



THE EFFECT OF USING INSIDE/ OUTSIDE CIRCLE STRATEGY ON IMPROVING EXTENSIVE LISTENING SKILL FOR EFL IRAQI 5TH PRIMARY STAGE

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Abstract: The main aim for this study is to study the impact of using inside/ outside circle strategy on developing extensive listening and motivation as a mental process of primary school pupils. The researcher uses one of the social media program (Viber App) to perform the experiment on both groups (control and experimental group). The sample of the present study consists of 61 pupils of Ibn Tawoos primary school for boys. The experimental group includes 31 pupils, and 30 pupils in the control group. She equalizes in some variables such as the pre test scores, age, the academic level for parents, and the scores in the first course examination. The researcher utilizes the T- test formula to analyze the obtained data.

She concludes study indicates the accomplishment of the pupils explained by using inside / outside circle strategy is better than of the accomplishment of the pupils explained by using traditional method. Therefore, the inside/ outside circle strategy is impressive, powerful and wonderful to improve pupils' performance in listening skill and motivation. Inside/ outside circle strategy is considered more useful, enjoyable, and suitable to teach listening skill than the traditional.

Key Words: Inside/Outside circle strategy, Extensive Listening.

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THE STATEMENT OF THE PROBLEM

Listening is the fundamental skill providing the foundation for the effective communication and positive professional job. Effective listening skills develop the ability to absorb and adapt new communication, facts and skills. Listening is more obtaining meaning from incoming speech (Rost, 2009: 103).

Listening is an effective and active process requires connection between listener and speaker. Listening is a highly complicated performance which involves the analysis and synthesis of several levels of thinking. This study tries to limit out the effect of inside/ outside circle strategy on primary school pupils' performance in extensive listening skill and motivation as a mental process of primary school pupils (Hamaguchi, 2010: 11).

Inside/ outside circle strategy is a cooperative learning construction that promotes sharing and comprehending ideas and content. Inside Outside Circles permits pupils the opportunity to interact with a variety of other pupils and to build collective knowledge and comprehending. Inside/ outside circle strategy motivate pupils to develop their listening skill and to acquire a lot of information (Kagan& Kagan, 2009: 178).

IOC strategy has a positive impact on their social relationships with each other and with their teacher, as well as to improve their educational level. It also encourages the pupils to provide the best answers and makes them race among themselves in reaching the best level of education, by motivating them to provide better answers than those of their colleagues (Wahyuni and Kuni, 2013:18).

IOC strategy develops pupil's ability to cooperate as a team within the circles. IOC strategy is considered one of the cooperative strategies where cooperation is the main factor, and then the competition factor is entered, where pupils cooperate with each other, and then compete to improve their level (Mutainah, 2017: 38).



The problem of this study is that Iraqi EFL primary school pupils face difficulties when they demonstrate their listening skill. The real problem in our pupils' listening lies in the difficulty to interpreting the sounds they are listening to.

Aims

- 1- The present study aims at researching the impact of using inside/ outside circle strategy on extensive listening.
2. It aims to increase cooperation between pupils.

Hypothesis

It is hypothesized that there is no statistically significant differences between the mean Scores of the experimental group which is taught by using inside/ outside circle strategy and the control group which is taught by using the traditional method .

Limits

- 1-The use of inside/ outside circle strategy in teaching extensive listening.
- 2-Iraqi EFL primary pupils, fifth class.
- 3-The materials of the text book "English for Iraq".
- 4-The academic year 2019-2020.

Value of the Study

- 1-Show the effect of using inside/ outside circle strategy on communicating and absorbing English as an extraneous communication.
- 2-Improve the extensive listening skill of the fifth stage pupils at the primary schools.
- 3- Motivating pupils to acquire information and cooperate with each other in order to exchange ideas and information.

Procedures

The steps adopted to achieve the aims of the study are:

- 1-The teacher distributes the learners into two groups containing the same. number of learners, one inner circle the other outer circle.
- 2-Learners in the inner circle face a partners in the outer circle.
- 3-The teacher gives the learners inner circle and outer circle cards that containing questions.
- 4-Learners in inside circle ask a question for the partner from the outside circle. The learners in outside circle answer on the question of a partner in the inside circle.
- 5-Learners reverse roles.
- 6-The teacher provides the ideal answer to all questions at the end of the lesson.

Definition of The Key Terms

Effect

Effect can be defined as an action that effect on the achievement of the pupils at the end of the test in relation to the learning Process(Webster, 1989: 582).

Inside/ Outside Circle Strategy

Inside/ outside circle strategy is a significant cooperative learning strategy that actually improves English language pupils. This strategy provides all the pupils opportunity to exchange the facts among them, where all the pupils acquire the biggest amount of facts(Jolliffe, 2007: 3) .



