

**TEACHING SPEAKING SKILL USING ACTIVE LEARNING METHOD**

**(A Case Study at the Seventh Year of SMP SMART Akselerasi Ekselensia**

**Indonesia-Bogor)**

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## ABSTRACTS

It can not be denied that the ability to master English speaking skill is a precious value. The role of English as a means of communication spreads and becomes more crucial, so the disability in using it can be interpreted as the isolation from the international community, out of date, and is really felt as the degradation. For that reason, teachers try to use the best method in order to make their students master English well. One of the methods is Active learning method.

Active learning method is a method that involves students in doing things and thinking about the things they are doing. It involves students directly and actively in the learning process it self. This means that instead of simply receiving information verbally and visually, students are **receiving** and **participating** and **doing**.

This study is intended to find out the description about the process of teaching speaking skill using active learning method that is applied by the English teacher of SMP SMART Akselerasi Ekselensia Indonesia-Bogor. Through interviewing and observing the teachers, the headmaster, and the students, it is found that the teaching process using active learning method is tried to put forward the existence of thinking skill, the existence of creativity, and the existence of the students' involvement, which all of the process try to be packaged in a pleasant teaching learning situation (fun). Thus in applying teaching speaking in the class, let the students be involved actively on that three things, so it is supposed that the students' ability in mastering speaking skill can be optimized.

**Key words:** Active Learning, Speaking Skill

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The writer.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

It can not be denied that in the competitive era of globalization, the ability to communicate in English is a precious value. The role of English as a means of communication spreads and becomes more crucial, so the disability in using it can be interpreted as the isolation from the international community, out of date, and is really felt as the degradation. A lot of opportunity in every field can not be reached only because of the disability in using English. The ability to communicate in English makes the mind setting of people becomes wider. It can also work out the relationship among the nations in the worldwide.<sup>1</sup>

How urgent the need to be able to communicate in English is, unfortunately not in harmony with the quality of English teaching at schools in Indonesia. In fact, the students' ability in oral skill still not satisfied yet. There are still many students who are not able to speak English fluently. What was, still, and would happen to the English teaching in Indonesia?<sup>2</sup>

In Indonesia English is one of the lessons that students have to learn since they are at kindergarten and taught until the university. To have good English, students have to master the four basic language skills, namely, listening, speaking, reading, and writing. As the main tool of communication, speaking becomes an

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<sup>1</sup> [www.indonesia.com/bpost/072005/opini/opini1.htm](http://www.indonesia.com/bpost/072005/opini/opini1.htm)

<sup>2</sup> *Ibid*

important component to be mastered by the students. Many students still find difficulties when they have speaking activities in the classroom. Some factors are fear of making grammatical mistakes, fear of being laughed by their friends, and having less confidence of their own ability, or even they do not have ideas in their mind if they are asked to practice their speaking, those make them keep silent during the activities in the classroom. In addition, they prefer to use their first language when they have speaking activities obviously, these speaking problems may hinder the students to develop their speaking skills which are needed to become good speakers.

According to Penny Ur, there are some problems in speaking activities in the class; one of them is low or uneven participation. Only one participant can talk a little time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all<sup>3</sup>.

Therefore, English teachers are required to be able to help students to overcome this problem to achieve the speaking skill. For this reason, teachers should use effective teaching methods that encourage students to take part actively in the class.

In this case, the use of active learning method will encourage the students to learn English-speaking skill more effectively. Active learning is a method in

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<sup>3</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1995), p. 121

which students work independently within a learning environment. It educates students to allow them to participate in the class. It also takes them beyond the role passive listener, note taker and allows the students to take some direction and initiative during the class<sup>4</sup>. Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concern of an academic subject. It shifts the focus from the teacher and her delivery of course content to the student and his active engagement with the material. Through active learning techniques and modeling by the teacher, students shed the traditional role as passive receptors, learn, and practice how to explore knowledge and skills and use them meaningfully.<sup>5</sup>

According to Chickering and Gamson (1987) in analyzing of the research literature, however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be active involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing. Use of these techniques in the classroom is vital because of their powerful impact upon students' learning.<sup>6</sup>

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<sup>4</sup> Michael Lorenzen, *Active Learning & Library instruction*, (Michigan State University), p.4 on line on <http://www.libraryreference.org/activebi.html>

<sup>5</sup> [http://www.online.fsu.edu/learning resources/handbook/instructionatfsu/pdf](http://www.online.fsu.edu/learning_resources/handbook/instructionatfsu/pdf)

<sup>6</sup> <http://www.ntlf.com/html/lib/bib/91-9dig.htm>

Actually, the use of active learning method in educational field is not a new idea. It has been used in the teaching process in Indonesia. Thus in teaching speaking, it is used by the teachers to make their students active to talk. Active learning is considered as the right method in the effort improving the quality of teaching. But practically, there still happen the lameness in applying it, in view of the quality of the students in speaking English which still ought to be asked.

Based on the assumption that have been explained above, it is extremely important to emphasize that active learning method is one of the solutions to use in teaching speaking skill. In this case, the writer is interested in researching and analyzing the process of **teaching speaking skill using active learning method at the seventh year of SMP SMART Akselerasi Ekselensia Indonesia – Bogor.**

## **B. Scope and Limitations**

To avoid the observation becomes wider, the writer tries to limit the problem of the study and focus on:

1. The process of teaching speaking skill: activities of teaching speaking in the classroom, which are presented by the English teacher meaningfully for the students and will motivate them for mastering English communication skill.
2. The use of Active Learning method by the teacher while teaching speaking in the class.
3. The teacher and his classroom (the students of the seventh year class-A). The teacher roles and the students' involvement in teaching learning process in the class.

### **C. Statement of the Problem**

Based on the limitation of the problems above, so statement of the problems that are proposed:

1. How is the implementation process of Active Learning method in teaching speaking at SMP SMART Akselerasi Ekselensia Indonesia – Bogor?
2. How is the evaluation process of active learning method in teaching speaking at SMP SMART Akselerasi Ekselensia Indonesia – Bogor?

### **D. Objective and Significance of the Study**

#### **1. Objective of the Study**

This study intends to know the implementation process of active learning method in developing the learner's English speaking proficiency.

#### **2. Significance of the Study**

Theoretically, the result of the study is expected useful in completing the study of knowledge, especially in English education about teaching speaking skill using active learning method. Practically, the result of the study is expected to give a description for the readers about the teaching speaking process uses active learning method. It is also supposed can be used as an input for the parents, teachers; especially the English teachers, the headmasters, and all people who are involved and responsible in developing quality of education for adolescent. In addition, it can be used for the researchers as the basis for conducting further research.

## **E. Organization of the Writing**

The result of the study are written and arranged into five chapters systematically, they are:

The first chapter is introduction consisting of background of the study, scope and limitation, statement of the problem, objective and significance of the study, and organization of the writing.

The second chapter presents the theoretical framework consisting of the theoretical base of active learning, the general view of speaking, and learning activities that describe active learning in teaching speaking in the classroom.

The third chapter consisting of objective of the research, place and time of the research, method of the research, technique of data collecting, instrument of the research, and technique of data processing and analyzing.

The fourth chapter research findings consisting of the writer's judgment, a model of teaching speaking using active learning method at SMP SMART Akselerasi Ekselensia Indonesia-Bogor, and some impacts.

The fifth chapter is conclusion and suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Active Learning

##### 1. Theoretical bases of Active Learning

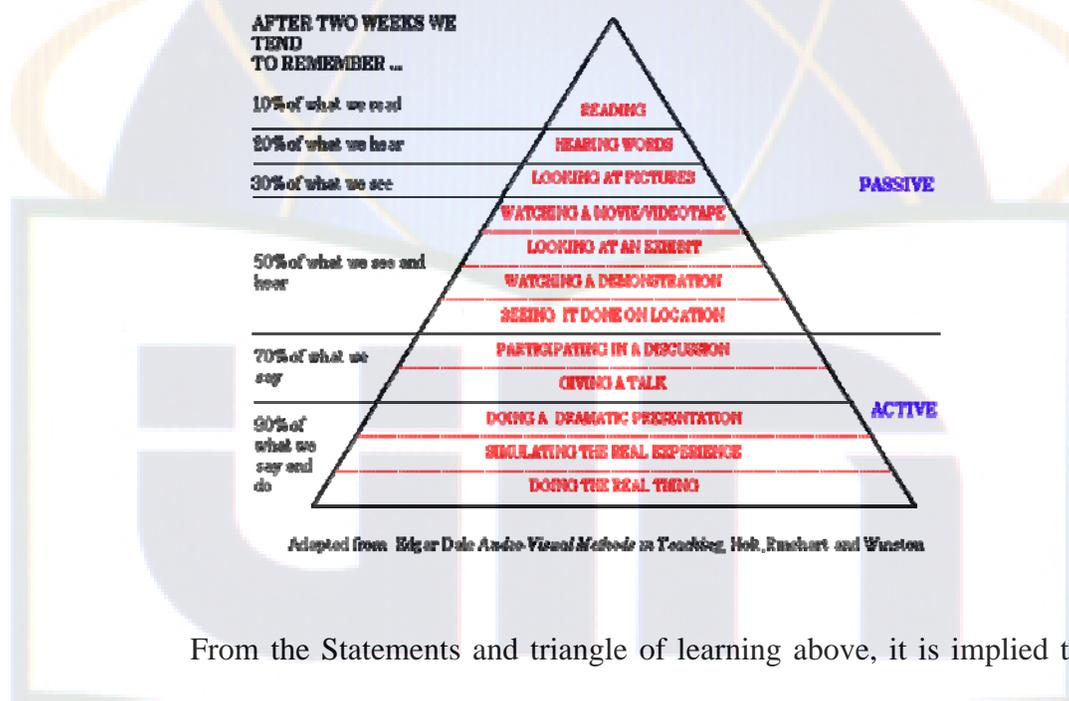
According to Arthur W. Chickering and Zelda F. Gamson, Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and propose the answers. They must talk about what they are learning, write about it, and relate it to their daily lives. They must make what they learn part of themselves.”<sup>7</sup>

From the statement above, it is implied that lecturing, of course, can be an effective way of communicating of delivering a great deal of information not easily available otherwise, or of demonstrating an analytic process. However, we also know that lecturing does not always encourage students to move beyond memorization of the information presented to analyzing and synthesizing ideas so that they can employ them in new ways. Learning by doing is one of active learning way that makes the children must be engaged in an active quest for learning and new ideas. It is emphasized that experience is always necessary for intellectual development of the students. It indicates that the students as the subject of learning must be active in teaching learning process.

