Using Inside Outside Circle (IOC) Strategy to Improve Students' Vocabularies of The First Senior High School Students of IMMIM Putra Makassar

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Abstract: Vocabulary is one of language components that is very important in language teaching process in teaching learning vocabulary.Using Inside Outside Circle (IOC) Strategy To Improve Students Vocabularies Of The First Senior High School Students Of IMMIM Putra Makassar. The research questions of this research "Does Use Inside Outside Circle (IOC)strategy can improve students vocabulary at the first grade students of SMA IMMIM Putra Makassar?, the aims of this research was to find out whether or not the use of Inside Outside Circle (IOC) Strategy can improve the vocabulary mastery at the first grade students of SMA IMMIM Putra Makassar. The research method applied was pre-experimental method. That involved one group was given pretest and posttest design. There were two variables in this research; namely dependent variable and independent variable. Dependent variable was the students' vocabulary mastery, while independent variable was teaching vocabulary through Inside Outside Circle. The instrument of this research was vocabulary test that consisted of pretest and posttest. The kinds of vocabulary tests were, multiple choice, matching pictures, and filling the blank. The pretest aimed to know prior knowledge of the students. The posttest intended to know the students' vocabulary mastery after giving treatment through Inside Outside Circles (IOC). And the procedure of collecting data were pre test, treatmen, and post test.The resutl of students vocabulary improvement between pre-test and post test. pre-test was 1380 and the mean score of pre-test was 46, while the total score of post-test was 2395 and the mean score of post-test was 80. Referring to the data shown, it can be inferred that both the total score and the mean score of students' pre-test were lower than the total score and the mean score of students' post-test.

Keywords: *Inside Outside Circle (IOC) Strategyt, Vocabulary mastery.*

Abstrak: Kosakata merupakan salah satu komponen bahasa yang sangat penting dalam proses pengajaran bahasa, khususnya dalam pengajaran pembelajaran kosakata. Menggunakan Strategi Inside Outside Circle (IOC) untuk Meningkatkan Kosakata Siswa di Kelas Satu SMA IMMIM Putra Makassar. Pertanyaan penelitian ini adalah "Apakah penggunaan strategi Inside Outside Circle (IOC) dapat meningkatkan kosakata siswa di kelas satu SMA IMMIM Putra Makassar?" Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Strategi Inside Outside Circle (IOC) dapat meningkatkan penguasaan kosakata siswa di kelas satu SMA IMMIM Putra Makassar.Metode penelitian yang digunakan adalah metode pra-eksperimental dengan desain satu kelompok yang diberikan pre-test dan post-test. Penelitian ini melibatkan dua variabel, yaitu variabel dependen dan independen. Variabel dependen adalah penguasaan kosakata siswa, sedangkan variabel independen adalah pengajaran kosakata melalui Strategi Inside Outside Circle. Instrumen penelitian ini adalah tes kosakata yang terdiri dari pre-test dan post-test. Jenis tes kosakata meliputi pilihan ganda, mencocokkan gambar, dan mengisi bagian kosong. Pre-test bertujuan untuk mengetahui pengetahuan awal siswa, sedangkan post-test bertujuan untuk mengetahui penguasaan kosakata siswa setelah diberikan perlakuan melalui Strategi Inside Outside Circle (IOC). Prosedur pengumpulan data meliputi pre-test, perlakuan (treatment), dan post-test. Hasil penelitian menunjukkan peningkatan kosakata siswa antara pre-test dan post-test. Total skor pre-test adalah 1380 dengan nilai rata-rata 46, sedangkan total skor post-test adalah 2395 dengan nilai rata-rata 80. Berdasarkan data yang ditunjukkan, dapat disimpulkan bahwa baik total skor maupun nilai rata-rata pre-test siswa lebih rendah dibandingkan dengan total skor dan nilai rata-rata post-test siswa.

Kata kunci: Strategi Inside Outside Circle (IOC), Penguasaan Kosakata.

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INTRODUCTION

English is a global language spoken in international events and is used as the medium of information current on science, technology, and culture as well. As a citizen of a developing country, one should try to be able to speak English to make relationship with other country in the world so that one can master science, technology, and culture in the world, so one can face the competition in the global era. By mastering English, it is easier for anyone to make a good relationship with other countries. In the context of education, English functions as a tool of communication in daily life to study, to build interpersonal relation to exchange information, as well as to enjoy language esthetics in English culture (Depdikbud, 2006: 6).

