation and Achievement". This study aims at investigating the question of whether Jigsaw II is more effective than whole class instruction in improving learners' reading achievement and motivation. The participants are 44 grade five students in a private school in Lebanon. The students were randomly assigned to control and experimental conditions and a post-test only control group design was employed. The experimental group was instructed according to the dynamics of Jigsaw II method whereas the control group was taught according to whole class instruction. The treatment lasted for eight weeks. Two posttests GMRT and MRP were administrated at the conclusion of the study. The GMRT assesses two dimensions of reading comprehension: a) vocabulary acquisition and b) reading comprehension. The MRP assesses two dimensions of reading motivation a) reading self-concept and b) reading value. A multivariate analysis of variance (MANOVA) was conducted to compare the results of both groups. The treatment with two levels (control and experimental) was the factor, and reading comprehension, vocabulary acquisition, reading self concept, reading value and reading motivation were the dependent variables. Results indicated that inside-utside circle had a significant effect on students' self concepts as reader, the value they place on reading and their reading motivation.

5. Ghorbani and Nezamoshari'e (2012) wrote an article based on his research entitled "Cooperative Learning Boosts EFL Students' Grammar Achievement". It has been suggested that Cooperative Learning (CL) might be a good alternative to the dominant Grammar Translation Method (GTM) in Asia, where learners are believed to be individualistic, passive, and unable to work cooperatively to construct their own knowledge. Based on ten ninety-minute-long sessions, this study compared CL to GTM in north-east Iran, using an experimental design. This research investigated 64 female freshmen's achievement on 10 grammatical forms. Thirty-two students (eight four-member groups) participated in the experimental group CL, and the other thirty two in the control group. The same instructor (one of the researchers) taught in both classes. Using the SPSS software, a covariance test and independent samples t-tests were used to test three hypotheses. A prescribed textbook at the national level was used as the material and a thirty-item test with a reliability of 0.82 was used as the instrument. The findings suggest the superiority of CL to GTM and its being applicable in an Iranian context. Furthermore, in the CL class, the gifted students were found to improve as much as the poor ones. The study offers some implication for teachers, teacher educators, students, and theory developers.

6. Suwantarathip and Wichadee (2010) wrote an article based on his research entitled "The Impacts of Cooperative Learning on Anxiety and Proficiency in an EFL Class". The purposes of this study were to examine the

effectiveness of cooperative learning method in reducing foreign language anxiety and to investigate its impact on language proficiency of 40 sophomore students enrolled in EN 211 course in the second semester of 2009 academic year at Bangkok University. Three instruments employed were the standardized Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986), two proficiency tests covering reading and writing skills, and a semi-structured interview. The pre- and post- scores from the questionnaire and the tests of the group were calculated for descriptive statistics and compared using a paired sample t-test measure. It was found that the students' top five sources of language classroom anxiety and overall language anxiety were significantly decreased. In addition, they obtained higher language proficiency scores for the post-test than the pre-test at the significance level of .001 after learning through cooperative learning. The students also had a favorable attitude toward this teaching method as a whole.

Based on the discussion above, it can be concluded that inside-otside circle, as a kind of teaching method under cooperative learning, is a good method to teach reading so that students have better reading skill. The results of the studies have motivated and inspired the researcher to apply inside-outside circle and develop a similar method under cooperative learning category which is effective to improve the reading skill of the twelfth grade students of SMA Negeri 2 Tuban.

G. Rationale

1. The Difference between Inside-Outside Circle and Lecture Method

Inside-outside circle, as one model of cooperative learning, has some essential components to design teaching-learning activities for students in reading class. Positive interdependence will make the students feel they learn together, help each other to reach joint success, and do not compete against each other. They work cooperatively, not competitively to be more successful than others. Interaction among students encourages them to help one another get more understanding or ideas to solve the problems because they share opinion with others. Individual accountability will motivate them to think more deeply because they want to give others some contributions. The interpersonal skills can build students' self-esteem because they feel that they are capable, worthy, and actively involved in a pair or group work to reach joint success. They learn how to lead, decide, ask questions, share opinion or present a point of view. Group processing makes students know how to work cooperatively. They can develop their ability in social or human relation. Therefore, if those components are applied properly in reading class, the teamwork will run effectively to do reading tasks and result in a good learning achievement.

On the contrary, lecture method makes a teacher transfer amounts of knowledge to a group of students through verbal presentation. It presupposes that the teacher is the expert, with a lot of knowledge, and that the students need the knowledge in a short time. It is typically a one-way communication and teacher-centered, which can cause students to be passive in the classroom. This lack of class participation decreases the

students' motivation to learn and impedes learning progress. It lessens the

student's spirit and curiosity in learning. It also discourages their critical thinking and initiative. This might turn the students into passive, apathetic individuals, and being satisfied to do minimal work necessary for passing the course. Consequently, this method is neither able to make students understand the reading texts effectively nor improve their reading skill.

Therefore, inside-outside circle is supposed to be more effective than lecture method to teach reading.

2. The Difference between the Students Who Have High Self-esteem and the Students Who Have Low Self-esteem

The students having high self-esteem believe themselves to be capable, significant, successful, and worthy expressed in their attitudes. They face their life with rationality, creativity, independence, flexibility, ability to manage change, willingness to admit (and correct) mistakes, and cooperation in their lives. These elements are very important for students to support them to learn effectively for the sake of success in learning reading. They can improve their reading skills.

On the contrary, the students who have low self-esteem have the opposite characteristics. They face a life with rigidity, blindness to reality, fear of the new and unfamiliar situation, an overly complaint or controlling behavior, depression, and even hostility towards others. They tend to be passive, not creative, less motivated. They exert less effort on their reading tasks, especially challenging ones, and consequently achieve less success in their learning. They cannot improve their reading skills.

Therefore, the students who have high self-esteem are supposed to

have better reading skill than those who have low self-esteem.

3. Interaction Between Teaching Method and Students' Self-esteem

It is understandable that teaching method used by the teacher in the class gives a big influence on the success of the teaching and learning process. In teaching reading, the teacher also needs to find a suitable method that can motivate the students to join the class actively. Unlike lecture method, which tends to be teacher-centered and places the students in a passive learning role, inside-outside circle encourages student-centered activities and requires the students to be more active in acquiring the academic content without neglecting their social and human relation with others unconsciously.

The teaching-learning activities in inside-outside circle require the students to be actively involved in the discussion, to show their competence and responsibility to find out and share the ideas or answers, to learn to help each other and to be accepted by others in order to achieve a success together. To accomplish such activities successfully requires the students who have high self-esteem because they are more motivated, active, self-confident, optimistic, cooperative, and able to cope with challenging tasks. Therefore, inside-outside circle is supposed to be more effective for students having high self-esteem.

On the contrary, lecture method seems to be suitable for students having low self-esteem because it possesses the characteristics which possibly make the students passive during the class. In this method, the students directly receive knowledge through a one-way of oral presentation by the teacher. They are not actively involved in the

cooperative activity since they are not demanded to explore and elaborate their ideas or answers in the teaching and learning process. In fact, the students having low self-esteem tend to be passive, not creative, less motivated, and spend less effort on their tasks. It is clear that both characteristics of students having low self-esteem and lecture method have suitability. Lecture method can be supposed to be more effective for the students having low self-esteem.

Therefore, it can be assumed that there is an interaction between teaching methods and students' self-esteem.