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<sup>7</sup> *Ibid*

Most of the time, in a typical classroom setting, students are involved only passively in learning, i.e., in listening to the instructor, looking at the occasional overhead or slide, and reading (when required) the text book. Research shows that such passive involvement generally leads to a limited retention of knowledge by students, as indicated in the 'triangle of learning' shown below:<sup>8</sup>



From the Statements and triangle of learning above, it is implied that in teaching learning process students have to be involved directly and actively. This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing.

Mel Silberman's modified and expanded the wisdom of Confucius into Active learning Credo:

<sup>8</sup> Wilbert J. McKeachie, *Strategies, research and theory for college and university teachers*, (Houghton-Mifflin, 1998), on line on [http://www.courses.science.fau.edu/~rjordan/active\\_learning.htm](http://www.courses.science.fau.edu/~rjordan/active_learning.htm)

*What I **hear**, I forget.*

*What I hear and **see**, I remember a little.*

*What I hear, see, and **ask question about** or **discuss** with someone else, I begin to understand.*

*What I hear, see, discuss, and **do**, I acquire knowledge and skill.*

*What I **teach** to another, I master.<sup>9</sup>*

From the statement above, assumes that learning will be more meaningful when students are involved actively, they will retain more course content for a longer time and are able to apply that material in a broader range of contexts.

Active learning is, in short, anything that students do in a classroom other than merely passive listening to an instructor's lecture. This includes everything from listening practices, which help the students to absorb what they hear, to short writing exercise in which students react to lecture material, to complex group exercise in which students apply course material to "real life" situations and/or to new problems.

Bonwell and Eison (1991) wrote that active learning happen, when students are involved in class beyond listening. Less emphasis is placed on transmitting information and more emphasis is placed developing the skills of the students. The students are involved in higher order thinking such as analyzing, synthesizing, and evaluation. The students are involved in activities like reading, discussion, and writing. Finally, greater emphasis is placed on the exploration of the student values and attitudes.<sup>10</sup>

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<sup>9</sup> Mel Silberman, *Active Learning:101 Strategies*, (Massachussets: Allyn and Bacon company, 1996), p.1

<sup>10</sup> *Op.cit*, <http://www.libraryreference.org/activebi.html>

Based on the statement above, it is implied that learning process using active learning method emphasize to the students' activeness and involves various students' potency, either in physical, mental, emotional or intellectual in order to reach the educational goal relate to the concept of cognitive, affective, and psychomotor as optimum as can. So, it is gained the optimum learning result.

Active learning happens when students are given the opportunity to take a more interactive relationship with the subject matter of a course, encouraging them to generate rather than simply to receive knowledge. In active learning environment, teachers facilitate rather than dictate the students' learning.<sup>11</sup>

Looking to the statement above, it indicates that one of characteristic that learning process is can be said active, when the students have interest to the material that is given. That can be seen when the students asking a lot about the material that is presented. Here, the important role of teacher in presenting the material as interesting as can. Therefore, the students have interest to the material that is given. It is definitely will influential to the result of students' learning.

Active learning is a method of educating students that allows them to participate in class. It takes them beyond the role passive listener and note taker and allows the student to take some direction and initiative during the class. The role of the teacher is to lecturer less and instead directs the students in

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<sup>11</sup> TA Consultants on line on  
<http://www.trc.ucdavis.edu/TRC/ta/tatips/activelearning.pdf#search>

directions that will allow the students to “discover “the material as they work with other students to understand the curriculum. Active learning can encompass a variety of techniques that include small group discussion, role playing, hands-on projects, and teacher driven questioning. The goal is to bring students into the process of their own education.<sup>12</sup>

Active learning is simply that having students engage in some activity that forces them to think about and comment on the information presented. Students will not simply be listening, but will be developing skills in handling concepts in our disciplines. They will analyze, synthesize, and evaluate information in discussion with other students through asking questions, or through writing. In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas. The ways of involving our students in learning activities are as varied as our disciplines. It can make the students move from beyond memorization to higher levels of understanding.<sup>13</sup>

Based on the statement above, it is implied that in learning process using active learning method, is found a certain unit of comprehensive learning strategies, which make the students active from the beginning through the activities that create group work and make the students, could think about the material in shorten time. Besides, when the learning process starts to become active, the students do a large part of things of their own task; they can make

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<sup>12</sup> *Op.cit*, , Michael Lorenzen

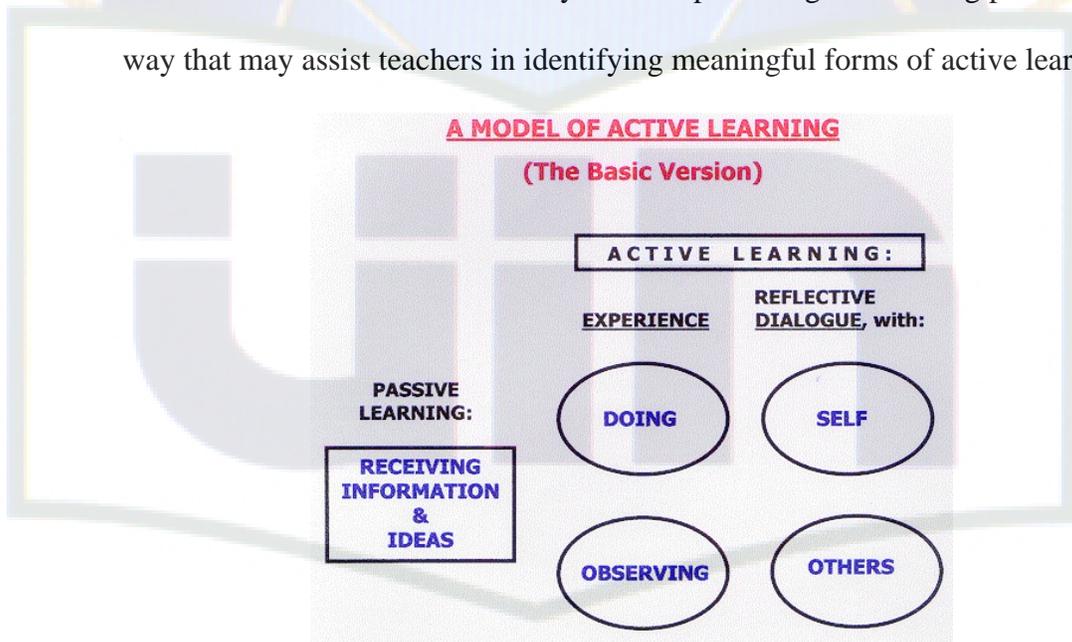
<sup>13</sup> <http://www.tlc.eku.edu/tips/-42k>

their brain function, learning the ideas, solving various problems, and applying the things that they learn.

**a). A model of active learning**

Many teachers today want to move past passive learning, to find better ways of engaging students in the learning process. However, many teachers feel a need for help in imagining what to do, in or out of class that would constitute a meaningful set of active learning activities.

The model below offers a way of conceptualizing the learning process in a way that may assist teachers in identifying meaningful forms of active learning:



*Explanation of the components:*

This model suggests that all learning activities involve some kind of experience or some kind of dialogue. The two main kinds of dialogue are “Dialogue with Self” and “Dialogue with Others.” The two main kinds of experience are “Observing” and “Doing.”

#### 1). Dialogue with one selves

This is happened when learners think reflectively about a topic, i.e., they ask themselves what they think or should think, what they feel about the topic, etc. This is “thinking about my own thinking, “but it addresses a broader array of questions than just cognitive concerns.

#### 2). Dialogue with others

This can and does come in many forms. In traditional teaching, when students read a textbook or listen to a lecture, they are "listening to" another person (teacher, book author); this can perhaps be viewed as "partial dialogue" but it is limited because there is no back-and-forth exchange. A much more dynamic and active form of dialogue occurs when a teacher creates an intense small group discussion on a topic.

#### 3). Observing

This occurs whenever a learner watches or listens to someone else “doing” something that is related to what they are learning about. The act of observing may be “direct” or “vicarious.” A direct observation means the learner is observing the real action, directly; a vicarious is observing a simulation of the real action.

#### 4). Doing

This refers to any learning activity where the learner actually does something: for example design and/or conduct an experiment (natural

and social sciences), make an oral presentation, critique an argument or piece of writing, etc.<sup>14</sup>

Druke listed seven strategies to allow active learning for the teachers. These included:

- 1). Arranging the classroom to encourage participation including putting chairs in a cluster or circle.
- 2). Using small group discussion, questioning, and writing to allow for non-threatening methods of student participation.
- 3). Giving students time to give responses, do not rush them.
- 4). Rewarding students for participating by praising them or paraphrasing what they say.
- 5). Reducing anxiety by introducing yourself and asking the students for their names.
- 6). Drawing the students into discussions by showing the relevance of the library to their studies.
- 7). Allowing students time to ask questions at the end of class.<sup>15</sup>

## 2. Some activities to promote active learning

According to this model of Active Learning, a teacher should select teaching/learning activities that combine all three of the major kinds of

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<sup>14</sup> L.Deer Fink, *Active Learning(Ideas on Teaching)*, (University of Oklahoma, Instructional Development Program, 2006), on line on <http://www.ou.edu/idp/tips/ideas/model.html>

<sup>15</sup> J.Druke, four variation Druke's *Active Learning Paradigm*, (Research Strategies, 13 (winter), 1995), p.15

learning: getting information/ideas, doing and/or observing experience and reflective dialogue with one self and/or others. The table below identifies specific learning activities for each of these three categories and identifies with direct, indirect, and online ways of getting information and ideas.<sup>16</sup>

Table 1

**Multiple Kinds Of Activities To Promote: ACTIVE LEARNING**

	GETTING INFORMATION & IDEAS	EXPERIENCE		REFLECTIVE DIALOGUE, with:	
		"Doing"	"Observing"	Self	Others
<b>DIRECT</b>	<ul style="list-style-type: none"> <li>• Original data</li> <li>• Original sources</li> </ul>	<ul style="list-style-type: none"> <li>• Real Doing, in authentic settings</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation of phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective thinking</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Live dialogue (in or out of class)</li> </ul>
<b>INDIRECT, VICARIOUS</b>	<ul style="list-style-type: none"> <li>• Secondary data and sources</li> <li>• Lectures, textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Gaming, Simulations</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Stories (can be accessed via: film, literature, oral history)</li> </ul>		
<b>ONLINE</b>	<ul style="list-style-type: none"> <li>• Course website</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher can assign students to "directly experience" ...</li> <li>• Students can engage in "indirect" kinds of experience online</li> </ul>		<ul style="list-style-type: none"> <li>• Students can reflect, and then engage in various kinds of dialogue online.</li> </ul>	

According to G. Gibbs and M. Coffey, there are several techniques in promoting active learning in-class activities, they are:

- a. Brainstorming
- b. Think pair share
- c. Jigsaw
- d. Role playing, drama, simulation

<sup>16</sup> *Op.cit*, <http://www.ou.edu/idp/tips/ideas/model.html>

- e. Discussion
- f. Debates
- g. Problem based learning
- h. Case Studies
- i. Peer Teaching
- j. Information gap, etc.<sup>17</sup>

## **B. Speaking**

### **1. The General View of Speaking**

#### **a. The Definition of Speaking**

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998). Speaking is a crucial part of second language learning and teaching.<sup>18</sup>

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication.

However, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in

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<sup>17</sup> G.Gibbs and M.Coffey, *The Impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students*. Active learning in higher education, 5(1), (2004), p.87-100

<sup>18</sup> A.L.Chaney and T.L.Burk., *Teaching Oral Communication in Grades K-8*, (Boston: Allyn&Bacon, 1998), p.13

the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. So that, language learners need to recognize that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.<sup>19</sup>

#### **b. Purpose of Teaching Speaking**

David Nunan said; teaching speaking is to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence
- 5) Use language as a means of expressing values and judgments.

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<sup>19</sup> <http://www.nclrc.org/essentials/speaking/stratspeak.htm>

- 6) Use language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>20</sup>

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

### **c. The Difficulties in Teaching Speaking**

Penny Ur finds that there are some problems with speaking activities in her teaching, as follows:

1. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited out trying to say things in foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

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<sup>20</sup> D.Nunan, *Practical English Language Teaching*, (NY: Mc.Graw-Hill, 2003), p.

3. Low or uneven participation. Only one participant can talk a time if he or she is to be heard; and in large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.
4. Mother tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels a natural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.<sup>21</sup>

On the other hand, she classified some characteristic of a successful speaking activity, as follow:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in the fact occupied by learners talk.
- 2) Participation even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it because they want to contribute to a saving a task objective.

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<sup>21</sup> *Loc.cit*, Penny Ur

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.<sup>22</sup>

The characteristics of both difficulties and successful speaking activity are very contradictive. For that, speaking need a comprehensive cooperation between teacher and students themselves in order that they can help each other to express their idea and act out it, because if they feel comfortable in speaking class activities and they are given the same chance to practice their language, their speaking ability will improve even without they realize it.

This process of course needs creative teachers and who will always measure his or her students, speaking ability through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students.

## **2. Speaking Activities in the classroom**

Heidi Riggenbach and Anne Lazaraton described that for use in the ESL/EFL classroom, there are many speaking activities and materials which are available as creative teachers, for the purpose of this discussion, oral skill activities are organized into distinct types<sup>23</sup> :

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<sup>22</sup> *Ibid*

<sup>23</sup> Marianne Celce-Murcia, ed., *Teaching English as a Second or Foreign Language*, 2<sup>nd</sup> ed., (Heinle & Heinle Publisher, USA, 1991), p. 127-128

a. Drills, or linguistically structured activities

Prator (1972) classifies classroom activities for ESL learners by means of a continuum, with “manipulative” activities at one extreme and communicative activity at the other extreme. Although today, in ESL/EFL classroom throughout the world, communicative activities tend to more effectively meet the goals of the curriculum, also useful are “manipulative” activities, or those, which provide students with a “prepackaged” structure by means of teacher, tape or book.

The use of drills, however, is helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible. As their proficiency and experience in the language develop, most of the sentences and phrases may be re-analyzed and incorporated into the learners’ system of knowledge of the language. Language use based on memorization can be starting point for more creative use of the language.

Traditional classroom speaking practices often takes the form of drills in which one person asks a question and another give an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.<sup>24</sup>

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<sup>24</sup> <http://www.nclrc.org/essentials/speaking/stratspeak.htm>, *op.cit*

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom-speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine *structured output activities*, which allow for error correction and increased accuracy, with *communicative output activities* that give students opportunities to practice language use more freely.

#### 1). Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect, they are more like drills than like communication.

## 2). Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are *role-plays* and *discussion*.

### b. Performance activities

Performance activities are those in which student prepares beforehand and delivers a message to a group. There are some examples of performance activities:<sup>25</sup>

- 1) Speeches
- 2) Debates
- 3) Role Plays

One other way of getting students to speak is role-playing. Students pretend they are in various contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.<sup>26</sup>

### c. Participation activities

There are some examples of participation activities:

- 1) Conversations
- 2) Guided discussion

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<sup>25</sup> Marianne Celce-Murcia, *Teaching English as a second or Foreign Language*, 3<sup>rd</sup>-ed., (Heinle&Heinle Publisher USA, 1991), p.106-108

<sup>26</sup> <http://www.iteslj.org/Techniques/Kavi-TeachingSpeaking.html>

- 3) Audio taped Oral dialogue Journals
  - 4) Interview
- d. Observation activities

## **C. Learning Activities**

### **1. Teacher's Roles**

Some suggestions for English Language teachers while teaching oral language:<sup>27</sup>

- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce teacher-speaking time in class while increasing student-speaking time. Step back and observe students.
- d. Indicate positive sign when commenting on a students' response.
- e. Ask eliciting question such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "Your presentation was really great..."
- g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

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<sup>27</sup> Hayriye Kayi, *Activities to Promote Speaking in a Second Language*, (University of Nevada), on line on <http://iteslj.org/techniques/kayi-teachingspeaking.html>

- h. Involve speaking activities not only in class but also out of class.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in group or pairs.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## 2. Learner's Roles

Malik Tachir said that Active learning is one of learning strategy which demands the students being active and participate as optimum as can so the students can change their behavior more effectively and efficiently without ignoring the potency that they have to be developed optimally both from the students emotional, mental, intellectual, and psychomotor so its can be said that active learning means as follow:

- a. Students have interest to the material that is given.
- b. Students ask questions a lot about the materials that are given and presented.
- c. Students are able to think about the answer of the questions or evaluation that is presented.
- d. Students are able to express the things that have been thought or are being thought by them.<sup>28</sup>

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<sup>28</sup> A. Malik Tachir, *Memahami CBSA*, (Bandung; Rosdakarya, 1998), p.

In active learning strategy, we can see a condition that involves some physical, intellectual, mental and social skill of the students in order to be gained the optimum result. Therefore, the learner's roles in active learning are that the students are able to make their cognitive skill function, to learn ideas, to solve some problems, and to apply something that students learn.

One important student role is that of explorer. Interaction with the physical world and with other people allows students to discover concepts and apply skills. Students are then encouraged to reflect upon their discoveries, which is essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking processes used by practitioners. "Students also become teachers themselves by integrating what they have learned. Hence, they become producers of knowledge, capable of making significant contributions to the world's knowledge."<sup>29</sup>

### **3. Classroom Management**

One of the factor to promote active learning be successful in the class is classroom management. Classroom management is very important for student and teacher. To create a good environment in the classroom, the school must concern with the situation. There are some recommendations to develop active learning in the classroom:

- a. Use flexible room arrangement to encourage interaction and sharing of ideas and tasks.

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<sup>29</sup> Jones B. Valdez G. Nowakowski, J & Rasunussen C (1994), *Learning and Technology for EducationalReform*, Oak Brook, IL: North Central Regional Educational Laboratory

- b. Specifically explain rules and procedures to students.
- c. Create predictability in classroom routines.
- d. Provide for small class sizes where possible.
- e. Make the teacher a guide and facilitator, rather than a disseminator of information.
- f. Encourage students to tap into each other's knowledge and experience and build networks for accomplishing goals.
- g. Integrate language, culture and community resources into instructional activities.
- h. Incorporate out of school experience into classroom practice.
- i. Be flexible and create in the use of resources into instructional activities.
- j. Use a variety of grouping strategies; small groups, pairs, individual.
- k. Vary the composition of the groups in terms of the mix of limited English proficiency and non-limited English proficiency students, depending upon the goals of the activity and the skills levels of the students.
- l. Focus on activities that promote production of language.
- m. Assess for content achievement and progress using a variety of assessment measure, including performance and portfolio assessment that are appropriate and consistent with instruction.
- n. Monitor continuously to ensure student engagement.<sup>30</sup>

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<sup>30</sup> <http://www.ncela.gwu.edu/ncbepubs/directions/02.htm>

According to Mel Silberman there are ten layouts for setting up a classroom as a model of active learning classroom;<sup>31</sup>

**a). U shape**

The arrangement is ideal for distributing learning handouts quickly to students because you can enter the U and walk to different points with sets of materials

**b). Team-style**

Grouping circular or oblong tables around the classroom enables you to promote team interaction.

**c). Conference table**

This arrangement minimizes the importance of the teacher and maximizes the importance of the class.

**d). Circle**

Simply seating students in a circle without desks or tables promotes the most direct face to face interaction. A circle is ideal for full group discussion.

**e). Group on group**

This arrangement allows you to conduct fish-bowl discussion or to set up role-plays, debates, or observations of group activity.

**f). Workstation**

This arrangement is appropriate for an active, laboratory-type environment in which each student is seated at a station to perform a procedure or task

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<sup>31</sup> *Op.cit*, Mel Silberman, p.10-15

(e.g., computing, operating a machine, conducting lab work) right after it is demonstrated.

**g). Breakout groupings**

It is suitable to be arranged if the classroom is large enough or if nearby space is available.

**h). Chevron arrangement (A repeated V)**

It suitable to be arranged to the classroom, which is, contains of the 30 students or more. It creates less distance between people, better frontal visibility, and more ability to see other students than straight rows.

**i). Traditional classroom**

Traditional set-up can also used if there is no way to get around a series of straight rows of desks or tables and chairs, try to grouping chairs in pairs to allow for the use of learning partners.

**j). Auditorium**

An auditorium can be used for active learning classroom.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Objective of the Research**

The objective of this research is to find the practical concept of teaching speaking skill using active learning method effectively at the seventh year of SMP SMART Akselerasi Ekselensia Indonesia-Bogor.

#### **B. Place and Time of the Research**

The research was held at SMP SMART Akselerasi Ekselensia Indonesia-Bogor Dompot Dhuafa Republika. She conducted her research at that school on February 2007 for a month.

#### **C. Method of the Research**

The method of the research that is used by the writer is *descriptive qualitative research*. In this study is classified to the *case study* research.

