

## Teaching Technique: Inside Outside Circle on Students' Writing Skill of Secondary School in Tangerang

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### Abstract

This research is aimed to find out the effect of the inside outside circle on tenth-grade students' writing narrative text at SMAN 3 Kabupaten Tangerang in the academic year 2019/2020. This research used a quasi-experiment with pre-test and post-test design. The technique of teaching used in this research is the inside outside circle. The population is 416 students at the school, and the sample was purposively selected by taking two classes of the tenth grade, each consists of 30 students. The data was analyzed by using a T-test at the level significance ( $\alpha=0.05$ ) and degree of freedom is 58. The result showed that the t-count was higher than the t-table ( $4.49 > 2.00$ ). In other words, the null hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted. It means that the inside outside circle technique can improve the students' writing narrative score and the students will be easier to write because it can improve students' ideas. So, the inside outside circle is recommended to be applied for teaching writing.

### Keywords:

*narrative text, the inside outside circle, teaching technique, writing skill*

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## INTRODUCTION

English is one of the important subjects in schools. English is important to learn because it is the most commonly spoken language in the world. Furthermore, English is also the major language of journals, science books, or articles about technology and knowledge. Thus, English is taught in Indonesia starting from kindergarten to university to enable students to develop science, knowledge, and technology, and to communicate with people from other countries. To achieve these objectives, the teaching of English aims to help students to develop their ability in the four skills (listening, speaking, reading, and writing). Pardede (2019) suggested that teaching these skills interactively is much more effective because it seeks to teach language as a means of communication. However, most English classrooms in Indonesia still teach the skills in the segregated approach. This might be due to the belief that by focusing on individual skills, students' language learning will accelerate (Jing, 2006). Thus, By learning writing skills, in particular, students are expected to be able to communicate their ideas through written language. To realize it, tenth graders are taught social functions analysis, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

However, based on the present writer's observation and interview of the English teacher at SMAN 3 Kab. Tangerang, students are still weak in writing. Many of them could not brainstorm and develop their ideas well in writing. They encountered some difficulties especially in writing narrative text. Their idea and imagination were still low and the limited class time hindered them to write appropriately. When they were asked to write narrative text in class, their score was poor, but when they were asked to write narrative text at home their score was very good. They also often made grammatical mistakes and inappropriately employed vocabularies and language use. Besides that, sometimes the students were not interested in learning how to write in English. To solve the problem, English teachers have to be more creative in choosing the learning techniques so that the writing class becomes more interesting, exciting, and enjoyable. It can be done by choosing an appropriate learning technique that students like or are interested in.

There are some learning techniques teachers can use to teach writing. One of them is the Inside Outside Circle, a cooperative learning technique developed by Spencer Kagan (1990). Using this technique, students can share information at the same time (Huda, 2015). In this technique students make two circles, the first circle faces out and the second circle faces in. In these circles students exchange information. The benefit of the inside outside circle in writing is that after the students make circles and then exchanged information their knowledge grew and made them able to develop ideas for writing.

Various studies have been conducted to investigate the effectiveness of the Inside Outside Circle techniques in EFL classrooms. However, most of them focus on speaking (Hidayah, 2013; Alfiana, 2014; Wijaya & Sari, 2017) and reading (Hadi, 2013; Hidayati, 2015), To the present writer's knowledge, study on the effect of using the technique on students' writing is still meager. Therefore, this study aims to investigate the effect of the inside outside circle on tenth-grade students' writing narrative text at SMAN 3 Kabupaten Tangerang.

## **LITERATURE REVIEW**

### **Writing**

Writing is one of four language skills that should be mastered by the students in learning English. To get good writing skills, students require to practice and implement them periodically. According to Fawcett (2012), writing is a life skill that can be learned. Learning it requires a process because writing is not a magical ability that only some people have. It means to have skill in writing, we must go through a process. In the process, we will produce writing in which the writing is a product of a process because writing is a productive skill.

Furthermore, Spratt, Pulvernes, and Williams (2011) state that writing is a productive skill that means it involves producing language rather than receiving it. According to them, writing is communicating a message by making signs on a page that uses letters and words that are combined to make a sentence or series of sentences that connect and to communicate the message in such a way as to convey our message. This definition shows that writing is a skill for conveying messages through written text. In other words, writing is communication between the writer and the reader with the use of printed symbols that uses letters and words to make series of sentences.