H. Hypothesis

Based on the theoretical description and rationale, the hypotheses can be formulated as follows:

1. Inside-outside circle is more effective than lecture method to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.

2. The students who have high self-esteem have better reading skill than those who have low self-esteem at the twelfth grade of SMA Negeri 2 Tuban in the academic year of 2011/2012.

3. There is an interaction between teaching methods and students' self-esteem to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

The research is held at SMA N 2 Tuban, located at Jl. Dr. Wahidin Sudiro Husodo No. 869 Tuban. This school was chosen purposely because inside-outside circle method has never been applied by the English teachers at that school before. It was known from the preliminary study when the researcher asked some questions to the English teacher. The research was conducted September 2011 to June 2012. The following is the time schedule for the research.

Table 3.1 The Time Schedule for the Research

Activities	Sep	Oct	Nov	Dec	Jan	Peb	Mar	Apr	May	Jun
Proposal	X	X								
Reviewing Literatures		X								
Developing Instruments			X	X						
Doing Treatment				X	X					
Collecting and Analyzing the Data						X	X	X		
Writing the Report								X	X	
Submitting the Document										X

B. Method of the Research

Research method is the way to collect and analyze the data of the research. Research is defined as the effort to find, develop, and classify the truth of science, done by using scientific method (Hadi, 1986: 4). Method refers to a way which is used to achieve the objective of' their study (Surachmad, 1985: 131). The research method used in this study is experimental study. It is to find out the effects of certain conditions (independent variables) on other conditions (dependent variables) in controlled study. Experimental study is defined as the technique, which attempts to ferret out cause and effect relationships. Through experimentations, cause and effect relationship can be isolated (Christensen, 2007: 35).

The research design used in the research is a simple factorial design 2 x 2. Two classes are chosen to serve as the experimental group and the control group. The method of teaching reading in the experimental class is inside-outside circle. The method of teaching reading in the control class is lecture method. The design can be seen in the following table:

Table 3.2 Factorial Design 2 x 2

Teaching Method \ Self – Esteem	Incide – Outcide Circle A_1	Lecturing A_2	
High B_1	$A_1 B_1$	$A_2 B_1$	B_1
Low B_2	$A_1 B_2$	$A_2 B_2$	B_2
	A_1	A_2	

C. Population, Sample and Sampling

1. Pupulation

Population refers to all the events, things or individuals to be represented (Christensen, 2007: 57). The population of the research is the twelfth grade students of SMA N 2 Tuban in the academic year of 2011-2012. It consists of seven classes: four classes of Nature Science program (*IPA*) and three classes of Social Science program (*IPS*). Each class consists of 35 to 36 students. The total number of the population is 249 students.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population (Creswell, 2008: 646). In this research, from the population of seven classes, the researcher takes two of them as samples, one of them as the experimental group and the other one as the control group. In order to make the teaching learning process run as usual the writer uses two classes which he teaches. Both of them are Nature Science program (*IPA*), namely *XII IPA-B* as the experimental group and *XII IPA-A* as the control group.

3. Sampling

Sampling is the technique to take samples from the population. In determining the sample, the writer uses cluster random sampling. Using this sampling enables him to pick up a sub group from a larger group then

use this subgroup as a basis for making judgments about the larger group (Vockell, 1983: 102). In other words, cluster random sampling is the selection of groups or clusters of subjects rather than individuals (Fraenkel and Wallen, 1993: 84). The writer uses cluster random sampling because it is difficult to select a random sample of individuals. Additionally, Arikunto (2006: 133) states that when the number of population is too large to be observed wholly, cluster sampling can be used

Having chosen two classes as samples, the researcher decides which one would be the experimental group and which one would be the control group randomly by a lottery. The result is that *XII IPA-B* as the experimental group and *XII IPA-A* as the control group. The experimental class is taught by using inside-outside circle, and the control class is taught by using lecture method Then, each class is divided into two groups, students who have high self-esteem and those who have low self-esteem., so there are four groups: (1) students having high self-esteem who are taught by inside-outside circle; (2) students having low self-esteem who are taught by inside-outside circle (3) students having high self-esteem who are taught by lecture method; and (4) students having low self-esteem who are taught by lecture method.

D. Technique of Collecting the Data

Method of collecting data is the way to get the data in a research. In this research, the writer uses a questionnaire and a test as the instruments to

get the data. The questionnaire is used to collect the data of the degree of students' self-esteem and the objective reading test is used to collect the data of the students' reading skill.

1. Questionnaire

Questionnaire is a list of questions answered by a group of people, especially to get facts of information (Hornby, 1986: 688). Arikunto (2006: 151) adds that questionnaire is as a set of written questions used to obtain information from respondents about their own personality and things they know. The type of questions of questionnaire is usually divided into two: open and close ended questions. Open ended questions enable respondents to give their own answers, while close ended questions require respondents to choose from a limited number of predetermined responses or to select one of the alternative answers given (Christensen, 2007: 56).

In this research, the writer uses close ended questions. The form of the items is objective. It is used to make the students easier to answer. The questionnaire is in the multiple-choice form in which the items are constructed in the form of statements, each of which is completed with four alternative responses based on the Likert Scale type. Likert Scale is a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305).

The items of the questionnaire are constructed based on the construct of self-esteem. This instrument is used to classify students into two groups: the students who have high self-esteem and those who have low self-esteem. Therefore, there is no right or wrong answer (answer key) to the items because the students' responses are based on the real condition of their own self-esteem.

2. Test

Test is a set of questions or exercises which are used to measure skill, knowledge, intelligence, and aptitude of an individual or group (Arikunto, 2006: 127). The reading test is used to know the students' reading skill. The reading test is in the form of objective test with five options. The items of the test are constructed based on the construct and indicators of reading.

3. Validity and Reliability of the Instruments

Both instruments, questionnaire and reading test, must be valid and reliable. Therefore, the questionnaire and the reading test are tried out to know the validity and reliability at the first step. It is done before treatment. The try-out is done to another class which doesn't belong to the experimental and the control one. At the end, the valid and reliable items are used to get the data.

The validity of the questionnaire is analyzed using the following formula:

$$r_{it} = \frac{\sum x_i x_t}{\sqrt{\left(\sum x_i{}^2\right)\left(\sum x_t{}^2\right)}}$$

if r_o is higher then r_t, the item is valid

After the validity is analyzed; it is continued to know the reliability of the questionnaire. The formula used is:

$$r_{kk} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum Si^2}{St^2}\right), \text{ where } Si^2 = \frac{\sum x_i{}^2}{n}, S_t{}^2 = \frac{\sum x_t{}^2}{n}$$

If r_o is higher than r_t, the instrument is reliable.

Meanwhile, the validity of the reading test is analyzed by using the following formula:

$$S_t{}^2 = \sqrt{\frac{\sum x^2}{n}}$$

$$r_o = \frac{\overline{X_i} - \overline{X_t}}{S_t} \sqrt{\frac{P_i}{q_i}}$$

If r_o is higher then r_t, the item is valid

Then, the reliability of the reading test is analyzed using the following formula:

$$r_{kk} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum pq^2}{S_t{}^2}\right)$$

If r_o is higher than r_t, the instrument is reliable.

After all the instruments are valid and reliable, they can be used to get the data. The reading test will be conducted after treatment as the post test.