In Indonesia, English is taught in junior high school and senior high school, even in elementary school. Studying English is not a new thing for the students of senior high school before. Although English is not the new thing for senior high school students, in fact they still have many difficulties in studying English. As known, English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when one speaks English.

However, nowadays, the assumption is gradually scraped off by the developing era that demand the society to be more competitive and to be able to enhance the human resources quality. Therefore, the role of English is needed to face the era of globalization, where it will be many new things happend in our nation. Since English recently is treated as foreign and important language for Indonesian , it had a major portion in Indonesian educational system and becomes a compulsory subject to study either in junior or senior high schools in today's Indonesian educational system.

Schutz Ricardo (2007), said that English in its role as a global language that it had become one of the most important academic and professional tools. The English language was recognized as undoubtedly the most important language for the increasingly mobile international community to learn. This was a fact that seemed to be irreversible. English had become the official language of the business and scientific worlds.

It goes without saying that English language learning (ELL) always deals with the   r major skills of language, they are: listening, speaking, reading, and writing. Those four skills   equally important and related to vocabulary. In teaching, English teachers, particularly teaching vocabulary, have applied a lot of and various strategies. The use of the various strategies is aimed at improving the learners to learn and develop their vocabulary because vocabulary mastery is one of dominant factors in language learning.

One of the most important language components is vocabulary. The mastery of it will be very helpful when one is learning foreign language having a great mastery on it, it would also facilitate him to comprehend the subject learnt in which it is in English. As concluded that the quality of one's language skill depended on the quality and the quantity of vocabulary mastered the more he mastered the vocabulary the better he used the language skill.

Ikah (2007:50) stated that vocabulary is one important aspect in learning a foreign language. Having a limited vocabulary one will also has a limited understanding in terms of listening, speaking, reading, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to read, to speak, to listen, and to write. Therefore, the vocabulary must be on the first priority in English language teaching and learning.

In teaching learning process, the methods those are used increasing students' vocabulary are in many kinds, they depend on what the students are easy to understand and which one is interesting student the most. Riddle, cards, pictures are some media that are usually used by the teacher to increase to students' vocabulary.

The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary someone has, the bigger possibility to have a skill to use the language.   To   some extent, students find difficulty to enrich their vocabulary. So a teacher must create such a solution that affects the students to study the subject easily. In relation to the desription above, emperically, vocabulary mastery of SMA IMMIM Putra Makassar at the first grade is in average level. However, efforts should be run to improve it to be in excellent level in vocabulary mastery. That's why the researcher

conducted a research entitle "Using Inside Outside Circle (Ioc) Strategy To Improve Students Vocabularies Of The First Senior High School Students Of Immim Putra Makassar

RESERACH METHOD AND DESIGN

The research method applied in this research was pre-experimental method. Method involved one group that was given pretest and posttest design. The research design was represented as follows:

Pre test	Treatment	Post test
O1	**X**	**O**2

Where:
O1   : pretest
X   : treatment
O2   : posttest

(Gay, 1981)

Research Variables

There were two variables in this research; namely dependent variable and independent variable. The dependent variable was the students' vocabulary mastery, while the independent variable was teaching vocabulary through Inside Outside Circle.

Population and Sample

According to Arikunto, (1992) population is the whole of research subject, where as sample is a part of population. The population of this research was first grade students of SMA IMMIM Putra Makassar that consisted of three classes. The total numbers of population were 90 students.Sample, according to Gay (2006: 99) sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group from which they will be selected. A sample is made up of individuals, items or events selected from a large group referred to as population. This research used purposive sampling technique and the class that was considered to be qualified as the sample was class XA with the total number of sample were 30 students.

Instrument of the Research

The instrument of this research was vocabulary test that consisted of pretest and posttest. The kinds of vocabulary tests were, multiple choice, matching pictures, and filling the blank. The pretest aimed to know prior knowledge of the students. The posttest intended to know the students' vocabulary mastery after giving treatment through Inside Outside Circles (IOC).