Extensive listening (EL)

EL is one modes that permits pupils to get a huge extent of data. The main goal of extensive listening is to develop learners' confidence. In extensive listening learners obtain the data that they choose(Bozan, 2015: 16)

Skill

Skill is the ability of a person to achieve a specific activity and attain its result within a particular time. Skill is a scalability that can be learned that helps persons do their activity thoroughly, as it consists of a sequence of procedures in coordination and great accuracy(Richards& Schmidt, 2002: 489).

CHAPTER TWO

INTRODUCTION

This section is apportioned into three portions. The first part describes various aspects of listening skill. The second part deals with inside/ outside circle strategy. Finally, the third part discusses some previous studies that other researcher have conducted in relation to this study.

Listening skill

Listening is a vital part of daily interaction in any language. It interpretations for half of verbal action and plays a fundamental role in learning professional, social, and personal conditions. It is also an extremely complex activity that involves many different categories of knowledge and procedures that cooperate with each other. Once asked which is more complex in a foreign language, listening or speaking, many persons would select listening. Many educators consider learning listening difficult because it is not obvious what specific skills are contained, what activities could guide to their development, and what constitutes knowledge. Pupils are also frustrated since there are no instructions that one can learn to become a super listener. The improvement of listening skills requires time and exercise, yet listening has stayed somewhat ignored both in the classroom teaching and in the literature(Nemtchinova, 2013: 1).

Extensive Listening (EL)

EL, contains all categories of listening tasks that permit pupils to attain a wide range of beneficial and delightful information. Listening subjects is the main focus in extensive listening, so should be important and well- ordered for pupils to increase their listening level and aptitude to absorb and understand material, therefore extensive listening can be applied both inner and outer classroom(Renandya&Farrall,2011: 4).

EL is probably defined as listening in order to get pleasure for pupils or as the desire of learners to obtain the materials for the purpose of enjoyment. Extensive listening contains all kinds of listening assignments that permit pupils to acquire a wide range of useful and delightful information. Listening topics is the main focus in extensive listening, so should be significant and well-ordered for learners to improve their listening level and ability to absorb and understand information, therefore extensive listening can be applied both inside and outside classroom. Extensive listening contains all the things that need a vast amount of topics that the learners can simply absorb. In extensive listening, learners can adopt any listening source and material that they get appropriate for their English competence, and are extremely enjoyable and this material is extremely easy for them to acquire(Renandya and Farrell, 2011: 56).

Study materials used in EL are multiple; they can be taken from multiple sources for instance: recorded stories, radio, and television. Etc. . All of these resources are intended to develop learners' ability to listen, speak, and express among themselves. The recorded material is one of the basic tools used in the EL to help learners to listen and understand well. Teachers of foreign language can use tapes that carry important information during the course and at all

stages. Also, the teacher selects the best documentary tapes that suit the level of learners at different stages (ibid).

E L focuses on common knowledge of the material. It means receiving the inclusive meaning and appreciating the subject instead of seeking replies to certain subjects. It imperils pupils to different speeches and designs advances automaticity in administering vocalized language, and forms confidence in operating with the vocalized input. E L is pertinent for pupils of different capabilities, though since the materials are comprehended as a total.

The next assignments are centered on E L

- Summarizing.
- Assessment subject in terms of their interesting.
- Absorbing fun stuff.
- Use audio(ibid).

Inside/ Outside Circle Strategy

Inside/ outside circle is the best cooperative learning strategies that rely on the cooperation of pupils among themselves in order to increase confidence, and to gain useful material by sharing pupils with each other(Rahmania, 2017: 2)

Inside/ outside circle advance by Spencer Kagan to provide an opportunity to the pupils to gain the material at the same time. Inside/ outside circle strategy can provide choice for the pupils to act together and cooperate with their mate(Iskander, 2016: 7).

Previous Studies

Abdul Hadi (2013)

The title of this study was about The Effect of Using Inside/ Outside Circle Strategy on Improving Skimming Skill at the 1st level of high school Darul Hikmah Pekanbaru .

This study was achieved to identify the students' skimming skill by using inside / outside circle strategy and the important effect of using this strategy on improving skimming skill at the 1st level of high school Darul Hikmah Pekanbaru. Centered on study of the researcher, most of the first level students' of high school Darul Hikmah Pekanbaru were complex to understand the reading content. This study was experimental study. The inhabitants of this study was the 1st level of high school Darul Hikmah Pekanbaru. The whole number of the 1st level students was 153. The samples that had been examined were 72students from whole population of the sampling that was employed. There were 36 students in each group. The researcher determined the sample randomly, as he determined class (A) to represent the experimental group and class (B) to represent the control group.