According to Suharsimi Arikunto, "Descriptive research is a research that is purposed to gather the information about the status of phenomenon, which is condition of a phenomenon objectively based on the condition when the research was done. Descriptive research does not need administration or controlling to the treatment. Descriptive research is purposed to make description about the situation or event, and the phenomenon just the way it is and usually is not directed to test the hypothesis, but to find some information which can be used for

making an inference.”<sup>32</sup> In addition, in case study the researcher tries to pay attention deeply to the individual or unit. The researcher tries to find out all of the important variables, which are form the background of development of the variables.<sup>33</sup>

This research tries to find out authentically all of the information and provides all of things that relate to the implementation process of active learning in teaching speaking skill.

#### **D. Population and Sample**

Population of the research was all the teachers and the students of SMP SMART Akselerasi Ekselensia Indonesia-Bogor. Samples that were chosen for observation are only the English teacher and his classrooms of the seventh year students of class A. The students consist of 18 students where all of the students are boys.

#### **E. Technique of Data Collecting**

In collecting the data, the writer employed some techniques of data collecting as follow:

##### **1. Interview**

The writer interviewed the headmaster and the English teacher of SMP SMART Akselerasi Ekselensia Indonesia-Bogor to get the concepts of teaching speaking skill using active learning method.

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<sup>32</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta, Rineka Cipta, 2005), 7<sup>th</sup>-ed, p. 234

<sup>33</sup> *Ibid*, p.238

## 2. Observation

The writer did her research by monitoring the English teacher when he is teaching in the classrooms four times, how he applies active learning method in teaching learning process. Does it work or not. Therefore, the writer tried to find classroom strategies in teaching speaking which is suitable with the theoretical bases of active learning method. The writer also observed the school in order to get the important data, which relates to the formal orientation of the school concern to active learning method. She also collects the data, which have been documented, by the school, such as statistical data, graph, and other important data.

## 3. Questionnaire

The writer gave the list of questionnaire to the students in order to get the original perception about the students' being active in teaching speaking process objectively.

### **F. Instrument of the Research**

The writer used checklist form of teacher observation guide and form of questionnaire as the instruments. With the teacher observation guide, the writer can focus to monitor the process of teaching learning, which is guided by the instrument. The writer also uses checklist form of questionnaire to the students as another instrument.

**Table 2**  
**Teacher Observation Guide**

No	Variable	Aspect	Indicator	Number of Statements
1	Teaching Speaking skill	▪ Preparation	- Arranging Teaching learning process - Learning preparation	1,2 3,4,5
		▪ Presentation	- Explanation of the material - Using of the instruments and media - Involving students (individually) - Students interaction - Organizing of the class - The using of the method - The intensity of using English in the teaching learning process	6 7,8 9 10 11,12,13 14,15,16 18, 19
		▪ Evaluation	- Oral test - Affective - Individual work - Group work	20 21 22 23
2	Active Learning Method	▪ Student's point of view	Bravery to express desire, need and problem <sup>34</sup> Bravery and chance to participate Attempt/creativity Independent learning (inquiry, discovery)	24 25 26 27
		▪ Teacher's point of view	- Teacher's motivation - Teacher's domination - Teacher's role in giving chance - The way teacher use several methods	28 29 30 31
		▪ Program point of view	- Harmony between concept of learning and student need - Material content - Program understandable	32 33 34
		▪ Learning situation	- Intimate relation in classroom - Desire and fun in learning situation	35 36
		▪ Media of learning point of view	- Flexibility of time - Learning activities out of class - Learning source	37 38 39

<sup>34</sup> *Op.cit*, A. Malik Tachir, p.46

## **G. Technique of Data Processing and Analyzing**

### **1). Editing**

In this process, the writer edits the form of teacher observation guide and the questionnaire accurately in order to avoid any mistakes that the writer can do.

### **2). Describing the Data**

In this process, the writer analyze carefully the data, fact or information collected from observation and interview. In doing so, the researcher used theory of several authors to describe events, documents and anything happened in his research field. By observing the English classroom, the researcher would have analyzed the actual strategy, technique, procedure, and methodology employed by the teacher in teaching speaking skill using active learning method. By interviewing the English teacher, the researcher reinforced the finding conceptually. Besides, she also interviewed the headmaster of SMP SMART Akselerasi Ekselensia Indonesia-Bogor to grasp the formal orientation of implementing active learning method at the school. All the data collected was analyzed as objective as possible the writer can do. Finally, the writer interprets the data from the form of teacher observation guide, the interview, and the observation process by describing them in a descriptive way.

### **3). Scoring**

Through editing process, the next step is giving scores to the questionnaire.

The scoring for each question is:

**Table 3**  
**Scoring**

Positive (+)		Negative (-)	
Answer	Score	Answer	Score
Sangat sering	5	Sangat sering	1
Sering	4	Sering	2
Kadang-kadang	3	Kadang-kadang	3
Jarang	2	Jarang	4
Tidak pernah	1	Tidak pernah	5

**a. Descriptive analysis**

This analysis is used to find out the amount of percentage of the answer of questionnaire from respondents. The formula that is used:

$$P = \frac{f \times 100 \%}{N}$$

**F** = frequency that are looking for the percentage

**N** = *Number of Cases* (the amount of respondents)

**P** = Percentage

**4). Coding**

Coding means classifying the respondent's answers into categories. Usually, classifying is done by giving codes with numeral into each answer. From the result of all the students' answer by looking the average of total score, can be classified to:

**Table 4**  
**Criterion of measurement category**

Classification of score range	Criterion
61-75	Excellent
46-60	Very Good
31-45	Good
16-30	Fair
0-15	Poor

## CHAPTER IV

### RESEARCH FINDINGS

This chapter will analyze and discuss findings of the research, which is collected from observation, interview, and questionnaire. The writer tries to find information, data, and fact as much as possible from those research instruments. Then, she want to describe the problem and analyze it in order to interpret the concept of teaching speaking using active learning method at SMP SMART Ekselensia Indonesia (EI) effectively.

#### **A. Formal Orientation.**

The writer has already observed SMP SMART EI to get documents related to teaching speaking using active learning method. She has found and analyzed the curriculum and method, which is used. The curriculum that is became a reference and applied at the school is KTSP. The team of SMP SMART EI arranged it by applying active learning method as a teaching and learning method in the implementation process. That is deal with the government policy, which determines KTSP (Kurikulum Tingkat Satuan Pendidikan) as the curriculum that has to be applied since 2006. Especially for English subject, SMP SMART EI developed their own RPP or lesson plan (Rencana Pelaksanaan Pembelajaran) include of objective of learning, learning subject matter, method/technique, steps of activities, learning resources, and evaluation process that embrace 4 skills, they are reading, writing, speaking, and listening. Besides, Mr. Amru as one of the English teacher at SMP SMART EI uses his own English lesson plan, which has been arranged systematically for supporting teaching learning process in the classroom

(see appendix). From the content of the syllabus, for speaking skill material that is used, appropriate with the main material of KTSP syllabus, with the indicator is developed by the English teacher. Whereas about kind of evaluation that is used refer to KTSP, include of *Paper and pen test, project, product, and portfolio*. Special for evaluation of speaking skill, there is evaluation rubric (Rubrik Penilaian) of oral test, which is made by the teacher with the decision of evaluation based on the certain scale, they are *accuracy, fluency, vocabulary, pronunciation, and understanding* in order to minimize the subjectivity (see appendix).

Furthermore, he said that learning English means learn how to communicate. For that reason, speaking becomes the important thing, and is given time/portion more in teaching at the school, not only in the class but also in daily implementation process.<sup>35</sup> Consider to the statement of Mr. Amru, it seems that the writer still agree if speaking is the essential thing in teaching English. According to the observation that has been done by the writer, it is admitted that there was intense communication using English while the teaching learning process in the classroom. It was seen when the writer joined with the class, where the teacher always tries to use English. It was also seen that the students understand enough about what the teacher explained about. Besides, it was also seen the real effort to be actualized by Mr. Amru, which is asserted more by determining English Speaking Zone and English Speaking Day. Nevertheless, talking about the use of English of the students or the teachers in daily, the writer thinks that is still become

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<sup>35</sup> *Ibid*

a linguistic discourse and not become a practical discourse yet. Further, it is hoped could be realized successfully.

On the same occasion, talking about the using of active learning method in teaching speaking, Mr. Amru said that teaching English/speaking with active learning method embraces three things, include of; there are thinking process (thinking skill), interesting thing that is not meant not to be taken seriously, and creativity of the students. For that reason, teachers are hoped to be able to create an active, creative teaching learning situation, and develop the thinking skill of their students. All of these things have to be packed in a fun/enjoy teaching learning situation. In order that active learning could be realized, the teachers in SMART EI use *TANDUR* as a technique of teaching. It is also used as the implementation of active learning method.

#### **B. A Model of Teaching Speaking Using Active Learning Method at SMP SMART Akselerasi Ekselensia Indonesia-Bogor**

The writer has found the models or design in teaching speaking using active learning method effectively after conducting several research activities. By doing classrooms observation four times, she has taken many things related to strategy, technique, procedure, and methodology of teaching and learning speaking in the classroom. She also gained the practical concept on the role of teacher and students' involvement in teaching and learning speaking in English classroom context after interviewing Mr. Amru Asykari, S.Pd, as the headmaster and as the English teacher of SMP SMART EI. In addition, questionnaire she assessed the

activities of the students, the goal expected from teaching speaking in the classroom.

When the writer observed the classroom, she has looked the appearance of teacher performance, students' involvement, course design, and teaching technique represented into classroom strategy. Those became a fact to analyze carefully. The following paragraphs try to describe the findings completely.

### **1). Preparation**

On the first occasion of the observation that has been done by the writer on Tuesday, 13 February 2007, it was seen that the teacher has arranged and designed the planning and objective of learning well, that can be seen from the English lesson plan or RPP that he has made before teaching in the class (see appendix). It is supposed that the purpose of teaching learning process in the class can be guided more, so the maximal of learning result can be reached. Besides, the teacher has prepared the learning resources, method and technique of learning, learning instruments and media, which will be used to support teaching learning process. The writer can conclude it, from the class which has been designed in such a way appropriated with the theme of learning which will be taught, it was "**Shopping**". There were picture of men, money, credit card, shopping list, magazine, as the media that were used.

### **2). Presentation**

Before the class began, teacher checked the task that he had been given last week. The class began by the teacher by singing together while striking a

blow to the air, or sometimes stepped on the floor jointly in the end of song verse. It's meant to cause the learning motivation and passion of the students.

Furthermore, teacher gave a question to the students about the activities that they had been done on last Sunday. It's seen the enthusiastic of the students responses in giving the various answer. Then the teacher continued to ask about were there any one who goes to the traditional market on the last Sunday. One of the students named Jayadi was seen raised his hand and said that he went to the traditional market on last Sunday. After that, teacher ordered each of the students to give a question to Jayadi about the activities that he had been done on the traditional market. Various kinds of questions appeared from each students, for example;

- When did you go to the market?