E. **Technique of Analyzing the Data**

The writer uses a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, standard deviation, histogram, and polygon of the scores of reading test. The normality and homogeneity tests are used to know the normality and homogeneity of the data. It is done before testing the hypothesis using ANOVA or multifactor analysis of variance 2 x 2. The design of multifactor analysis of variance is as follows:

Table 3.3 Design of Multifactor Analysis of Variance

Teaching Method / Self – Esteem	Incide – Outcide Circle A_1	Lecturing A_2	
High B_1	$A_1 B_1$	$A_2 B_1$	B_1
Low B_2	$A_1 B_2$	$A_2 B_2$	B_2
	A_1	A_2	

Note:

$A_1 B_1$: the mean score of reading test of students having high self-esteem who are taught by using inside-outside circle.

$A_2 B_1$: the mean score of reading test of students having high self-esteem who are taught by using lecturing.

$A_1 B_2$: the mean score of reading test of students having low self-esteem who are taught by using inside-outside circle.

A_2B_2 : the mean score of reading test of students having low self-esteem who are taught by using lecturing.

A_1 : the mean score of reading test of experimental class which is taught by using inside-outside circle.

A_2 : the mean score of reading test of control class which is taught by using lecturing.

B_1 : the mean score of reading test of students having high self-esteem.

B_2 : the mean score of reading test of students having low self-esteem.

The data are analyzed using the following ways:

1. The total sum of squares :

$$\sum x_t^{\,2} = \sum X_t^{\,2} - \frac{\left(\sum X_t\right)^2}{N}$$

2. The sum of squares between groups :

$$\sum x_b^{\,2} = \frac{\left(\sum X_1\right)^2}{n_1} + \frac{\left(\sum X_2\right)^2}{n_2} + \frac{\left(\sum X_3\right)^2}{n_3} + \frac{\left(\sum X_4\right)^2}{n_4} - \frac{\left(\sum X_t\right)^2}{N}$$

3. The sum of squares within group :

$$\sum x_w^{\,2} = \sum x_t^{\,2} - \sum x_b^{\,2}$$

4. The between-columns sum of squares :

$$\sum x_{bc}^{\,2} = \frac{\left(\sum x_{c1}\right)^2}{n_{c1}} + \frac{\left(\sum x_{c2}\right)^2}{n_{c2}} - \frac{\left(\sum x_t\right)^2}{N}$$

5. The between – rows sum of squares :

$$\sum x_{br}{}^2 = \frac{\left(\sum x_{r1}\right)^2}{n_{r1}} + \frac{\left(\sum x_{r2}\right)^2}{n_{r2}} - \frac{\left(\sum x_t\right)^2}{N}$$

6. The sum-of-squares interaction :

$$\sum x^2{}_{int} = \sum x_b{}^2 - \left(\sum x_{bc}^2 + \sum x_{br}^2\right)$$

7. df for between – columns sum of squares = C – 1

    df for between – rows sum of squares = R -1

    df for interaction (C-1) (R-1)

    df for between – groups sum of squares = G-1

    df for within-columns sum of squares = Σ(n-1)

    df for total of squares = N – 1

    C   = the number of columns

    R   = the number of rows

    G   = the number of groups

    n   = the number of subjects in one groups

    N   = the number of subjects in all groups

    The result of data analysis, i.e. F*computation* (F$_0$), is consulted to F*table*

(F$_t$) at the significance level α = 0.05 to know whether the difference is

significant or not. If F$_0$ is higher than F$_t$, the difference is significant. This

means that the null hypothesis (H$_0$) is rejected.

When the result of analysis of variance shows that there is interaction between the two variables, teaching methods and students' self esteem, the researcher continues analyzing the data using Tukey test, as follows:

1. Inside-outside circle compared with lecture method in teaching reading.

$$q = \frac{\overline{X}_{C_1} - \overline{X}_{C_2}}{\sqrt{\text{error variance/n}}}$$

2. Students having high self-esteem compared with those having low self-esteem.

$$q = \frac{\overline{X}_{r_1} - \overline{X}_{r_2}}{\sqrt{\text{error variance/n}}}$$

3. Inside-outside circle compared with lecture method in teaching reading for students having high self-esteem.

$$q = \frac{\overline{X}_{C_1}r_1 - \overline{X}_{C_2}r_1}{\sqrt{\text{error variance/n}}}$$

4. Inside-outside circle compared with lecture method in teaching reading for students having low self-esteem.

$$q = \frac{\overline{X}_{C_1}r_2 - \overline{X}_{C_2}r_2}{\sqrt{\text{error variance/n}}} \quad \text{or} \quad q = \frac{\overline{X}_{C_2}r_2 - \overline{X}_{C_1}r_2}{\sqrt{\text{error variance/n}}}$$

Then, the result of the computation or q_o is compared with q_t, if $q_o > q_t$, the difference is significant. To know which one is better, the means are compared. The higher mean indicates the better variable.

F. Statistical Hypothesis

In this study the researcher proposes three hypotheses. These hypotheses are based on the formulation of the problems presented in the previous chapter and will be illustrated through null hypotheses.

1. The difference in the effectiveness between inside-outside circle (A_1) and lecture method (A_2) in teaching reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.

    Ho: $\mu A_1 = \mu A_2$

    Ha: $\mu A_1 > \mu A_2$

2. The difference in reading skill between the students having high self-esteem (B_1) and those having low self-esteem (B_2) for the twelfth grade of SMA Negeri 2 Tuban in the academic year of 2011/2012.

    Ho: $\mu B_1 = \mu B_2$

    Ha: $\mu B_1 > \mu B_2$

3. There interaction between the teaching methods used (inside-outside circle and lecture method) (A) and students' self-esteem (B) in teaching reading for the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.

    Ho: $A \times B = 0$

    Ha: $A \times B > 0$

CHAPTER IV

RESEARCH FINDING

This chapter presents the finding of the research. It is divided into four parts, namely: the description of the data, normality and homogeneity test, hypothesis test, and the discussion of the research finding.

A. Description of the Data

The data presented are the result of the reading test. It includes the mean, mode, median, standard deviation, and frequency distribution then followed by histogram and polygon. Based on the groups analyzed, the description of the data is divided into eight groups, namely:

1. The data of the reading test of the students or the groups who are taught using inside-outside circle method (A_1).

2. The data of the reading test of the students or the groups who are taught using lecture method (A_2).

3. The data of the reading test of the students or the groups who have high self-esteem (B_1).

4. The data of the reading test of the students or the groups who have low self-esteem (B_2).

5. The data of the reading test of the students or the group having high self-esteem who are taught using inside-outside circle method (A_1B_1).

6. The data of the reading test of the students or the group having low self-esteem who are taught using inside-outside circle method (A_1B_2).

7. The data of the reading test of the students or the group having high self-esteem who are taught using lecture method (A_2B_1).

8. The data of the reading test of the students or the group having low self-esteem who are taught using lecture method (A_2B_2).

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The data of each group are presented as follows:

1. The data of the reading test of the students or the groups who are taught by using inside-outside circle (A_1).

    Descriptive analysis of the data A_1 shows that the score is 50 up to 82. The mean is 67.694, the mode is 73.5, the median is 69.5, and the standard deviation is 8.464. The frequency distribution of the data A_1 is presented in Table 4.1, histogram and polygon are presented in Figure 4.1.