The aims was to identify the validity of using inside/ outside strategy on skimming skill at the 1st level of high school Darul Hikmah Pekanbaru. Also to identify the ability of the student Inskimming skill at the 1st level of high school Darul Hikmah Pekanbaru.

The researcher conducted this study because; he found that the students suffer from many difficulties in reading comprehension. He proved these difficulties by conducting an exam for both groups.

The result of this study showed that there is important effect of using inside/ outside circle strategy on improving skimming skillat the 1st level of high school Darul Hikmah Pekanbaru Pekanbaru.

Dewi Sari Wahyuni and Mukhaiyar Kusni (2013)

The title of this study was about the effect of inside/ outside circle strategy on improving speaking skill for teenage level, Lbpp Lia, Penkanbaru. The population of this study was 149 students, and the samples were 15 students. The researcher conducted this study due to the existence of a real problem she suffers from in her class, because she is a teacher in one of the teenage schools. She found a problem among teenage students in acquiring speaking skill, and also because there is a lack of interaction between them, as the boys do not interact with the girls. The researcher requested help from the associate director at the stage of data collection, especially in the observation phase, where the researcher was the teacher, while the associate director helps her in writing notes. She relied on the observation. The aims of this study was to notice out to what range inside/ outside circle strategy on improving speaking skill for teenage level, Lbpp Lia, Penkanbaru, as well as to recognize what aspects that effect the development of students on speaking skill. The result of this study showed that there was a noticeable improvement at a teenage student on improving speaking skill, as well as an improvement in the interaction between the boys and girls through the using of inside/ outside circle strategy.

CHAPTER THREE METHODOLOGY

Experimental Design

Experimental research can be expressed as a combination of process accomplished by the investigator to achieve the aims of the test and to obtain accurate outcomes. (Best and Kahn, 2006, 177). This study is designed on the experimental method.

Population and Samples

The inhabitants of the present study is fifth grade of Ibn Tawoos primary schools pupils in the center of the province of Babylon (2019/2020). The whole number of the primary schools in the province of Babylon is (185) and the total number of pupils in the province of Babylon is (97719). The researcher has chosen intentionally the school of Ibn Tawoos. It has been found that there are three classes for the fifth grade in the school; they were class (A), class (B), and class(C). The total numbers of the population were (122 pupils). The researcher randomly selected two groups 61 pupils to represent the samples of the study (see table3.1).

Table 3.1 The Samples of the Study

Groups	Section	Number of Pupils	Teaching Method
Experimental	A	31	Using Inside/ Outside Circle Strategy
Control	B	30	Traditional Method
Total		61	

Evenness of Subjects

- 1 - Pupils Age
- 2 -Fathers' Education .
- 3 - Mothers' E ducation; and
- 4 - Pupils' Scores in 1st Course.

Pupils Age

The researcher uses different statistical tools to analyze pupils' age , she finds that the difference between the two groups is not statistically significant for this variable because the calculated t- value is 0.248,are as the tabulated t- value is 1.671 at 59 degrees of freedom and at 0.5 level of significant (see table3.2).

Table 3.2 Pupils Age

Group	No.	Mean	SD	DF	Calculated T - value	Tabulated T- value	Level of Significant
EG	31	142.000	12.889	59	0.248	1.671	0.5
CG	30	139.935	14.667	59	0.248	1.671	0.5

Fathers' Education

Chi-square Formula utilizes to analyze fathers' education variable. She finds that there is no significant difference between the both groups in the academic level of the fathers' education (see table 3.3) .

Table 3.3 Fathers' Education

Group	No.	Illiterate	Read and Write	Primary	Intermediate	Preparatory	Diploma	Bachelor	M.A/Ph.D./DF	DF	Chi - Square
E G	31	0	0	19	2	4	4	2	0	7	14.67
C G	30	0	0	15	7	3	3	2	0	7	
Total	61	0	0	34	9	7	7	4	0		

Mothers' Education

The researcher followed the same formula that was used in determining fathers' education level. The analyzed demonstrated that there was no significant difference between EG and CG in the level of mothers' education (see table3. 4).

Table 3.4 Mothers' Education

Group	No.	Illiterate	Read and Write	Primary	Intermediate	Preparatory	Diploma	Bachelor	M.A/Ph.D./DF	DF	Chi - Square
EG	31	0	1	17	9	0	0	4	0	7	14.067
CG	30	2	0	19	6	0	0	3	0	7	
Total	61	2	1	36	15	0	0	7	0		

Pupils' scores in 1st course

The mean scores of the two groups in the first course examination are (32.903) for the experimental group and (33.233)for the control group. The T - test formula is also used to verify whether there is a statistical difference between EG and CG. The analysis point to that there is insignificant difference at (59) DF and at (0.5) level of significant (see table 3.5).