- Where did you go last Sunday?

- Whom did you go with?

- How did you go there?

- What did you buy there?

-etc.

The questions that appeared from the students did not arranged well and not systematically yet. The role of teacher here tried to give the correction by giving the right pattern of simple past interrogative sentence. The teacher gave some clues about the pattern of the sentence that had to be asked. For example; using the question words here; *When, Where, Whom, How-With, What*, etc. In such process, grammar was taught with inductive way. Besides, the process tried to act

as a bridge for the lesson of last week about *Simple Past* with the theme of lesson that day about *Shopping*.

The activity that has been described above appropriate with the characteristic of active in learning method where there was multi direction interaction in learning process when the question was appeared. It's seen the indication that students have the same opportunity to be involved in learning process. Besides, it can be conclude that in this way teacher used information GAP as a technique.

Afterwards, teacher asked the students to think about any kinds of things that they will find in the market. Then each student said the things that possible to find in the market. Then they said the things one by one orally. After all of things have been gotten, the teacher gave a magazine, which consists of list of things (see appendix), and he asked the students to classify them to the countable and uncountable thing. It's seen that each student tried to do it with their own way. Some of them tried to write it down on the blackboard. Another, tried to discussed it with their partner, and the other tried to find the answer by looking on the book. After that, the teacher ordered each student to mention the countable and uncountable things orally.

While the process was gone on, seen some of the students did some mistakes in doing the process to classify the answer. The teacher did not give the straight justification about the mistakes that the students had done while they were doing the process. After all the process finished, teacher started to give correction by correcting the wrong answer together. From this activity, we can look again that the teacher used the inductive way as approach. Finally, every step that the

students had been done, the teacher signified by asking them to give applause for themselves and for everyone.

The next step, teacher showed a picture of two men to the students. One of the men treated like SBY, our president who was doing an impromptu visit to the traditional market in order to know the price of the main commodity needs. Then, the teacher asked the students to work in pair where one of them of each pair as if as SBY who pretended as a buyer. Their partner pretended becomes a seller. The teacher gave list of price of the main commodity to the seller (see the appendix). Besides, teacher also gave the clue and writing slides of the conversation that have to be played by them, for example;

- |  |  |  |
|--|--|--|
| - Do you<br>  have  <br>  sell   any fruits? |  | + Yes, I do.<br>- No, I do not.            |
| - I need One kilo                            |  | - How<br>  much  <br>  many   do you need? |
| - How much<br>  is it  <br>  are they   ?    |  | - It is Rp.....                            |
| - Here is the money, thank you.              |  | - You're welcome.<br>- Here's the change.  |

While the conversation was gone on, seen that there were some students did a mistake in doing it. One of them is **Jahid**. He said, “**I need one kilo**” when his friend asked him about how much pen does he need. It made him being laugh at his friends. Then the teacher explained that the pattern of the sentence that Jahid said was correct but the context of the sentence was quite correct, because usually

the term “kilo” is not common to be used for buying a pen. In this step, it’s seen that the teacher tried to give a positive correction of the students mistakes while teaching learning process in a pleasant way.

While the teaching learning process was gone on, the use of English by the teacher, either in giving the instructions or in giving explanation of the materials are very intense. Even in the beginning the students looked quite confused but in the process seemed that they started to have become accustomed and little by little they tried to understand what their teacher was talking about. Even tough the use of English by the students are still minimum and looked still not perfect yet, upon the thinking about their age and their ability level, which still on the first grade, but their desire and bravery to show the bravery and to use the chance in participating in learning process could be said very good. It’s seen the enthusiasm of them in doing role-play activity on conversation between the buyer and the seller. They tried to show various efforts or creativity of learning in doing and finishing the activity until they reach the success.

According to the description above, it can be concluded that another technique that was used by the teacher is role-play, where the students pretended as the seller and the buyer. The use of role-play technique is very suitable with the material that want to be given and it also appropriate with the characteristic of active learning method. By applying the conversation above with the right procedure, is supposed will train the students to be able to do the sell and buy process using English in the real life.

Meanwhile, based the view of content, the learning material with the theme “Shopping” contains facts or information, concept, principle, and skill for the students. Besides, it can be seen that the objective of learning instructional, concept, and learning content, appropriate with the needs, desire, and ability of the students, that was shown so closely with their daily live description.

The next step, teacher asked the students to do again the similar conversation in pair with no tolerance for any mistakes. By the time the process has been finished, the learning process was ended by singing together, which was indicated that the process had been done.

One of the hindrances in implementing active learning method in teaching speaking is there are some students who did not obtain yet the English lesson at all from the elementary school. It’s definitely a bit hamper the learning process. Moreover, the intensity of the teacher in using English while the learning, either in explaining the material or in giving the instruction, makes them becomes a passive student in the class. However, it’s not taking so long. By making them accustomed continually will minimize the difference in students ability. For example, when the teacher gave the instruction to them, it’s seen that they did not understand what the teacher were talking about, moreover to do the instruction. But, by the patience of the teacher in overcoming it, which is by repeating the instruction and giving an example, also guiding them to pronounce the sentences, will make them get accustomed in doing the similar instruction using English. The most important thing here by doing the individual approaches in order to measure the development of each students ability.

On the next occasion of the observation process, on Thursday, February 15<sup>th</sup> 2007, the class was began with sang together. Then the teacher implemented “game” about irregular verb, where the students have to mention the second form of the verb that has been mentioned by the teacher or by their friend beside them. The description of the classroom management here was the students sat on the floor formed the U (see the appendix). Teacher mentioned one of the first forms of irregular verb, and then the student right beside him has to mention the second form of it. If he gave the wrong answer so, he has to stand up. Then, the students who sat right beside the teacher mentioned the other irregular verb, so the student who sat beside him has to mention the second form of it. The rule of the game kept on rotate from the right to the left until the students who sat on the left side on the teacher. The student who sat down on the floor until the end and always answers the questions correctly is the winner.

The next step, teacher implemented simulation technique by making the class as if became Bazaar activity, where all of things in the class became a trade commodities. There were books, bags, stationery supplies, teacher’s mobile phone, and money as a trade exchange. One of the students pretended as a seller, while the other as the buyers. Each of the buyers has to ask about the price of different commodity. They have to practice the last conversation that has been learned on the last meeting.

According to the description of learning model above, it can be said that the students have a freedom and independence in learning (inquiry and discovery) without any pressure from the teacher or another side. The teacher looked so has a

role in giving opportunity to the students in learning with their own way or their condition. The teacher role did not dominate the learning process in the class. He only tried to motivate, built the learning desire and participation of the students actively. This is definitely appropriate with the learning style of active learning method.

### 3). Evaluation

Evaluation is the important step, which can not be separated from the teaching learning process. By the evaluation process, the teacher can measure how far the success of his teaching by looking how far his students are able to master the material that has been taught. In addition, how far the students have fulfilled the standard of competence that is determined. Nowadays, standard of competence for speaking based on the KTSP, are;

- Standar Kompetensi :- Mengungkapkan makna teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar :- Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat  
- Mengungkapkan gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Based on the observation process, the evaluation of teaching speaking using active learning method at SMP SMART EI include two kinds, they are; first, the formative test, is the evaluation of oral test that is given in the end of the theme is completely finished to be given, usually is done in every month. Second, summative test, is the evaluation of oral test that is given in every semester in the end of teaching learning process is completely done.

While the evaluation process of oral test, the writer looked directly how the test of speaking skill was given. The evaluation is usually done by doing test to the students to create the similar conversation based the material which had been given before, about “Shopping” and “Simple Past” with different situation. The evaluation refers to the evaluation rubric, which the teacher has made refers to the scale of evaluation in order to minimize the subjectivity. The scale include; accuracy, fluency, vocabulary, pronunciation, and understanding.

Besides, sometime teacher gives a task, outside the class, as an extra evaluation such as group task or individual task, for example interview task. It is not similar with homework. On his confession, according to the interview result before, Mr. Amru said that he never gave homework to the students. He applied complete learning system. It means that after they finish learning, they are not burdened with the lesson that has not given yet.

### **C. Some Impacts**

The use of active learning method in teaching speaking is supposed more or less could give a positive contribution for the development of students’ skill in speaking English. The teacher as a students’ learning partner active in raising the students’ motivation and building the learning desire in order to make them be involved actively in the learning process in the class. While, the students is supposed to be able to show the independence learning in order to maximize the potential of the cognitive, affective and psychomotor that they have.

In order to find out how far the influence of active learning method to the students’ being active in speaking English, the writer had spread out the (see the

appendix) to the students of the first grade, consists several statements about the students being active in speaking English according to the scale that have been formed. Additionally, they were allowed to give the answer based on their opinion.

### 1). Frequency of Students' activeness in speaking English

From the result of the research is gained the data of questionnaire score of the students' activeness in speaking English, which can be seen from the table below:

**Table 5**  
**Frequency of Students' Activeness in Speaking English**

Subject	Scale of Students' activeness															Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	3	4	4	3	4	4	3	4	4	3	5	4	5	3	3	56
2	3	3	5	4	4	4	3	4	4	3	5	5	5	4	3	59
3	3	4	4	4	3	3	2	4	4	3	5	4	5	3	3	54
4	4	4	5	5	5	5	4	5	5	5	5	5	5	5	4	71
5	4	4	5	5	4	4	3	5	5	4	5	5	5	4	4	66
6	1	2	3	2	3	2	1	3	3	2	3	3	3	2	1	34
7	3	3	4	4	5	4	3	4	4	3	5	5	5	3	2	57
8	4	4	5	5	5	5	3	5	5	4	5	5	5	5	3	68
9	2	4	4	4	4	3	1	4	4	2	4	4	4	2	2	48
10	3	3	4	3	5	4	3	4	4	3	5	5	5	3	2	56
11	3	3	4	4	3	3	2	4	4	3	5	5	4	4	2	53
12	3	4	5	4	4	4	3	5	4	4	5	5	5	3	3	61
13	3	4	2	1	4	2	1	3	3	2	4	4	4	2	2	41
14	3	4	4	5	3	4	3	4	4	3	5	5	5	3	2	57
15	2	3	4	4	2	2	1	3	4	2	4	3	4	2	2	42
16	3	4	3	4	2	3	2	4	4	2	5	4	4	3	2	49
17	1	1	2	3	3	2	1	2	2	1	3	3	3	2	1	30
18	3	3	4	4	4	4	3	4	4	3	5	5	5	3	3	57
																$\Sigma = 959$

Based on the calculation result of the scale of students' activeness in speaking English above, is obtained the highest score is **71** and the lowest score is **30**.