Table 4.1 Frequency Distribution of the Data A_1

Class Limits			f_i	X_i	f_iX_i
50	-	54	4	52	208
55	-	59	2	57	114
60	-	64	7	62	434
65	-	69	5	67	335
70	-	74	9	72	648
75	-	79	8	77	616
80	-	84	1	82	82
Sum			36	469	2437
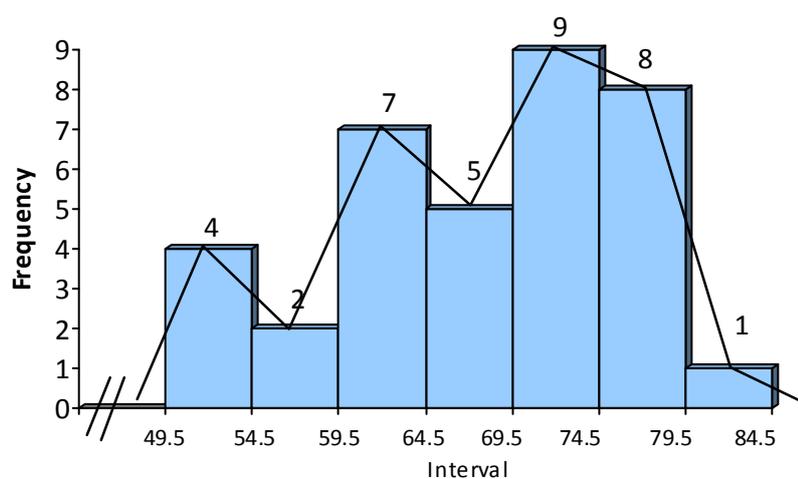
Figure 4.1 Histogram and Polygon of Data A_1

2. The data of the reading test of the students or the groups who are taught by using lecture method (A_2).

Descriptive analysis of the data A_2 shows that the score is 48 up to 75. The mean is 63.167, the mode is 62.269, the median is 62.833, and the standard deviation is 6.65. The frequency distribution of the data A_2 is presented in Table 4.2, histogram and polygon are presented in Figure 4.2.

Table 4.2 Frequency Distribution of the Data A_2

Class Limits			f_i	X_i	f_iX_i
48	-	51	2	49.5	99.0
52	-	55	3	53.5	160.5
56	-	59	3	57.5	172.5
60	-	63	12	61.5	738.0
64	-	67	8	65.5	524.0
68	-	71	2	69.5	139.0
72	-	75	6	73.5	441.0
Sum			36	430.5	2274.0
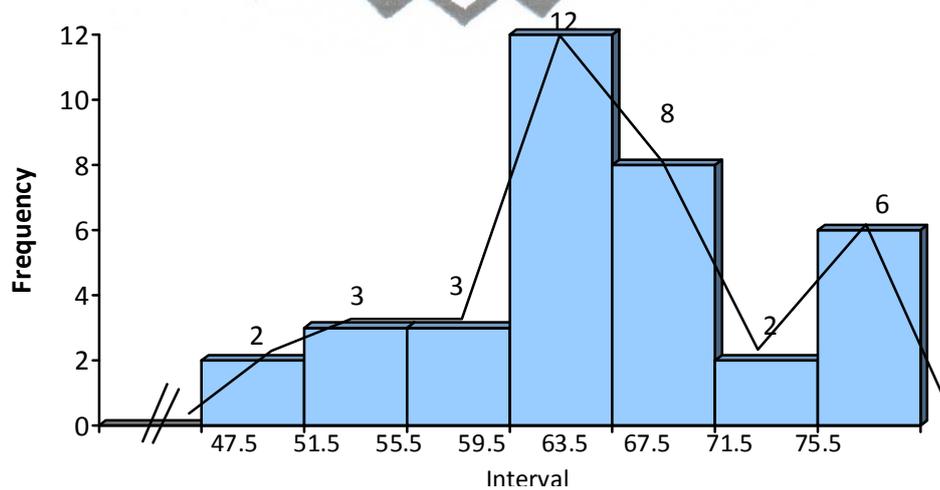
Figure 4.2 Histogram and Polygon of Data A_2

3. The data of the reading test of the students or the groups who have high self-esteem (B_1).

      Descriptive analysis of the data B_1 shows that the score is 48 up to 82. The mean is 67.917, the mode is 74.423, the median is 69.167, and the standard deviation is 8.399. The frequency distribution of the data B_1 is presented in Table 4.3, histogram and polygon are presented in Figure 4.3.

Table 4.3 Frequency Distribution of the Data B_1

| Class Limits			f_i	X_i	f_iX_i
48	-	52	2	50	100
53	-	57	3	55	165
58	-	62	4	60	240
63	-	67	7	65	455
68	-	72	6	70	420
73	-	77	11	75	825
78	-	82	3	80	240
Sum			36	455	2445
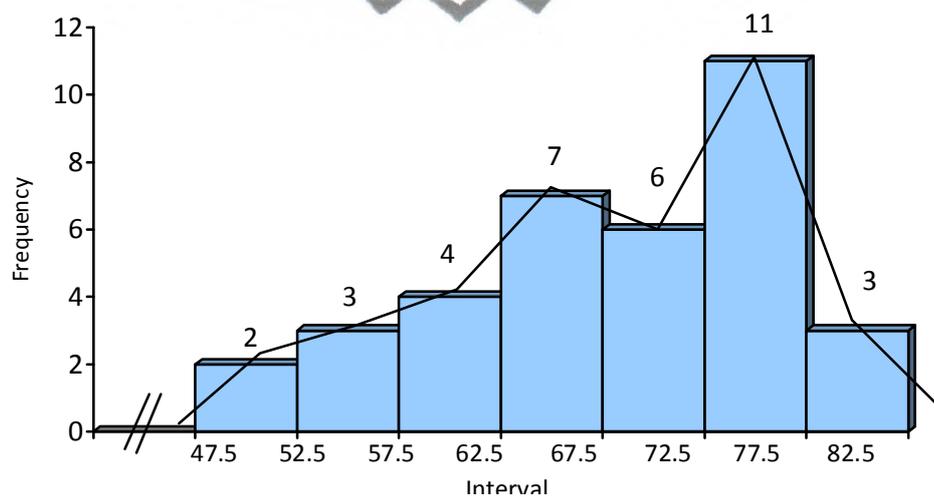
Figure 4.3 Histogram and Polygon of Data B_1

4. The data of the reading test of the students or the groups who have low self-esteem (B_2).

Descriptive analysis of the data B_2 shows that the score is 50 up to 75. The mean is 62.722, the mode is 62.974, the median is 62.929 , and the standard deviation is 6.401. The frequency distribution of the data B_2 is presented in Table 4.4, histogram and polygon are presented in Figure 4.4.