Procedure of Collecting Data

Pretest**,** before giving treatment, the researcher applied a pre-test. The researcher gave the vocabulary test to the students. It aimed to know the students vocabulary prior knowledge.Treatment, after giving pretest, the researcher conducted the treatment. It was done in four meeting, each meeting was held in 45 minutes. The researcher taught vocabulary to the students by using Inside Outside Circle. There were some activities done by the researcher in treatment. They were:The researcher asked the students pair up, and formed two circles, namely circle A as Outside circle, and circle B as Inside circle. Students in circle A faced to the students in circle B.The researcher gave the students one picture to each circle, and asked the students in each circle rotated with clockwise.The researcher asked the students shared what they knew about the picture.After the students had rotated, the researcher asked one student of each circle to tell to other students about the information that has been got.

Post-test, after having treatment, the researcher conducted post-test. It aimed at finding out the students' achievement after the researcher had taught them by using Inside Outside Circle. The researcher distributed the vocabulary test consisted of 20 items. The test included multiple choice, matching picture and filling in the blanks. The test ran for 90 minutes.

FINDING

The findings of this research deal with the description of the students' score of vocabulary tests which have been given in both pre-test and post-test. The kinds of students score are the frequency and rate percentage of students, pre-test and post-test score, the mean scores of both pre-test and post-test, t-test value and hypothesis testing. The data of this findings were analyzed into mean score formula and the students' scores were classified into very poor up to excellent category. The t-test

formula was applied to analyze the significant difference between the students' result of pre-test and post-test.

The Description of Students' Score of Pre-test (X_1) and Post-test (X_2), Gain or Difference with the Matched Pairs (D), and the Square of the Gain (D2)

To find out the answer of the research questions in the previous chapter, the researcher administered some kinds of test which were given twice. The first test was given in pre-test. It aimed to find out the students' English vocabulary mastery before they had been taught by using Inside Outside Circles Strategy. The second test was given after the students had been taught by using Inside Outside Circle Strategy. It aimed to find out of the students' English vocabulary achievement after having treatments. The following table discusses and explains the students' scores of both pre-test and post test, gain or the difference with the matched pairs (D), and the square of the gain (D2).

Table 4.1The total row score of students' pre-test (X1) and pos-test (X2), gain or the difference of the matched pairs (D), and the square of the gain (D2)

Table 4.1. The Students' Score of Pre-test (X_1) and Post-test (X_2), Gain or Difference with the Matched Pairs (D), and the Square of the Gain (D2)

No.	Name (code)	Pre-test (X1)	Post-test (X2)	Gain (D) (X2-X1)	D2
1	MYT	40	65*	25	625
2	INR	40	90*	50	2500
3	MFF	30	50	20	400
4	AA	65*	85*	20	400
5	AMG	60*	85*	25	625
6	MAZ	50	75*	25	625
7	DAN	50	90*	40	1600
8	YMA	60*	80*	20	400
9	AAP	35	80*	45	2025
10	MIN	50	95*	45	2025
11	AFM	40	65*	25	625
12	MRA	50	80*	30	900
13	AMT	45	95*	50	2500
14	MRF	35	85*	50	2500
15	MRR	35	80*	45	2025
16	MN	45	90*	45	2025
17	FF	35	70*	35	1225
18	MFI	40	90*	50	2500
19	ATP	55	75*	20	400
20	AM	45	80*	35	1225
21	AK	45	95*	50	2500
22	AAW	45	85*	40	1600
23	NRR	55	90*	45	2025
24	HIH	45	85*	40	1600
25	AI	60*	80*	20	400
26	MYM	30	45	15	225
27	RH	50	85*	30	900
28	MAS	60*	75*	25	625
29	AYA	40	80*	40	1600
30	MAF	45	75*	30	900
N = 30		$\sum X1 = 1380$	$\sum X2 = 2395$	$\sum X2$ 1035	$\sum D2 = 39525$

Referring to table 4.1 above, the students' total score of pre-test (X1) was 1380, the total score of students' post-test (X2) was 2395. The gain or the difference between matched pairs (D) was 1035, and

the square of gain (D2) was 39525. The total score of students' pre-test (1380) was lower than total score of students' post-test (2395). In other words 1380<2395. The minimum score of students' pre-test was 30 and the maximum score was 65. Then the minimum score of students' post-test was 45 and the maximum score was 95. Both the minimum and the maximum score of students pre-test were lower than the minimum and the maximum score of students' post-test. And the minimum score of gain or the difference of the matched pair was 15, the maximum score of gain or the difference of the matched pair was 50.