## 2). Data Description

The tables below describe the students' questionnaire score based on the research result which is gained by spreading out the questionnaire about the student's activeness in speaking English:

**Table 6**  
**Menggunakan bahasa Inggris ketika bertanya pada guru**  
N = 18

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	3	16,67 %
3	Kadang-kadang	11	61,11 %
4	Jarang	2	11,11 %
5	Tidak pernah	2	11,11 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 16.67 % respondents declare "Sering" (often), 61.11 % "kadang-kadang" (sometimes), 11.11 % "Jarang" (seldom), and 11.11 % "Tidak pernah" (never). Thus, according to most of respondents declare that sometimes they use English when asking the teacher in teaching learning process.

**Table 7**  
**Menggunakan bahasa Inggris ketika menjawab pertanyaan guru**  
N = 18

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	10	55,55 %
3	Kadang-kadang	6	33,33 %
4	Jarang	1	5,56 %
5	Tidak pernah	1	5,56 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 55.55 % respondents declare "Sering" (often), 33.33 % "kadang-kadang" (sometimes), 5.56 % "Jarang" (seldom), and 5.56 % "Tidak pernah" (never). Thus, according to most of respondents declare that they often answer the teacher question using English.

**Table 8**  
**Memberi salam/ menyapa menggunakan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	5	27,78 %
2	Sering	9	50 %
3	Kadang-kadang	2	11,11 %
4	Jarang	2	11,11 %
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 27.78 % respondents declare “Sangat sering” (very often), 50 % declare “Sering” (often), 11.11 % “kadang-kadang” (sometimes), and 11.11 % “Jarang” (seldom), and no respondents declare “tidak pernah” (never). Thus, according to most of respondents declare that they often greet someone using English.

**Table 9**  
**Memperkenalkan diri dengan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	4	22,22 %
2	Sering	9	50 %
3	Kadang-kadang	3	16,66 %
4	Jarang	1	5,56 %
5	Tidak pernah	1	5,56 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 22.22 % respondents declare “Sangat sering” (very often), 50 % declare “Sering” (often), 16.66 % “kadang-kadang” (sometimes), 5.56 % “Jarang” (seldom), and 5.56 % “Tidak pernah” (never). Thus, according to most of respondents declare that they are brave to introduce themselves using English.

**Table 10**  
**Mengungkapkan permintaan maaf dengan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	4	22,22 %
2	Sering	7	38,89 %
3	Kadang-kadang	5	27,78 %
4	Jarang	2	11,11 %
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 22.22 % respondents declare “ “Serang” (often), 61.11 % “kadang-kadang” (sometimes), and 11.11 % “Jarang” (seldom). Thus, according to some of respondents declare that they often ask for pardon using English.

**Table 11**  
**Mengucapkan terimakasih menggunakan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	2	11,11 %
2	Sering	8	44,45 %
3	Kadang-kadang	4	22,22 %
4	Jarang	4	22,22 %
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 11.11 % respondents declare “sangat sering” (very often), 44.45 % declare “Serang” (often), 22.22 % declare “kadang-kadang” (sometimes), 22.22 % declare “Jarang” (seldom), and no respondents declare “Tidak pernah” (never). Thus, according to most of respondents declare that they often express thanks using English.

**Table 12**  
**Mengungkapkan perintah/larangan menggunakan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	1	5,56 %
3	Kadang-kadang	9	50 %
4	Jarang	3	16,66 %
5	Tidak pernah	5	27,78 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 5.56 % respondents declare “Serang” (often), 50 % “kadang-kadang” (sometimes), 16.66 % “Jarang” (seldom), and 27.78 % “Tidak pernah” (never). Thus, according to most of respondents declare that sometimes they express order and prohibition using English.

**Table 13**  
**Takut Melakukan percakapan dalam bahasa Inggris di depan kelas**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	1	5,56 %
3	Kadang-kadang	3	16,66 %
4	Jarang	10	55,56 %
5	Tidak pernah	4	22,22 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 5.56 % respondents declare “Sering” (often), 16.66 % “kadang-kadang” (sometimes), 55.56 % “Jarang” (seldom), and 22.22 % “Tidak pernah” (never). Thus, according to most of respondents declare that they are not afraid when they are asked to do the dialogue using English in front of the class.

**Table 14**  
**Menggunakan kesempatan bertanya untuk bertanya hal yang belum dimengerti**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	3	16,66 %
2	Sering	12	66,67 %
3	Kadang-kadang	2	11,11 %
4	Jarang	1	5,56 %
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 16.66 % respondents declare “sangat sering” (very often), 66.67 “Sering” (often), 11.11 % “kadang-kadang” (sometimes), 5.56 % “Jarang” (seldom). Thus, according to most of respondents declare that when the teacher gives a chance to ask, they ask about the things that they do not understand.

**Table 15**  
**Takut berbicara menggunakan bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	1	5,56 %
2	Sering	5	27,77 %
3	Kadang-kadang	8	44,44 %
4	Jarang	3	16,67 %
5	Tidak pernah	1	5,56 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 5.56 % respondents declare “sangat sering”, 27.77 % declare “Sering” (often), 44.44 % “kadang-kadang” (sometimes), 16.67 % “Jarang” (seldom), and 5.56 % “Tidak pernah” (never). Thus, according to most of respondents declare that sometimes they are afraid when they have a chance to speak English in front of the class.

**Table 16**  
**Ketika pelajaran bahasa Inggris berlangsung saya hanya diam saja**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	-	-
3	Kadang-kadang	2	11,11 %
4	Jarang	3	16,67 %
5	Tidak pernah	13	72,22 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, there are no respondents declare “sangat sering” (very often) and “sering” (often), 11.11% “kadang-kadang” (sometimes), 16.67 % “Jarang” (seldom), and 72.22 % “Tidak pernah” (never). Thus, according to most of respondents declare that when teaching learning process is going on, they are not idle, but they are active involved.

**Table 17**  
**Berani ketika melakukan tugas (interview) dalam bahasa Inggris**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	10	55,55 %
2	Sering	5	27,78 %
3	Kadang-kadang	3	16,67 %
4	Jarang	-	-
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 55.55 % respondents declare “sangat sering” (very often), 27.78 % declare “Sering” (often), 16.67 % declare “kadang-kadang” (sometimes). Thus, according to most of respondents declare that they are brave to do the task from the teacher using English (ex: making an interview).

**Table 18**  
**Berani maju ke depan kelas untuk bermain peran (role playing)**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	11	61,11 %
2	Sering	5	27,78 %
3	Kadang-kadang	2	11,11 %
4	Jarang	-	-
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 61.11 % respondents declare “sangat sering” (very often), 27.78 % declare “Sering” (often), 11.11 % “kadang-kadang” (sometimes). Thus, according to most of respondents declare that they are brave to do role play in front of the class.

**Table 19**  
**Mendiskusikan materi pelajaran bahasa Inggris yang sulit dengan teman**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	2	11,11 %
2	Sering	3	16,67 %
3	Kadang-kadang	8	44,44 %
4	Jarang	5	27,78 %
5	Tidak pernah	-	-
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 11.11 % respondents declare “sangat sering” (very often), 16.67 % declare “Sering” (often), 44.44 % “kadang-kadang” (sometimes), 27.78 % “Jarang” (seldom). Thus, according to most of respondents declare that they discuss the difficult lesson with their friend.

**Table 20**  
**Menghapalkan ± 3 kosakata baru per hari**  
**N = 18**

No	Alternative of answer	Frequency	Percentage
1	Sangat sering	-	-
2	Sering	2	11,11 %
3	Kadang-kadang	6	33,34 %
4	Jarang	8	44,44 %
5	Tidak pernah	2	11,11 %
	<b>Amount</b>	<b>18</b>	<b>100 %</b>

Based on the table above, 11.11 % respondents declare “Sering” (often), 33.34 % declare “kadang-kadang” (sometimes), 44.44 % declare “Jarang” (seldom),

and 11.11 % “Tidak pernah” (never). Thus, according to most of respondents declare that they seldom memorize new vocabularies on each day.

### 3). Criterion of Measurement Category

According to Suharsimi Arikunto about analysis of Data using qualitative descriptive analysis technique, revealed that qualitative analysis have to be present on a predicate, which show to the condition, quality measurement.

Based on the previous calculation, the maximum score that can be got is 75.

Thus, the category based on the interval class can be seen from the table below:

Table 21

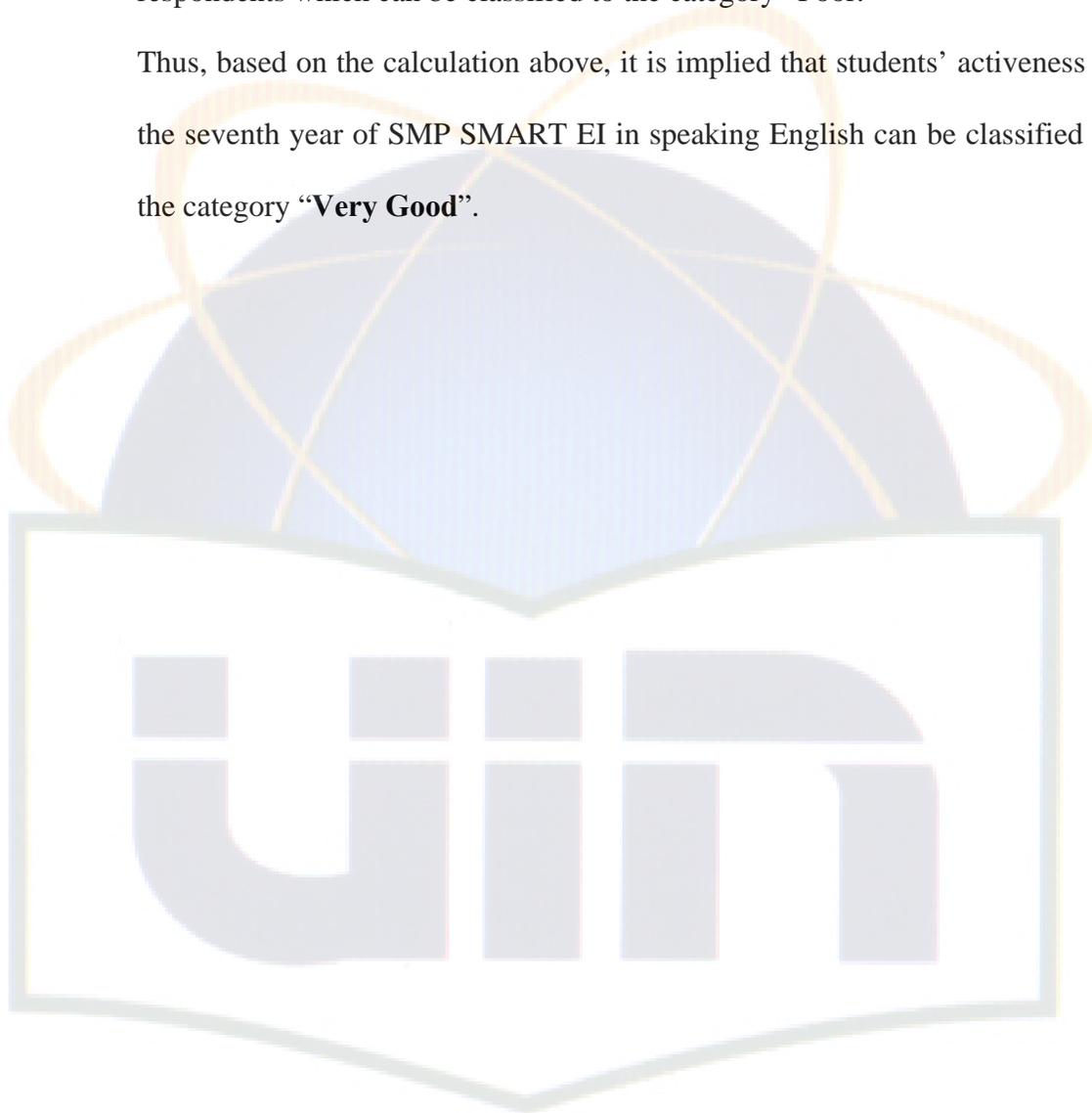
Classification of students' activeness category