Table 4.4 Frequency Distribution of the Data B_2

| Class Limits		f_i	X_i	f_iX_i
50	- 53	5	51.5	257.5
54	- 57	1	55.5	55.5
58	- 61	7	59.5	416.5
62	- 65	14	63.5	889
66	- 69	2	67.5	135
70	- 73	6	71.5	429
74	- 77	1	75.5	75.5
Sum		36	444.5	2258
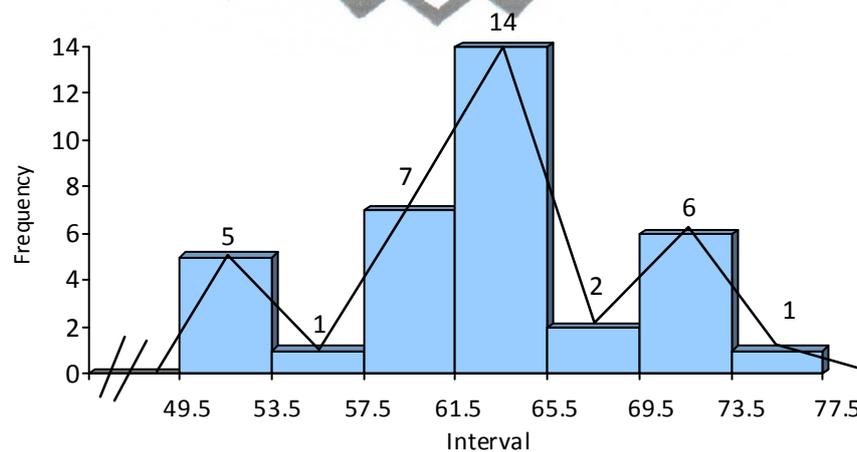
Figure 4.4 Histogram and Polygon of Data B_2

5. The data of the reading test of the students or the group having high self-esteem who are taught using inside-outside circle method (A_1B_1).

Descriptive analysis of the data A_1B_1 shows that the score is 67 up to 82. The mean is 74.333, the mode is 74.5, the median is 74.5, and the standard deviation is 3.88. The frequency distribution of the data A_1B_1 is presented in Table 4.5, histogram and polygon are presented in Figure 4.5.

Table 4.5 Frequency Distribution of the Data A_1B_1

| Class Limits			f_i	X_i	f_iX_i
66	-	68	2	67	134
69	-	71	1	70	70
72	-	74	6	73	438
75	-	77	6	76	456
78	-	80	2	79	158
81	-	83	1	82	82
Sum			18	447	1338
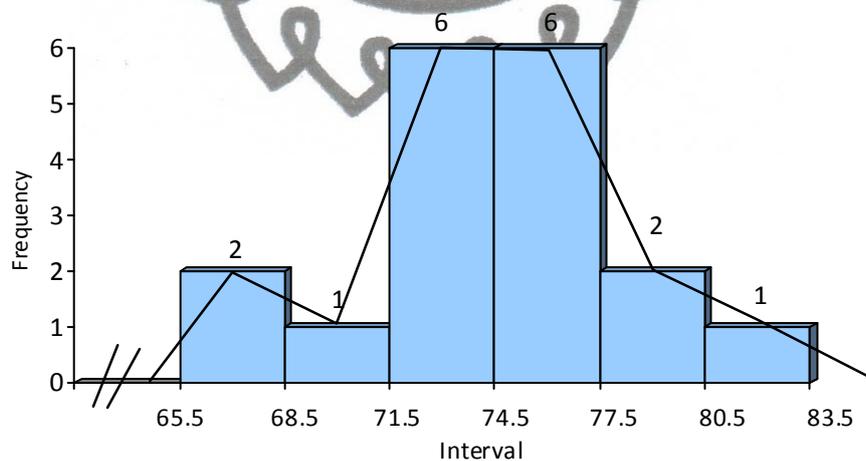
Figure 4.5 Histogram and Polygon of the Data A_1B_1

6. The data of the reading test of the students or the group having low self-esteem who are taught by using inside-outside circle method (A_1B_2).

Descriptive analysis of the data A_1B_2 shows that the score is 50 up to 72. The mean is 60.833, the mode is 62.167, the median is 61.5, and the standard deviation is 6.287. The frequency distribution of the data A_1B_2 is presented in Table 4.6, histogram and polygon are presented in Figure 4.6.

Table 4.6 Frequency Distribution of the Data A_1B_2

Class Limits			f_i	X_i	f_iX_i
50	-	53	4	51.5	206.0
54	-	57	0	55.5	0.0
58	-	61	5	59.5	297.5
62	-	65	6	63.5	381.0
66	-	69	1	67.5	67.5
70	-	73	2	71.5	143.0
Sum			18	369	1095.0
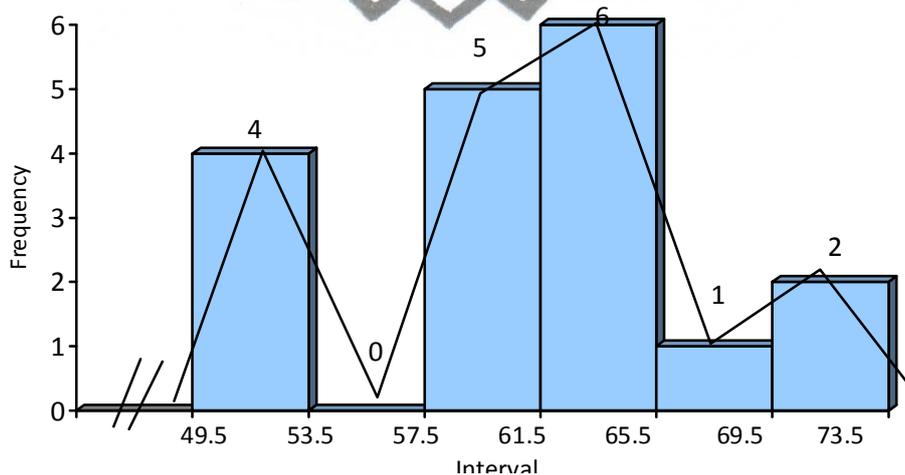
Figure 4.6 Histogram and Polygon of the Data A_1B_2

7. The data of the reading test of the students or the group having high self-esteem who are taught using lecture method (A_2B_1).

Descriptive analysis of the data A_2B_1 shows that the score is 48 up to 73. The mean is 61.667, the mode is 64.167, the median is 62.5, and the standard deviation is 6.860. The frequency distribution of the data A_2B_1 is presented in Table 4.7, histogram and polygon are presented in Figure 4.7.

Table 4.7. Frequency Distribution of the Data A_2B_1

| Class Limits		f_i	X_i	f_iX_i
48	-	52	2	50	100
53	-	57	3	55	165
58	-	62	4	60	240
63	-	67	6	65	390
68	-	72	2	70	140
73	-	77	1	75	75
Sum		18	375	1110
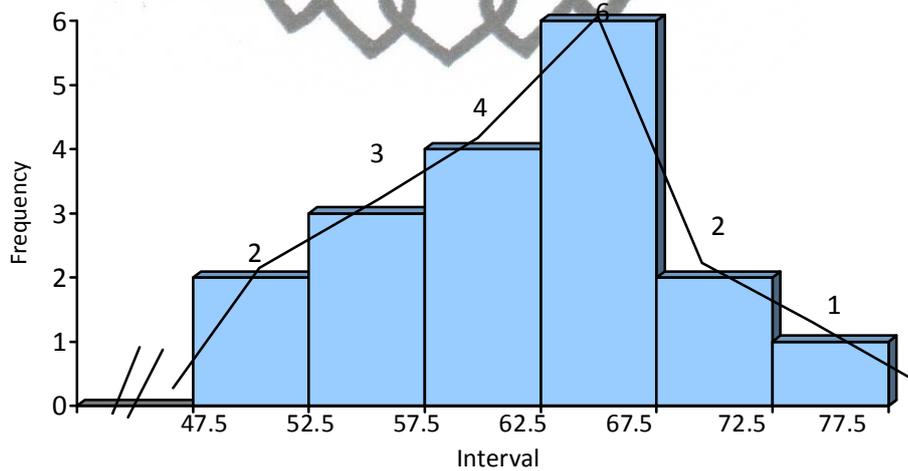
Figure 4.7 Histogram and Polygon of the Data A_2B_1

8. The data of the reading test of the students or the group having low self-esteem who are taught using lecture method (A_2B_2).