From all the statements above, it can be concluded that writing is a productive skill that must be learned to be able to communicate and convey messages through written text. In nowadays, writing is an important form of communicating with other people, especially with people in other countries. The advances of transportation and technology, especially being one of the factors of writing is very important to learn.

### **Process of writing**

The writing process is the steps that a writer must through to produce something in written form in the final. According to Harmer (2004) in the writing process, there are four main elements that the writer must through to produce the form of writing, namely: (1) Planning: Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. (2) Drafting: We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, several drafts may be produced on the way to the final version. (3) Editing (reflecting and revising): Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. (4) Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

### **Assessing Writing**

There are five aspects in analytic scoring of writing by Brown (2004) namely organization, logical development of ideas, grammar, punctuation, spelling, and mechanics, and style and quality of expression, whose details are listed in Appendix 1.

### **Narrative Text**

The narrative text is a kind of retelling text that retells past events that happened. Keraf states that narrative text as a story tells or describes an action in the past time clearly (Nurhidayah, 2017). It means that narrative text is storytelling that tells about a past event that happened in the past time. According to Sari and Sabri (2017, p.82) narrative text is a text that aims at retelling events or activities that happened in the past which is intended to entertain the readers or listeners. And Anderson also states that narrative is a text type that tells a story using spoken or written language (Jafar, 2017). It means that narrative text can be communicated using radio, television, books, and pictures and aimed to entertain the readers and listeners. From all the statements above, it can be concluded that narrative text is a text that tells a story in the past event that functions to entertain.

### **Inside Outside Circle**

Inside Outside Circle is one of the cooperative learning techniques introduced by Spencer Kagan. Jolliffe (2007) states that cooperative learning requires students to work together in small groups to support each other to improve their learning and that of others. Brown (2007) also states that cooperative learning is the students work together in pairs and groups where they share information to help others and they are a team that must work together to achieve goals successfully (Ishak and Mulyanah, 2017, p.59). It means that cooperative learning is a student learning group where they share information and support each other to improve their own and others' learning.

As one of the cooperative learning techniques, Inside Outside Circle has verbal interactions between students that allow them to share information in two concentric circles. The technique was introduced by Spencer Kagan. Kagan (2009) states that Inside Outside Circle is a learning group in class where students stand in two circles facing each other. The first group rotates and the other stays in place. Rotating students rotate to new partners and when they pass the last student they return to their original place when making a circle (Wijaya and Sari, 2017, p.117). According to Developmental Studies Center, Inside Outside Circle explains that the students will form two circles, an inside circle facing out and an outside circle facing in, to meet and talk to different partners. In addition, Nation (2009) named Inside Outside Circle as Walk and Talk (Wahyuni, Mukhaiyar, Kusni, 2013, p.22). It means that Inside Outside Circle has walk and talk activities while the students are rotating the circles and sharing the information.

From all the statements above, it can be concluded that the inside outside circle is a learning technique that is designed to educate group cooperation and inter-student interaction in which students from two large and small groups facing each other to exchange information at the same time.

### **Stages of Inside Outside Circle**

According to Shoimin (2014), there are some stages to apply the inside outside circle at the class. The stages are: (1) Divide students into groups of 3-4 people, (2) Each group gets the task of finding information based on the division of tasks from the teacher, (3) Each independent learning group, looking for information based on the assignment given,

(4) After completion, all students gather together (not based on groups), (5) Half the class then stands in a small circle and faces out, (6) Half the other classes form a circle outside the first circle, facing inward, (7) Two students in pairs from small and large circles share information. This exchange of information can be done by all partners at the same time, (8) Then students are in a small circle silent in place, while students who are in a large circle shift one or two steps clockwise. (9) Now it's the turn of students to be in a big circle that shares information. And so on, until all students have finished sharing information, (10) The new movement is stopped if the members of the inner and outer circle group as a couple are from meeting again. (Shoimin, 2014, p.88).