No	Range	Criterion	Amount	Percentage
1	61-75	Excellent	4	22.22 %
2	46-60	Very Good	10	55.56 %
3	31-45	Good	3	16.66 %
4	16-30	Fair	1	5.56 %
5	0-15	Poor	-	-
	Sum		18	100 %

From the table above, it can be seen that on the range 61-75 there are 4 respondents from 18 respondents which can be classified to the category “Excellent” amounted 22.22 % , on the range 46-60 there are 10 respondents from 18 respondents which can be classified to the category “Very Good” amounted 55.56 % , on the range of 31-45 there are 3 respondents from 18 respondents which can be classified to the category “Good” amounted 16.66 % , on the range 16-30 there are 1 respondents from 18 respondents which can

be classified to the category “Fair” amounted 5.56 % , and there are no respondents which can be classified to the category “Poor.”

Thus, based on the calculation above, it is implied that students’ activeness at the seventh year of SMP SMART EI in speaking English can be classified to the category “**Very Good**”.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

According to the data which has been collected while the observation process that has been done by the writer, and after through the process of data analysis and interpretation, finally the writer up to the conclusion that;

1. Teaching speaking skill using active learning method at SMP SMART EI can be said that is going smoothly and in harmony with the principle of active learning method. Teacher is able to maximize various students' potency, either in physical, mental, emotional, or intellectual. So the students are able to be involved actively while the process of teaching learning speaking English.
2. Based on the calculation result of questionnaire answer about the scale of students' activeness in speaking English is found that almost majority of the students which are 10 respondents from 18 respondents classified to the category "Very Good" amounted 55.56 %. Thus, it is implied that students' activeness in speaking English at the seventh year of SMP SMART EI can be classified to the category "**Very Good.**"
3. The evaluation process of teaching speaking using active learning method at SMP SMART EI include two kinds; first, the formative test, is the evaluation of oral test that is given in the end of the theme of material is completely finished to be given, usually is done every month. Second, the evaluation of

oral test that is given in the end of theme of learning material completely finished to be given.

## **B. Suggestions**

Based on the conclusion above, the writer would like to give some suggestions to increase the implementation of teaching speaking in the class;

1. The English teacher is supposed to try to be more creative in applying active learning method in teaching speaking by designing and using various multimedia in order to support the learning process in the class. It is supposed in order to overcome the saturation of the students in learning English.
2. The English teacher is supposed to be able to make the individual approaches well, so the development of the students learning can be monitored more.
3. The other English teacher is supposed to use English as a language of instruction on high frequency, because it is necessary for practicing students skill.
4. The researcher is supposed to dig deeply the background of the study that will be observed and the literature that will be used. Therefore, in the similar research, it is hoped can maximize the result that want to be reached. Because this Skripsi is not the final result but only a basic for conducting further research.

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<http://www.trc.ucdavis.edu/TRC/ta/tatips/activelearning.pdf#search>

<http://www.vcu.edu/cte/activelearningtechniques.html>



## PEDOMAN OBSERVASI PENGAJARAN

Nama Guru : Bpk. Amru Asykari

Pokok Bahasan :

Hari/Tanggal :

Waktu :

Petunjuk : Berikut ini terdapat kriteria-kriteria pengajaran dalam proses observasi pengajaran guru di kelas. Pilihlah setiap butir pernyataan di bawah ini dengan memberi tanda *checklist* (✓) pada kolom yang paling mewakili penilaian anda.

Pilihan penilaian yang disediakan adalah sebagai berikut:

**5 = sangat baik, 4 = baik, 3 = cukup, 2 = kurang, 1 = sangat kurang.**

No	Klasifikasi Data	5	4	3	2	1	Keterangan
1	Guru merancang dan menyusun rencana pembelajaran						
2	Guru merancang dan menyusun tujuan pembelajaran						
3	Guru mempersiapkan sumber belajar						
4	Guru mempersiapkan dan menyusun metode belajar yang akan digunakan						
5	Guru mempersiapkan alat dan bahan belajar(media)						
6	Materi dijelaskan dengan cara yang dapat dipahami						
7	Media yang digunakan bervariasi, antara lain; <ul style="list-style-type: none"><li>• Buku</li><li>• Poster/gambar</li><li>• Pazzel</li><li>• Audio kaset</li><li>• Vidio kaset</li><li>• Radio</li><li>• Slide</li><li>• Komputer</li></ul>						
8	Penggunaan media disesuaikan dengan materi yang disampaikan						

9	Siswa mendapatkan kesempatan yang sama untuk dilibatkan dalam proses belajar						
10	Terjadi interaksi dalam proses pembelajaran, antara lain; <ul style="list-style-type: none"> <li>• Komunikasi satu arah</li> <li>• Feedback bagi guru dari siswa</li> <li>• Interaksi antar siswa</li> <li>• Interaksi antara siswa dengan siswa, siswa dengan guru (komunikasi multi arah)</li> </ul>						
11	Guru melakukan pengelompokan siswa dalam proses belajar						
12	Kelas dikondisikan dalam pembelajaran siswa aktif						
13	Pengaturan bentuk tempat duduk dikondisikan dalam pembelajaran siswa aktif						
14	Metode yang digunakan bervariasi, antara lain; <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Think pair share</li> <li>• Jigsaw</li> <li>• Role Playing, drama, simulation</li> <li>• Discussion</li> <li>• Debates</li> <li>• Problem based learning</li> <li>• Case studies</li> <li>• Peer Teaching</li> <li>• Information Gap, etc</li> </ul>						
15	Penggunaan metode sesuai dengan materi yang disampaikan						
16	Penggunaan metode didukung oleh fasilitas pembelajaran yang ada						
17	Penggunaan metode sesuai dengan kondisi siswa						
18	Penggunaan Bahasa Inggris di kelas oleh guru sangat sering						
19	Penggunaan Bahasa Inggris di kelas oleh siswa sangat sering						

20	Guru memberikan test secara lisan kepada siswa						
21	Guru menilai keaktifan siswa dalam proses pembelajaran speaking sehari-hari						
22	Guru memberikan tugas individual kepada siswa untuk dikerjakan di rumah						
23	Guru memberikan tugas kelompok kepada siswa untuk dikerjakan di rumah						
24	Siswa memiliki keinginan, keberanian dalam menampilkan minat, kebutuhan dan permasalahan yang dihadapi dalam proses belajar						
25	Siswa memiliki keberanian dan kesempatan untuk berpartisipasi dalam kegiatan persisipan, proses, dan kelanjutan belajar						
26	Siswa menampilkan berbagai usaha atau kekreatifan belajar dalam menjalani dan menyelesaikan kegiatan pembelajaran sampai mencapai keberhasilan						
27	Siswa memiliki kebebasan atau keleluasaan dalam belajar; inquiry & discovery (kemandirian belajar) tanpa tekanan guru atau pihak lain						
28	Guru berusaha mendorong, membina gairah belajar dan partisipasi siswa secara aktif						
29	Guru tidak mendominasi kegiatan proses belajar siswa						
30	Guru memberi kesempatan kepada siswa untuk belajar menurut cara atau keadaan masing-masing						
31	Guru menggunakan beragam metode mengajar serta pendekatan multi media						
32	Tujuan instruksional serta konsep maupun isi pelajaran sesuai dengan kebutuhan, minat, serta kemampuan subjek didik						

33	Bahan pelajaran mengandung fakta atau informasi, konsep, prinsip dan keterampilan						
34	Program cukup jelas dan dapat dimengerti siswa serta menantang siswa melakukan kegiatan belajar						
35	Iklim hubungan yang intim dan erat antara guru dan siswa, siswa dan siswa						
36	Adanya gairah kegembiraan belajar siswa sehingga siswa memiliki motivasi yang kuat serta keleluasaan mengembangkan cara belajar masing-masing						
37	Adanya fleksibilitas waktu untuk melakukan kegiatan belajar						
38	Sarana belajar tidak terbatas di dalam kelas tetapi juga di luar kelas						



## PEDOMAN WAWANCARA

Guru : Bpk. Amru Asykari  
Tujuan : Untuk mengetahui konsep pengajaran speaking dengan metode Active Learning serta penerapannya secara efektif dalam proses pembelajaran  
Waktu : Kamis, 1 Februari 2007 .Pukul 14.00-16-00

1. Apa pendapat Bapak tentang pengajaran Bahasa Inggris sebagai bahasa asing di Indonesia?

- Pengajaran Bahasa Inggris sebagai bahasa asing berarti bahasa Inggris dianggap sebagai bahasa yang perlu diajarkan dalam kegiatan belajar di sekolah-sekolah. Dalam hal ini bahasa Inggris tidak digunakan sebagai bahasa pengantar dalam setiap aktivitas/kegiatan yang berlangsung. Di SLTP SMART EI ini bahasa Inggris diposisikan sebagai bahasa kedua sehingga pengajaran bahasa Inggris di sini lebih diterapkan sebagai bahasa kedua. Hal ini berarti bahwa bahasa Inggris berusaha diterapkan sebagai bahasa pengantar dalam kegiatan pembelajaran maupun dalam berbagai aktifitas.