Descriptive analysis of the data A_2B_2 shows that the score is 53 up to 75. The mean is 65.167, the mode is 63.167, the median is 64.5, and the standard deviation is 5.980. The frequency distribution of the data A_2B_2 is presented in Table 4.8, histogram and polygon are presented in Figure 4.8.

Table 4.8. Frequency Distribution of the Data A_2B_2

Class Limits			f_i	X_i	f_iX_i
53	-	56	1	54.5	54.5
57	-	60	3	58.5	175.5
61	-	64	5	62.5	312.5
65	-	68	4	66.5	266.0
69	-	72	2	70.5	141.0
73	-	76	3	74.5	223.5
Sum			18	387	1173.0
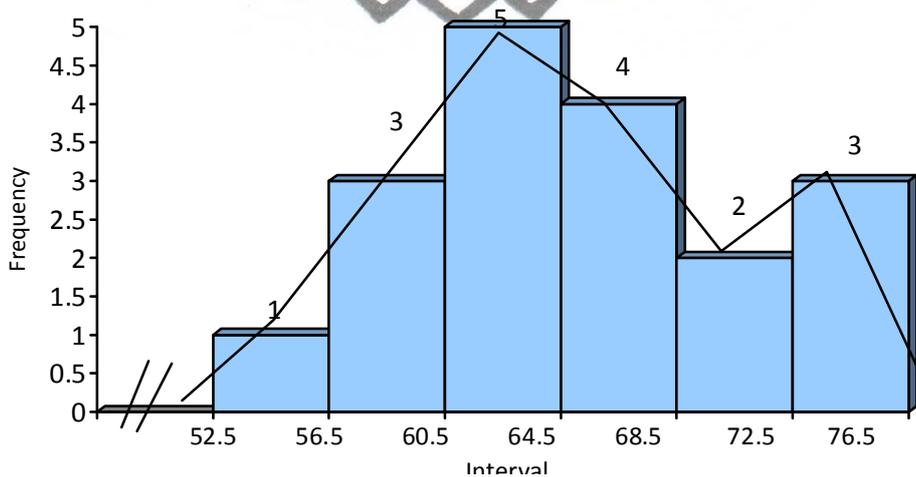
Figure 4.8 Histogram and Polygon of the Data A_2B_2

## B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogeneous. Each test is presented in the following section.

1. Normality Test

The sample is in normal distribution if L_o (L obtained) is lower than L_t (L table), at the level of significance (α) = 0.05. L stands for Lilliefors.

Table 4.9 The Summary of Normality Test Using Lilliefors

No.	Data	The Number of Sample	L Obtained (L_o)	L Table (L_t)	Alpha (α)	Distribution of Population
1	A_1	36	0.078	0.148	0.05	Normal
2	A_2	36	0.088	0.148	0.05	Normal
3	B_1	36	0.135	0.148	0.05	Normal
4	B_2	36	0.117	0.148	0.05	Normal
5	A_1B_1	18	0.122	0.200	0.05	Normal
6	A_1B_2	18	0.118	0.200	0.05	Normal
7	A_2B_1	18	0.083	0.200	0.05	Normal
8	A_2B_2	18	0.167	0.200	0.05	Normal

2. Homogeneity Test

Homogeneity test is done to know that the data are homogeneous. If χ_o^2 is lower than $\chi_t^2{}_{(0.05)}$, it can be concluded that data are homogeneous.

Table 4.10 The Homogeneity Test

Sample	df	1/df	s_i^2	$\log s_i^2$	$df(\log s_i^2)$
1	17	0.059	14.029	1.147	19.499
2	17	0.059	36.824	1.566	26.622
3	17	0.059	47.320	1.675	28.475
4	17	0.059	36.353	1.561	26.537
	68	0.235			101.133

$$\chi^2 = (\ln 10)\{B - \Sigma \log(s_i^{\,2}) \times (n-1)\} =$$

$$= 2.3026(103.836 - 101.133)$$

$$= 2.3026 \times 2.703$$

$$= 6.224$$

Based on the calculation above, it can be seen that $\chi_o^{\,2}$ (6.224) is lower than $\chi_t^{\,2}$ at the level of significance (α) 5% = 7.815. Therefore, it can be concluded that the data are homogeneous.

C. Hypothesis Test

Hypothesis test is done by using multifactor analysis of variance 2 x 2 because there are more than two groups of data. H_o is rejected if $F_o > F_t$. It means that there is a significant difference and there is an interaction. When the result of analysis of variance shows that there is an interaction between the two variables, teaching methods and students' self esteem, the analysis is continued to know the significant difference between the pair means of groups using Tukey test. The multifactor analysis of variance 2 x 2 and Tukey test are described as the following:

1. Summary of a 2 x 2 Multifactor Analysis of Variance

Table 4.11 Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_o	$F_{t\,0.05}$	$F_{t\,0.01}$
Between columns (Method)	316.681	1	316.681	9.416	4.00	7.08
Between rows (self-esteem)	445.041	1	445.041	13.233	4.00	7.08
Columns by rows (interaction)	1308.987	1	1308.987	38.921	4.00	7.08
Between groups	2070.709	3	690.236	-	-	-
Within group	2286.944	68	33.632	-	-	-
Total	4357.653	71	-	-	-	-

The table above shows that:

a. The value of F_o between columns, the comparative analysis between the effect of teaching reading using inside-outside circle method and lecture method, is 9.416. Because F_o between columns (9.416) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00) and F_t at the level of significance $\alpha = 0.01$ (7.08), the difference between columns is significant. This shows that the null hypothesis stating that there is no difference in the effectiveness between inside-outside circle and lecture method in teaching reading is rejected. This means that teaching methods differ significantly from one another in their effect on the performance of the subjects in the experiment. The mean score of the students who are taught using inside-outside circle (67.417) is higher than that of those who are taught using lecture method (63.222). So, it can be concluded that inside-outside circle is more effective than lecture method for teaching reading.

b. The value of F_o between rows, the comparative analysis of the learning achievement between the students having high self-esteem and those having low self-esteem, is 13.233. Because F_o between rows (13.233) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00) and F_t at the level of significance $\alpha = 0.01$ (7.08), the difference between rows is significant. This shows that the null hypothesis stating that there is no difference in reading skill between the students having high self-esteem and those having low self-esteem is rejected. This means that the

students having high self-esteem and those having low self-esteem are significantly different in their reading skill. The mean score of the students having high self-esteem (67.806) is higher than that of those having low self-esteem (62.833). So, it can be concluded that the students having high self-esteem have better reading skill than those having low self-esteem.

c. The value of F_o interaction, the interaction between teaching methods and students' self-esteem, is 38.921. Because F_o interaction (38.921) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00) and F_t at the level of significance $\alpha = 0.01$ (7.08), the null hypothesis stating that there is no interaction between teaching methods and students' self-esteem in teaching reading is rejected. This shows that there is an interaction effect between the two variables, teaching methods and the degree of students' self-esteem, toward students' reading skill. It means that the effect of teaching methods on reading skill depends on the degree of students' self-esteem.

2. Summary of Tukey Test

The finding of q is found by dividing the difference between the means by the square root of the within group variation and the sample size.