Table 3. 5 Pupils' Scores in.1st Course

Group	N	Mean	SD	DF	T- value	Level of significant
EG	31	32.903	6.838	59	2.366	0.5
CG	30	33.233	7.546	59	2.366	0.5

THE RESULTS

In this chapter the researcher presents the results of the data statistical manipulation and their interpretations in the light of the reviewed literature and it includes the results concerning the listening skill .

Presentation of the Results

The current study investigated "The Effect of Inside/ Outside Circle Strategy on Developing Extensive Listening Skill and Motivation as a mental process of Primary School Pupils', to fulfill the objective of the study and test the research hypothesis, statistics of the pre-test and post-test was statistically analyzed .

The results of the post -test for both groups. (the experimental group and the control group) demonstrated that the mean score is (26.290) for the experimental group and (23.876) for the control group . The results proved that the experimental group

attainment is powerful than the other group (the control group). The T-test equation for the two independent samples were used and the scores were analyzed by using the SPSS program. The equation was used to find out if there was a significant difference between the participants of the two groups . The equation showed that the T- value was(2.876) which means that a significant difference existed between the two samples at (0.5) level of significant and under (59) degree of freedom (see table4.1).

Table 4.1 The Post- test of both Groups

Group	N	Mean	SD	DF	T-value	Level of significant
EG	31	26.290	3.644	59	2.876	0.5
CG	30	23.876	5.583	59	2.876	0.5

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS

The final chapter in the study debates the final results of the present study ,the researcher recommendations , and some suggestions that are relevant to further studies.

CONCLUSIONS

Based on the results obtained from the statistical analysis and what was proved during the implementation of the experiment, the following conclusions are

- 1-The integration of the Inside/ Outside Circle Strategy had a significant effect on the overall learning process of the fifth primary school pupils.
- 2-The integration of the Inside/ Outside Circle Strategy improves the extensive listening skill items as it peaks the interest of the pupils and grasp their attention.
- 3-The pupils' attitudes and behaviors improved a lot when the strategy was used because it motivates them.
- 4-The utilization of the strategy to reinforce the confidence to the pupils.
- 5-The instant feedback obtained from the strategy allows the teacher to alter the dynamics of them group based on the responses of the pupils.
- 6-The utilization of this strategy is to allow the pupils to discuss the questions that the teacher prepares to them.
- 7- This strategy is very suitable for primary school pupils, as it is one of the strategies that are enjoyable and motivating pupils.
- 8-Cooperative learning will participate to create competing atmosphere with the groups or until with the pupils in the same group.
- 9-The main aim of teaching listening skills is to allow pupils to be aware of the value of listening and how to listen, so teachers can encourage pupils to listen properly through inside / outside circle strategy so that they can benefit more from listening.



10-Inside/ outside circle strategy enable the pupils to be active and raise their motivation throughout assisting them to listen to the mother tongue speaker.

11-Inside/ outside circle strategy reduce pupils stress of listening and provide confidence for the pupils to listen throughout providing the pupils with the opportunity of freedom to deal with this strategy and that promote them to think and generate any answer about the question.

12-Listening skill is the major skill that the pupils attain, and it can be seen as a fundamental in which other skill based on because it is responsive skill, so, teachers must pay attention to the value of teaching listening skill by encouraging the pupils and using different educational means to develop this skill.

RECOMMENDATIONS

Based on what the researcher observed from the results of her study, she presents some recommendations for both teacher and the pupil in order to create a suitable educational environment among these recommendations are the following :

1-English language teachers need to vary their strategies and activities to assist the pupils in acquiring new input. 2-The teachers should be trained on utilizing new strategy and recent

Innovations so that they could implement them in their class. 3-The pupils should be familiarized with strategy in education at all of the levels of education.

3-The Ministry of Education should must provide many facilities for the teacher to help him/ her to use new strategy in his/ her educational environment.

4-The designers of the curriculum should offer more activities and innovate more in the exercises presented in the book.

5-Involving teachers in training programs that allow them to develop their own capabilities.

Suggestions for Further Studies

The researcher proposed several title to be appropriate to what the researcher needs in the upcoming studies , and form these suggestions are the following

1- Investigating the effect of the Inside / Outside Circle Strategy on learning vocabulary skill of the foreign language.

2-A similar study could be conducted on other stages, such as 1st intermediate stage.

3-A study on investigating the effect of the Inside/ Outside Circle Strategy on pupils' involvement and participation in the class.

4-A study on the effect of peer instruction on Extensive listening skill and motivation but with another strategy.

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