Scoring Classification, the students' score of both pre-test and post-test were classified into some criteria, such as percentage, the frequency of the students score. The following tables show and explain the students score of pre-test and post-test.

Pre-test

Table 4.2. the students' score classification of pre-test

No.	Name (code)	Pre-test (X1)	Classification
1	MYT	40	Poor
2	INR	40	Poor
3	MFF	30	Very poor
4	AA	65	Fair
5	AMG	60	Fair
6	MAZ	50	Poor
7	DAN	50	Poor
8	YMA	60	Fair
9	AAP	35	Very poor
10	MIN	50	Poor
11	AFM	40	Poor
12	MRA	50	Poor
13	AMT	45	Poor
14	MRF	35	Very poor
15	MRR	35	Very poor
16	MN	45	Poor
17	FF	35	Very poor
18	MFI	40	Poor
19	ATP	55	Poor
20	AM	45	Poor
21	AK	45	Poor
22	AAW	45	Poor
23	NRR	55	Poor
24	HIH	45	Poor
25	AI	60	Fair
26	MYM	30	Very poor
27	RH	50	Poor
28	MAS	60	Fair
29	AYA	40	Poor
30	MAF	45	Poor

By looking at the data shown in the table above, it is known that most students were classified as poor in pre-test. No one student of 30 students was classified as very good and excellent. The researcher ten put the students' classification into the rate percentage. It is shown by the following table.

Table 4.3. Classification, frequency and rate percentage of the students' pretest

No.	Classification	Score	Number of Students frequency	Percentages (%)
1.	Excellent	96 – 100	0	0
2.	Very Good	86 – 95	0	0
3.	Good	76 – 85	0	0
4.	Fairly Good	66 – 75	0	0
5.	Fairly	56 – 65	5	16,67
6.	Poor	36 – 55	19	63,33
7.	Very poor	0 – 35	6	20
	Total		30	100

Based on the data on the table 4.3 above, no one student of 30 students got excellent, very good, good, fairly good score. There were 5 (16,67%) students of 30 students acquired fairly classification. There were 19 (63,33%) students of 30 students acquired poor classification. And there were 6 (20%) students of 30 students acquired very poor classification. It could be inferred that most students got poor classification in pre-test result with the total number of students were 19 (63,33 %), and only few students got fairly classification with the total number of students were 5 (16,67%).

Table 4.4. The students' classification score of post-test

No.	Name (code)	Post-test (X2)	classification
1	MYT	65*	Fair
2	INR	90*	Very good
3	MFF	50	Poor
4	AA	85*	Good
5	AMG	85*	Good
6	MAZ	75*	Average
7	DAN	90*	Very good
8	YMA	80*	Good
9	AAP	80*	Good
10	MIN	95*	Very good
11	AFM	65*	Fair
12	MRA	80*	Good
13	AMT	95*	Very good
14	MRF	85*	Good
15	MRR	80*	Good
16	MN	90*	Very good
17	FF	70*	Average
18	MFI	90*	Very good
19	ATP	75*	Average
20	AM	80*	Good
21	AK	95*	Very good
22	AAW	85*	Good
23	NRR	90*	Very good
24	HIH	85*	Good
25	AI	80*	Good
26	MYM	45	Poor
27	RH	85*	Good
28	MAS	75*	Average
29	AYA	80*	Good
30	MAF	75*	Average

Referring to the table above, most students were classified as good in post-test. No one student of 30 students was classified as very poor. Then the researcher put the students' classification score into percentage. It can be seen in the following table.

Table 4.5. Classification, frequency and rate percentage of the students' post-test

No.	Classification	Score	Number of Students Frequency	Percentages (%)
1.	Excellent	96 – 100	0	0
2.	Very Good	86 – 95	8	26,66
3.	Good	76 – 85	13	43,33
4.	Fairly Good	66 – 75	5	16,67
5.	Fairly	56 – 65	2	6,67
6.	Poor	36 – 55	2	6,67
7.	Very poor	0 – 35	0	0
	Total		30	100

Referring to the data on the table 4.3 above, no one (0%) student of 30 students got excellent classification. There were 8 students (26,66%) of 30 students were qualified as very good. There were 13 students (43, 33%) of 30 students were qualified as good. There were 5 (16, 67%) students were qualified as fairly good. There were 2 (6, 67%) students were qualified as fairly score. And there were 2 (6, 67%) students were qualified as poor. No one student of 30 students was qualified as very poor. The table above explains that most students in post-test were qualified as good with the total number of students were 13 (43, 33%).