Table 4.12 Summary of Tukey Test

Between Groups	q_o	$q_{t\,(0.05)}$	Significance	Meaning
$A_1 - A_2$	4.343	2.86	Significant	$A_1 > A_2$
$B_1 - B_2$	5.148	2.86	Significant	$B_1 > B_2$
$A_1B_1 - A_2B_1$	9.307	2.97	Significant	$A_1B_1 > A_2B_1$
$A_1B_2 - A_2B_2$	3.17	2.97	Significant	$A_1B_2 < A_2B_2$

a. Because q_o between A_1 and A_2 (4.343) is higher than q_t at the level of significance $\alpha = 0.05$ (2.86), inside-outside circle differs significantly from lecture method for teaching reading. The mean score of the students who are taught using inside-outside circle (67.417) is higher than that of those who are taught using lecture method (63.222). So, it can be concluded that inside-outside circle is more effective than lecture method for teaching reading.

b. Because q_o between B_1 and B_2 (5.148) is higher than q_t at the level of significance $\alpha = 0.05$ (2.86), the students having high self-esteem differ significantly from those having low self-esteem in their reading skill. The mean score of the students having high self-esteem (67.806) is higher than that of those having low self-esteem (62.833). So, it can be concluded that the students having high self-esteem have better reading skill than those having low self-esteem.

c. Because q_o between A_1B_1 and A_2B_1 (9.307) is higher than q_t at the level of significance $\alpha = 0.05$ (2.97), inside-outside circle differs significantly from lecture method to teach reading for students having high self-esteem. The mean score of the students having high self-esteem who are taught using inside-outside circle (74.167) is higher than that of those who are taught using lecture method (61.444). So, it can be concluded that inside-outside circle is more effective than lecture method to teach reading for students having high self-esteem.

d. Because q_o between A_1B_2 and A_2B_2 (3.17) is higher than q_t at the level of significance $\alpha = 0.05$ (2.97), inside-outside circle differs significantly from lecture method to teach reading for students having low self-esteem. The mean score of the students having low self-esteem who are taught using lecture method (65) is higher than that of those who are taught using inside-outside circle (60.667). So, it can be concluded that lecture method is more effective than inside-outside circle to teach reading for students having low self-esteem.

e. Based on the result of analysis on points c and d above, that is inside-outside circle is more effective than lecture method to teach reading for students having high self-esteem and lecture method is more effective than inside-outside circle to teach reading for students having low self-esteem, therefore it can be concluded that there is an interaction between teaching methods and students' self-esteem in teaching reading. It means that the effect of teaching methods on reading skill depends on the degree of students' self-esteem.

D. Discussion of the Research Finding

1. Inside-outside circle is more effective than lecture method to teach reading.

In inside-outside circle, students not only learn and receive whatever the teacher teaches in the teaching-learning process, but also learn from other students. Students are demanded to be more active and to work cooperatively in joining the learning process (Johnson, 1996: 114).

In reading class, they have to learn together, help each other to reach joint success, and do not compete against each other. They work cooperatively, not competitively to be more successful than others in doing the reading tasks. Through this principle, students can develop their positive interdependence. Their individual accountability also develops because they are motivated to work seriously in order to be able to do, share and give contributions to others. The development of the interpersonal skills also occurs because they can learn how to lead, decide, ask questions, share opinion or present a point of view in discussing the reading texts. Inside-outside circle makes students actively engaged in thinking with different questions and different partners, encourages community building among students while incorporating movement and interaction, and makes students feel safer or easier to enter into a discussion with another classmate rather than with a large group (Bennett and Rolheiser, n.d.). In addition, Barkly, et al. (2005: 23) put forward that inside-outside circle makes students have better reasoning and communication skills than those taught in lecture classes. Therefore, it is undeniable that inside-outside circle makes students learn more actively and successfully in reading class.

On the other hand, lecture method is a method of teaching in which a teacher presents an informative talk to a group of students. In this method, the teacher talks much about a reading text to the class. The class listens, takes notes of the facts and ideas worth remembering, and thinks

over them later. Johnson and Johnson (1994: 123) say that it is typically a long period of uninterrupted teacher-centered that relegates students to the role of passive "spectator" in the classroom. Moore (1999: 182) also states that lecture method fosters passive learning with very low student involvement. This lack of class participation dampens the students' motivation to learn and impedes learning progress. It minimizes the students' spirit and curiosity and discourages critical thinking and initiative in reading class. This turns the students into passive, apathetic individuals, and being satisfied to do minimal work necessary for passing the course. As a result, this method is neither able to make students understand the reading texts nor improve their reading skill effectively.

2. The students who have high self-esteem have better reading skill than those who have low self-esteem.

In reading class, the students having high self-esteem are more actively involved in the class discussion and make a great effort to deal with the given tasks in order to reach a good achievement. They can work cooperatively and feel that they are worthy and able to give contribution to others. They have so high self-confidence that they face the tasks in learning reading with rationality, creativity, independence, flexibility, and optimism to be successful. Coopersmith in Brown (2000: 103) confirms that one who has high self-esteem believes himself to be capable, significant, successful, and worthy. Biggs and Watkins (1995: 75) add that

people who have high self-esteem are confident in their ability, tend to have higher aspirations, and to be happier. Lightbown and Spada (1994: 38) say furthur that self-esteem is one of personality components which also have an important influence on success in second language learning. Therefore, it is understandable that students who have high self-esteem have better reading skill than those who have low self-esteem.

On the contrary, the students who have low self-esteem have the opposite characteristics. In reading class, they don't have strong confidence to cope with the given tasks. They are reluctant to take a great effort, pessimistic to be successful in learning. They often face the tasks in learning with fear, complaint, and tend to be passive, not creative, and less motivated. Guest (1984: 4) confirms that students with low self-esteem underestimate their worth, think less of themselves than they should, and focus on their weaknesses. In addition, Biggs and Watkins (1995: 75) state that people having low self-esteem tend to have unhappy expectations of failure which are likely to produce the expected poor results or failure, cease to try, feel helpless, and even produce high anxiety and depression. Low self-esteem correlates with irrationality, blindness to reality, rigidity, fear of the new and unfamiliar, inappropriate rebelliousness, defensiveness, an overly complaint, and fear or hostility towards others (Branden, n.d.). Therefore, it is very hard for the students who have low self-esteem to improve their reading skill successfully.

3. There is an interaction between teaching methods and students' self-esteem

Teaching method used by the teacher in the class gives a big influence on the success of the teaching and learning process. In teaching reading, the teacher also needs to find a suitable method that can motivate the students to join the class actively. Unlike lecture method, which tends to be teacher-centered and places the students in a passive learning role, inside-outside circle encourages student-centered activities and requires the students to be more active in acquiring the academic content without neglecting their social and human relation with others unconsciously (Orlich, et al., 1998: 274).

Cooperative activities in inside-outside circle require the students to be actively involved in the discussion, to show their competence and responsibility to find out and share the ideas or answers, to learn to help each other and to be accepted by others in order to achieve a success together. To accomplish such activities successfully requires the students who have high self-esteem. They believe themselves to be capable of finishing the given tasks, to be successful people, to be worthy for others. They also have high aspiration in their lives, make great effort, and like to cooperate with others to achieve the goals. Bandura in Cloninger (2009: 355) states that high self-esteem leads to effort and persistence at a task and setting high goals. Atwater (1990: 155) states that students having high level of self-esteem expect to do well in their accomplishments and try to be successful. In reading class, they are more self-confident,

motivated, active, cooperative, and able to cope with challenging tasks. They have high aspiration to achieve good scores, make greater efforts, and believe that they can be successfully. Therefore, inside-outside circle is effective to teach reading to the students having high self-esteem.