The researcher found some previous researches on the inside outside circle as follows. Mutmainah (2017) conducted an action research to investigate the use of the Inside Outside Circle Technique to improve student's writing on recount text. in Islamic junior high school Al-Khairiyah Pulokencana. She reported that the use of the inside outside circle is very effective to improve the student's learning outcomes because this technique has many advantages if applied in classroom activities. This technique engages all the student to act in the classroom and allow them to share and explore their ideas in the same time with their partner. It could be seen from the process of improving students' writing in every cycle and could be seen from the increased students' mean score among preliminary study, first cycle, and second cycle in chapter four. The mean score of student's writings in cycle I was 65, 36 in which 9% of the students had achieved the target score and in cycle II was 76 in which 88% of the students passed the minimum passing grade. Wijaya and Sari (2017) conducted quasi-experimental research to investigate the effect of the Inside Outside Circle Technique on students' speaking skills in UIN Raden Intan Lampung. The results showed that there is a significant influence of using Inside Outside Circle on students' speaking skills. Hadi's (2013) quasi-experimental study investigated the effect of Using the Inside-Outside Circle Technique on students' reading comprehension in the first year of Madrasah Aliyah Darul Hikmah Pekanbaru. He reported that there is a significant effect of using the inside-outside circle technique toward the students' comprehension.

From the relevant research above, it can be concluded that inside outside circle has a significant influence in writing recount text, speaking, and reading abilities. This research has similarities and differences with the relevant research above. The similarity is that this research uses the same technique, namely inside outside circle. The differences are in speaking and reading ability. This research wanted to find out the effects of the inside outside circle on students' writing narrative text. In the light of these research problem, evidence related to the following null and alternative hypotheses will be tested:

- H<sub>0</sub>: There is no significant effect between students who learn writing narrative text with the Inside Outside Circle technique and students who learn it without the technique.  
H<sub>a</sub>: There is no significant effect between students who learn writing narrative text with the Inside Outside Circle technique and students who learn it without the technique

## METHOD

This research is an experimental study using the pre-and post-test quasi-experimental design. It was conducted at SMAN 3 Kabupaten Tangerang in the academic years 2018/2019. The population of this research was the whole 416 students at SMAN 3 Kabupaten Tangerang. The sample was 60 students selected purposively. They were evenly divided into one experimental group and the control group. The students in the experimental group were taught by using inside outside circle in learning writing narrative text, while those in the control group were taught by using the conventional method. Pre-test and post-test were administered to both groups. This design intended to investigate the effect of the inside outside circle on the students' writing narrative text. The obtained data data was analyzed using a t-test at the level significance ( $\alpha$ ) of 0.05.

## FINDINGS AND DISCUSSION

In this research, two kinds of data are collected: the score of writing narrative text by using inside outside circle and the scores of writing ability by using the conventional method. All the descriptions of the data can be seen in the following table.

Table 1. *The Description of Statistic Data*

	Class			
	Pre-test experimen t class	Pre-test control class	Post-test experiment class	Pre-test control class
N (data)	30	30	30	30
Data min	45	40	68	64
Data max	79	75	84	84
Range (r)	34	35	16	20
Number of class (k)	6	6	6	6
Interval class (I)	6	6	3	4
Mean	61.5	61.1	76.7	71.76
Median	61	61.25	77.1	71.68
Modus	60.5	59.9	77.78	71.68
Standard deviation variance	7.2 51.20	8.8 77.64	3.7 13.61	5.1 25.52

Based on the calculation result of the pre-test in the experimental class, the data showed the highest score achieved by students is 79 and the lowest score is 45. The range is 34, from the data (n) 30. The total number of the class is 6. The interval class is 6. Based on the calculation statistic result about tendency data, the median score is 61, the mean score is 61.5, the mode score is 60.5, the standard deviation score is 7.2, and the variant score is 51.2. The calculation result of the pre-test in the control class, the data showed the highest score achieved by students is 75 and the lowest score is 40. The range is 35, from the data (n) 30. The total number of the class is 6. The interval class is 6. The median score is 61.25, the mean score is 61.1, the mode score is 59.9, the standard deviation score is 8.8, and the variant score is 77.64. The calculation result of the post-test in experimental



class, the data showed the highest score achieved by students is 84 and the lowest score is 68. The range is 16, from the data (n) 30. The total number of the class is 6. The interval class is 3. The calculation statistic result about tendency data, the median score is 77.1, the mean score is 76.7, the mode score is 77.78, the standard deviation score is 3.7, and the variant score is 13.61. The calculation result of the post-test in the control class, the data showed the highest score achieved by students is 84 and the lowest score is 64. The range was 20, from the data (n) 30. The total number of the class was 6. The interval class was 4. The median score is 71.68, the mean score is 71.76, the mode score is 71.68, the standard deviation score is 5.1, and the variant score is 25.52.