Table 4.6. The comparison of the students' score

No.	Classification	Score	Percentages (%)	
			Pre-test	Post-test
1.	Excellent	96 – 100	0	0
2.	Very Good	86 – 95	0	26,66
3.	Good	76 – 85	0	43,33
4.	Fairly Good	66 – 75	0	16,67
5.	Fairly	56 – 65	16,67	6,67
6.	Poor	36 – 55	63,33	6,67
7.	Very poor	0 – 35	20	0
	Total		100	100

The table above presents the comparison of the students' score of pre-test and post-test. The data on the table explains that no one student of 30 students was clasified as excellent. There was no student was classified as very good in pre-test, while 26,66 % students were classified as very good in post-test. In pre-test, no one student of 30 students was classified as good category, while 43,33 % students were classified as good category. In pre-test, no one students of 30 students was classsified as fairly good category, while in post-test there were 6,67 % students were classified as fairly good. In pre-test, there were 16,67 % students were classified as fairly, while in post-test there were 6,67 % students were calssified as fairly. In pre-rest, there were 63,33 % students were cassified as poor, while in post-test there were 6,67 % students were classified as poor. In pre-test, there 20 % students were cassified as very poor, while in post-test there was no student of 30 students was classified as very poor. Based on the explanation above it can be inffered that the stydents' scores have been improved. Thus, the use of Inside Outside Circle could improeve the students' vocavulary achievement.

After knowing thest students' scores of both py pre-test and post-test, then the students' scores situation are shown in the following table.

Table 4.7. The Students' Situation Score

No.	Name (code)	Pre-test (X1)	Post-test (X2)	The Situation Score		
				Increase	Unchanged	Decrease
1	MYT	40	65	✓	-	-
2	INR	40	90	✓	-	-
3	MFF	30	50	✓	-	-
4	AA	65	85	✓	-	-
5	AMG	60	85	✓	-	-
6	MAZ	50	75	✓	-	-
7	DAN	50	90	✓	-	-
8	YMA	60	80	✓	-	-
9	AAP	35	80	✓	-	
10	MIN	50	95	✓	-	-
11	AFM	40	65	✓	-	-
12	MRA	50	80	✓	-	-
13	AMT	45	95	✓	-	-
14	MRF	35	85	✓	-	-
15	MRR	35	80	✓	-	-
16	MN	45	90	✓	-	-
17	FF	35	70	✓	-	-
18	MFI	40	90	✓	-	-
19	ATP	55	75	✓	-	-
20	AM	45	80	✓	-	-
21	AK	45	95	✓	-	-
22	AAW	45	85	✓	-	-
23	NRR	55	90	✓	-	-
24	HIH	45	85	✓	-	-
25	AI	60	80	✓	-	-
26	MYM	30	45	✓	-	-
27	RH	50	85	✓	-	-
28	MAS	60	75	✓	-	-
29	AYA	40	80	✓	-	-
30	MAF	45	75	✓	-	-

Referring to the table above, no one student of 30 students has not improved their score. All the students have improved their score. It explains that how effective the use of Inside Outside Circles Strategy was in increasing students English vocabulary, especially the students of the first grade of SMA IMMIM Putra Makassar.

Table 4.8. The Mean Score of The Students pretest (X$_1$) and posttest (X$_2$)

Test	Total Score	Mean Score
Pretest	1380	46
Posttest	2395	80

Based on the table 4.4 above, the total score of pre-test was 1380 and the mean score of pre-test was 46, while the total score of post-test was 2395 and the mean score of post-test was 80. Referring to the data shown, it can be inferred that both the total score and the mean score of students' pre-test were lower than the total score and the mean score of students' post-test.The mean score of gain. The t-test of the students' English vocabulary after having treatment is presented as in the following table.

Table 4.9. Students Vocabulary Mastery Achievement

Variable	T-test	T-table
X^1-X^2	16	2.045

The table above 4.5 shows that t-test value was greater than t-table (2.045 < 16). The result of the test shows that there was significant difference between t-table and t-test. After knowing the value of both t-table and t-test, then both the value of t-table and t-test were compared, the value of t-test was higher than the value of t-table. In other words, 16 > 2.045. Based on the value of t-table and t-test shown, it can be concluded that there was significance between the students' result in pre-test and post-test by using Inside Outside Circles Strategy.