On the contrary, lecture method seems to be suitable for students having low self-esteem because this method possesses the characteristics which possibly make the students passive during the class (Johnson and Johnson, 1994: 123). In reading class with lecture method, the students directly receive knowledge through a one-way of oral presentation by the teacher. They are not actively involved in the cooperative activity since they are not demanded to explore and elaborate their ideas or answers in the teaching and learning process. Such a method of teaching is preferred by students who have low self-esteem because they are reluctant to take a great effort, pessimistic to be successful in learning. They also don't have strong confidence to cope with the given tasks, often face the tasks in learning with fear or complaint, and tend to be passive. Biggs and Watkins (1995: 75) state that people having low self-esteem tend to produce the expected poor results or failure, cease to try, feel helpless, and even produce high anxiety and depression. Heath (n.d.) adds that students who have low self-esteem are characterized with the lack of confidence, anxiety, depression, anger, and fear. They are afraid to converse with others, and think negatively about themselves that they are not attractive, nothing they do seems to go right, and most people do not like them.

Consequently, they prefer being passive in the teaching-learning process of reading class. Since lecture method and students having low self-esteem have a suitable characteristic, lecture method is suitable to teach reading for students who have low self-esteem.

Therefore, there is an interaction between teaching methods and self-esteem toward students' reading skill. Inside-outside circle is more effective than lecture method to teach reading for students having high self-esteem. In other words, inside-outside circle is suitable for students having high self-esteem. Meanwhile, lecture method is more effective than inside-outside circle to teach reading for students having low self-esteem. In other words, lecture method is suitable for students having low self-esteem.
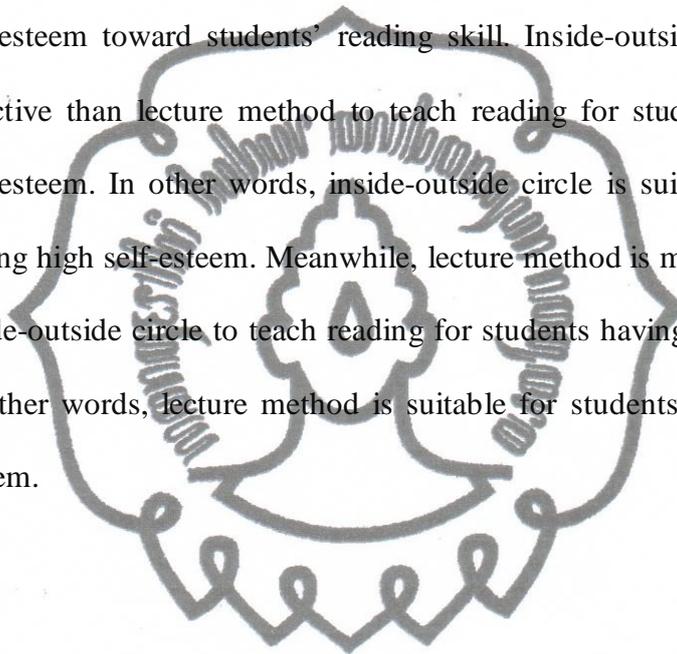
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the description of the data analysis, the research findings can be concluded as follows:

1. Inside-outside circle is more effective than lecture method to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.
2. The students who have high self-esteem have better reading skill than those who have low self-esteem at the twelfth grade of SMA Negeri 2 Tuban in the academic year of 2011/2012.
3. There is an interaction between teaching methods and students' self-esteem to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012.

Based on the research findings, it can be concluded that inside-outside circle is an effective method to teach reading to the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012. The effectiveness of the method is influenced by the students' level of self-esteem.

B. Implication

Since inside-outside circle is proved to be effective, the use of inside-outside circle is recommended in teaching reading. In order to achieve a good result, it must be applied properly in the teaching-learning process. The procedures of inside-outside circle are: (1) the class is divided into several

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groups in which the group members stand or sit in pairs in two concentric

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circles with the inside circle facing out and the outside circle facing in; (2) all pairs, the original pairs, work cooperatively as the expert pairs to prepare the answers to share with their new partners in the next rotations; (3) after the original pairs finish their tasks, the outside partners rotate to their right or to their left to form a new pair with the inside partners who remain in their position, then they share each other's answers got from their own original pairs; (4) rotation is done repeatedly until they meet their own original partners again, which means that each member gets the whole answers to the given tasks/questions; (5) they discuss in their group to check their answers; (6) each group presents the answers in the class discussion. Here, the teacher facilitates the discussion and gives confirmation on the answers presented by the groups so that the conclusion can be made.

It is clear that in the process of teaching reading using inside-outside circle the students have to be actively involved in cooperative work to do the shared tasks. They have to learn together, help each other to reach joint success. The expected result is not only in the improvement in students' achievement but also in the quality of their interpersonal relationships. In order to run smoothly and achieve a good result, the teaching and learning process has to include five basic elements, namely: (1) positive interdependence – students are linked with each other in a way to achieve a joint success that one cannot succeed unless everyone succeeds; (2) promotive interaction – students have to interact to promote each other's learning by explaining how to solve problems and their findings;

(3) individual accountability – students are held individually accountable to do their share of the work; (4) interpersonal skills – students have to learn about leadership, decision-making, trust-building, and communicating with others; and (5) group processing – groups must be assessed to see how well they are working to achieve their goals and maintaining effective working relationships.

When the procedure and the basic elements of inside-outside circle are applied properly in teaching reading, not only students' academic achievement and their interpersonal relationships but also students' self-esteem can be expected to increase. This happens because through cooperative learning in inside-outside circle the students feel more capable of doing the tasks, successful in achieving the goals, and worthy for others. They are also encouraged to be actively involved in cooperative work. Therefore, it is undeniable that by applying inside-outside circle, the students having high self-esteem are able to learn reading successfully.

Nevertheless, not all students have high self-esteem. In every class there are not only students having high self-esteem but also ones having low self-esteem. The result of the research also shows that there is an interaction between teaching methods and students' self-esteem to teach reading. Inside-outside circle is more effective than lecture method to teach reading for students having high self-esteem. Meanwhile, lecture method is more effective than inside-outside circle to teach reading for students having low self-esteem. Therefore, inside-outside circle and lecture method can be used

to complement each other in teaching reading in order that the students having high self-esteem and the ones having low self-esteem are able to obtain an optimum achievement in learning reading. It is important for teachers to use teaching methods which are suitable with students' self-esteem.

C. Suggestion

It is necessary to have other investigations as the follow up of the researches which have been carried out. Replication of similar study will reinforce the findings. This research is expected useful for teachers, students, and future researchers, therefore, some suggestion are listed as follows:

1. For Teachers

   a. Teachers can use inside-outside circle to teach reading to improve students' reading skill.

   b. Teachers have to consider that self-esteem is one of important factors which can influence the students in the teaching and learning process.

2. For Students

   a. Students should be actively involved in the teaching and learning process in order to improve their reading skill.

   b. Students having low self-esteem should encourage themselves and be aware that they have to be more active in their involvement in the teaching and learning process.

3. For Other Researchers

   a. Other researchers can use the findings of the study as the starting point to continue the next study.

   b. It may be worthwhile for them to conduct another research with different attributive variables such as students' habit, creativity or risk taking.