### T-Test

The analysis of the data above; showed that both experimental and control classes at pre-test were normally distributed and had homogeneous variance  $n_1=n_2$ , so the hypothesis used the pooled variance model t-test formula.

In the T-test on the post-test group, the hypothesis as follows:  $H_0$ : There is no significant effect between students that learning writing narrative text with the Inside Outside Circle technique and students that learning writing narrative text without the Inside Outside Circle technique.  $H_1$ : There is a significant effect between students that learning to write narrative text with the Inside Outside Circle technique and students that learning writing narrative text without the Inside Outside Circle technique. Testing criteria as follows: Accept  $H_0$  if  $t_{count} < t_{table}$  Reject  $H_0$  if  $t_{count} > t_{table}$

The result calculation of the student's post-test scores indicates that the value was 4.49. The critical value of the t-test ( $df = n_1 + n_2 - 2$ )  $30 + 30 - 2$  is 58 at a significance value of 95% ( $\alpha = 0.05$ ), it is obtained that  $T_{table}$  was 2.00 (See Table 2). It means that the  $T_{count}$  was higher than the  $T_{table}$  ( $4.49 > 2.00$ ) and it concludes that  $H_0$  was rejected and  $H_1$  was accepted. It means that there is a significant effect between students that learning writing narrative text with the Inside Outside Circle technique and students that learning writing narrative text without the Inside Outside Circle technique.

Table 2. *The Result T-test of Post-test*

Significance Level	$T_{count}$	$T_{table}$	Conclusion
0.05	4.49	2.00	$H_1$ accepted

Based on the calculating result of the hypothesis test, it can be explained that there is a different result between the experimental class and control class which had been given the treatment with different learning techniques. The testing hypothesis (post-test hypothesis) shows rejected  $H_0$  is "there is a significant effect between students that learning writing narrative text with inside outside circle technique and students that learning writing narrative text without inside outside circle technique". It can be known by statistical calculation students' post-test scores in experimental class and control class. The calculation result shows the t-test value was 4.49 and the t-table value was 2.00. It

can be concluded that there is a significant effect between students that learning writing narrative text with inside outside circle technique and students that learning writing narrative text without inside outside circle technique.

Based on the explanation above, the researcher concluded that the use of the inside outside circle technique gives students more interest in learning writing narrative text because they can share information at the same time. They also can be more active. They also can help each other share the information they have to create an idea that will enable students to write narrative texts. This condition supports by the theories from Shoimin (2014) and Huda (2015). They said that this activity builds the nature of cooperation between students and this technique students to have many opportunities to manage information and improve their communication skills. This condition also supports other researchers from Mutmainah (2017), Wijaya and Sari (2017), and Hadi (2013). They said this technique engages all the student to act in the classroom and allow them to share and explore their ideas in the same time with their partner. The students can learn about collaboration skills and make them able to develop ideas for writing because they have to share the information in the circle with their other friends.

Therefore, using the inside outside circle technique can increase the imagination of the students' thinking in making narrative text, so that students can more easily make a good narrative text. So, the researcher summarizes that the inside outside circle is a technique that can use to increase students' writing skills, especially in writing narrative text. It can be proven by statistical calculation in a hypothesis test, the result shows significance different students' score in post-test. Students' scores in the experimental class which had been given treatment have a better score than students' scores in the control class.

## CONCLUSION

Based on the findings and discussion, it could be concluded that the use of inside outside circle on students' writing narrative text was effective. Before the researcher gave treatment for the experimental class and control class, the average score of the experimental class was 61.5 and the average score of the control class was 61.1. After the researcher gave a treatment, the average score of the experimental class was 76.7 and the average score of the control class was 71.76. The experimental class increased by 24.71% on the average value while the control class increased by 17.44% on the average value. It was also proved by the obtained score in the T-Test. The T-Test showed that  $T_{\text{count}}$  value was 4.49 and the  $T_{\text{table}}$  value was 2.00. It means that  $H_a$  was accepted and  $H_0$  was rejected. There is a significant effect between students that learning writing narrative text with the Inside Outside Circle technique and students that learning writing narrative text without the Inside Outside Circle technique. It means the experiment class (X.MIPA.2) score was better than the control class (X.MIPA.6) score.

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## Appendix 1

### *Analytical Scale for Rating Composition Tasks*

Criteria	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable- not	5-1 college- level work
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations ; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by
II. Logical Development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

Adopted by H. Douglas Brown (Brown, 2004, pp. 244-245)