Discussions

The researcher discussesed the result of Inside Outside Circles Strategy in teaching vocabulary. The followings wwre the descriptions of students' result. This research used Inside Outside Circles Strategy. The first grade students of SMA IMMIM Putra Makassar were the population of this research. The students as the sample of this research had been taught by using Inside Outside Circles Strategy. And the students' data were collected by using vocabulary test. Before and after having treatment, the researcher gave the students some kinds of vocabulary tests. The test that was given to the students before having treatment aimed to find out the students' vocabulary prior knowledge. And the test that was given to the students in post-test aimed to find out the students achievement on vocabulary.

The data of both pre-test and post-test have been compared. The data of pre-test explained that most students were qualified as poor category. It can be known by the students' rate percentage (63, 33%) with 19 total number of students. The followings are the detail description of students' pre-test result. Based on the data of students' pre-test result, no one student of 30 students was qualified as excellent, very good, good, and fairly good. There were 5 (16,67%) students of 30 students acquired fairly classification. There were 19 (63,33%) students of 30 students acquired poor classification. And there were 6 (20%) students of 30 students acquired very poor classification. It could be inferred that most students got poor classification in pre-test result with the total number of students were 19 (63, 33 %), and only few students got fairly classification with the total number of students were 5 (16, 67%).

Beside the classification and the percentage of students' score, the other scores that should also be known were the students' total score and the students mean score in pre-test. The students' total score in pre-test was 1380 with the mean score was 46. After discussing the pre-test result, the researcher then discussesed the post-test. Then both the students' result would be compared. The followings are the description of students' post-test result. The data of students' post-test explained that most students were qualified as good it can be known by the students' rate percentage (16, 67%) with 13 total number of students.

Referring to the data in post-test, no one (0%) student of 30 students got excellent classification. There were 8 students (26, 66%) of 30 students were qualified as very good. There were 13 students (43, 33%) of 30 students were qualified as good. There were 5 (16, 67%) students were qualified as fairly good. There were 2 (6, 67%) students were qualified as fairly score. And there were 2 (6, 67%) students were qualified as poor. No one student of 30 students was qualified as very poor. The data show that only few students were qualified as poor (6, 67%) with 2 total number of students.

From the result of the test, the researcher found that the percentage score in the pre-test was 16, 66% and post-test was 93,33%. It showed that the average score in the post-test was higher than the average score in the pre-test. It could be concluded that the students had a progress in increasing English vocabulary. Vocabulary of the students in English would increase or decrease, it depended on whether or not the teacher was able to control the class. Controlling the class in this case required the teacher to be able to stimulate and create condition where the students could effectively and comfortably learning the target lesson. It was such the way of teaching, the researcher had done teaching by using the strategy called Inside Outside Circle the strategy actually helped the researcher in creating a situation that did not take the students in to serious that sometimes a joke was used in it, so that the class was livelier and the students JTs would have not got bored.

Based on the description above it could be concluded that the students' English vocabulary in post-test was higher than the result of the rate percentage of the students' post-test. This means that the students have had higher motivation in learning English after have been taught by using Inside

Outside Circle Strategy.The result of mean score of the students' pre-test was 46 and the post-test was 80. It indicates that the mean score of the students' post-test was higher than pre-test.

Based on the result of t-test, the researcher found that there was significance difference between the result of pre-test and post-test after comparing it with the value of t-table. The t-table was 2.045 and the t-test value is 16. It means that there was a significance difference result of the test before and after teaching and learning process by using Inside Outside Circle strategy.

Viewing the discussion above, it could be said that the first grade students of SMA IMMIM Putra Makassar had better English vocabulary after learning by using Inside Outside Circle strategy. Further, the researcher concludes that using Inside Outside Circle Strategy in teaching English vocabulary could develop the students' English vocabulary.

Conclusions

Concerning with the findings and discussions in the previous the researcher formulates the conclusion as follow. The use of Inside Outside Circle strategy can improve the students' vocabulary mastery of the first grade students of SMA IMMIM Putra Makassar. It can be seen from the achievement. There was the significant difference of the students' vocabulary mastery before and after the use of Inside Outside Circle strategy.

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