2. Apa pendapat Bapak tentang pengajaran speaking sebagai bagian dari pengajaran bahasa Inggris?

- Belajar bahasa Inggris berarti belajar bagaimana cara berkomunikasi. Untuk itu speaking menjadi hal yang diberikan porsi lebih, bukan hanya di kelas tetapi pada implementasi sehari-hari. Misalnya pada anak-anak kelas 3 guru berusaha berbahasa Inggris kepada mereka. Apalagi ketika di kelas bahasa Inggris digunakan sebagai bahasa pengantar. Pentingnya pengajaran speaking akan terlihat ketika anak-anak diikutsertakan dalam Event/kompetisi berbahasa Inggris (speech contest, debates). Kemampuan mereka yang telah terlatih melalui proses pengajaran speaking akan sangat bermanfaat ketika mengikuti kompetisi-kompetisi tersebut. Oleh karena itu input program dan waktu yang

lebih bagi pengajaran speaking menempati porsi yang sangat penting di SMART EI ini.

3. Menurut Bapak, apa pentingnya pengajaran speaking bagi siswa?

- Pentingnya pengajaran speaking bagi siswa di SMART EI ini yaitu:
  - Pertama, ketika anak dibekali kemampuan speaking dan juga memiliki nilai TOEFL/TOEIC di atas 450-500 maka mereka tidak akan menemui kendala yang berarti ketika mereka akan melanjutkan studi ke luar negeri karena mereka sudah tidak menemui masalah dalam hal berkomunikasi dengan bahasa Inggris. Sebab jika anak-anak pintar secara akademis tetapi mereka tidak memiliki kemampuan berbahasa Inggris yang baik, hal itu akan menjadi sebuah hambatan yang besar.
  - Kedua, literatur-literatur yang ada saat ini banyak sekali yang menggunakan bahasa Inggris. Jika siswa sudah dibekali kemampuan baik speaking maupun reading yang baik maka mereka tidak akan kesulitan dalam memahami beragam buku yang berbahasa Inggris. Dengan demikian bisa terlihat pentingnya bahasa Inggris sebagai kunci ilmu.

4. Bagaimana seharusnya guru mengajar speaking di kelas?

- Pengajaran di SMART EI adalah pengajaran yang menggunakan metode Active Learning. Active learning itu menyangkut tiga hal yaitu; ada proses berfikir (thinking skill), interesting (fun) yang bukan berarti bersifat hura-hura, kreatif. Jadi bagi para guru diharapkan mampu menciptakan suasana belajar yang aktif, kreatif dan mengembangkan kemampuan berfikir siswanya serta kesemuanya itu harus dikemas dalam suasana yang menyenangkan.

5. Apakah Bapak menerapkan metode Active Learning? Teknik apa yang digunakan dalam proses pembelajaran serta bagaimana penerapannya di kelas?

- Sejak awal berdirinya, SLTP SMART EI ini menggunakan metode Active Learning dalam proses pembelajarannya. Teknik yang digunakan dalam pembelajaran adalah TANDUR. TANDUR berasal dari Quantum Learning, yang berarti *Tumbuhkan (Enroll)*, *Alami (Experiences)*, *Namai (Labelling)*, *Demonstrasikan (Demonstrate)*, *Ulangi (Review)*, dan *Rayakan (Celebrate)*.

- Pertama, tumbuhkan; berarti bagaimana siswa dibawa ke situasi yang membuat mereka tertarik. Kegiatan seperti ini dianggap sebagai *warming up* dalam upaya menumbuhkan minat belajar mereka. Sebagai contoh penggunaan gambar di awal belajar.
- Kedua, Alami; pada saat pengalaman belajar siswa mengalami trial & error dimana siswa dibiarkan menemukan gaya belajar mereka sendiri. Dalam hal ini pendekatan belajar yang digunakan bersifat deduktif.
- Ketiga, Namai; pada tahap ini siswa melakukan proses presentasi dari apa yang mereka pelajari.
- Keempat, Demonstrasi
- Kelima, Ulangi; pada proses ini guru memberikan test mengenai hal-hal yang telah dipelajari.
- Keenam, Rayakan; ketika kesemua proses belajar tadi telah dilalui maka ada *timing* dimana siswa merayakannya salah satunya dengan bernyanyi.

6. Kesulitan atau hambatan apa saja yang dirasakan dalam menerapkan metode Active Learning?

- Salah satu hambatan dalam menerapkan metode active learning dalam pengajaran bahasa Inggris di sini adalah adanya beberapa siswa yang belum pernah sama sekali memperoleh pengajaran bahasa Inggris dari sekolah mana mereka berasal (SD). Sehingga untuk mengatasinya kami mengadakan program Remedial dengan tujuan siswa tersebut bisa belajar mandiri.

7. Bagaimana Bapak mendefinisikan metode Active Learning itu sendiri? Bagaimana Bapak menilai bahwa siswa itu dikatakan aktif?

- Active learning adalah sebuah metode belajar dimana didalamnya terdapat suasana yang interesting (fun), ada proses berfikir, serta ada kreatifitas dari siswanya dalam proses pembelajaran. Sebab ada sebuah ungkapan yang mengatakan bahwa “Learning will be more effective when the students are interested/motivated.” Oleh karena itu siswa dikatakan aktif ketika ia aktif

dalam proses berfikirnya (Thinking skill), ada kreatifitas, serta ada keterlibatan (engaging), yang kesemuanya itu dikemas dalam suasana yang menyenangkan.

8. Bagaimana Bapak merancang perencanaan pembelajaran? Apakah Bapak membutuhkan waktu khusus untuk membuat perencanaan pembelajaran?

- Di awal pembelajaran, kita sudah membuat silabus, program semester, program tahunan, dan rencana pembelajaran. Kesemuanya itu telah dirancang secara sistematis. Jadi ketika guru akan mengajar, mereka tinggal melihat silabus yang ada kemudian dicari kompetensi dasar yang ingin dicapai dari pengajaran bahasa Inggris setelah itu diterapkan sesuai dengan situasi di kelas.
  - Tidak ada waktu khusus dalam pembuatannya karena semuanya mengacu pada silabus yang telah dirancang sebelumnya. Biasanya ketika diterapkan di kelas akan terjadi sedikit perubahan & penambahan hal baru yang disesuaikan dengan kondisi belajar.

9. Bagaimana Bapak memandang siswa dalam pembelajaran? Bagaimana peran Bapak sebagai guru terhadap siswa dalam proses pembelajaran?

- Pandangan saya terhadap siswa dalam proses pembelajaran sesuai dengan tahapan TANDUR, yaitu:
  - Pada tahap tumbuhkan, siswa kita ajak sebagai participant, mereka melakukan role-play (bermain peran) tertentu.
  - Pada proses alami, misalnya dalam proses speaking, siswa bertindak sebagai speaker.
  - Pada proses Namai, guru berperan sebagai informan, siswanya berperan sebagai critical listener. Sebab dalam proses mendengar siswa perlu juga dilibatkan.
  - Pada proses demonstrasi, guru bertindak sebagai fasilitator sementara siswa harus aktif dan mengembangkan sendiri. Dalam proses ini kita namakan students centered.

10. Bagaimana Bapak mengolah kelas untuk menjadikan siswa aktif dalam menggunakan Bahasa Inggris?

- Masalah pengolahan kelas (classroom management) menyangkut beragam hal, diantaranya;

- Pengaturan tempat duduk. Jika proses belajarnya membutuhkan aktifitas yang banyak bergerak maka meja tidak digunakan. Sedangkan untuk proses belajar tertentu yang membutuhkan meja seperti proses reading maka meja dipakai.
- Pengaturan siswa ; terdapat proses peer teaching, dimana siswa yang kurang secara akademis dikelompokkan dengan siswa yang pintar. Sedangkan yang takut untuk berbicara maka akan terus diberi kesempatan lebih untuk berbicara dibandingkan dengan yang pintar.
- Interaksi di kelas adalah interaksi yang bersifat multi arah. Komunikasi tidak hanya antar guru dengan siswa tetapi datang dari semua arah. Ada feedback terhadap guru dari para siswanya.
- Memberikan pujian (Reinforcement) langsung kepada anak. Hal ini akan sangat bermanfaat dalam memotivasi siswa untuk belajar lebih baik.

11. Bagaimana Bapak melakukan penilaian terhadap hasil belajar siswa?

- Jenis penilaian yang saya lakukan sesuai dengan kurikulum saat ini (KTSP) yaitu;
  - Paper and Pen test, untuk menilai performance productive skill (speaking & writing) dan receptive skill (listening & reading).
  - Project, untuk menilai kerja individual maupun kelompok dimana yang dinilai adalah proses siswa dalam melakukan project.
  - Product, untuk menilai hasil kerja yang dilakukan pada tahap project.
  - Portofolio, untuk menilai keseluruhan belajar siswa.

12. Jenis test seperti apa yang Bapak berikan kepada siswa khususnya dalam pengajaran speaking? Kapan test tersebut diberikan?

- Jenis test yang digunakan dalam pengajaran speaking adalah Rubrik, dimana ada 5 skill yang dinilai yaitu Fluency, Pronunciation, Accuracy, Understanding, and Vocabulary. Penilaian speaking memang bersifat sangat subjektif. Oleh karena itu kita berikan skala penilaian skill tadi. Mengenai kapan waktu diberikan test tersebut, idealnya test diberikan di setiap tahapan Review (Ulangi) dalam proses pembelajaran.,

13. Apakah Bapak memberikan tugas/PR kepada siswa? Dalam bentuk apa tugas diberikan?

- Saya paling jarang memberikan PR karena saya menganggap hal tersebut tidak akan efektif dalam meningkatkan kemampuan belajar anak. Biasanya PR hanya diberikan jika pelajaran di kelas waktunya tidak cukup. Sedangkan tugas biasanya diberikan secara individual maupun kelompok. Tugas yang diberikan disesuaikan dengan apa yang hendak diukur.

14. Menurut Bapak, Apakah pihak sekolah telah cukup mendorong dan memfasilitasi pengajaran bahasa Inggris?

- Pihak sekolah telah sangat memfasilitasi pengajaran bahasa Inggris di sini. Sebagai contoh resources (sumber-sumber bacaan) yang ada telah cukup mendorong siswanya belajar bahasa Inggris. Ada pula PSB (Pusat Sumber Belajar) dimana terdapat perpustakaan yang mampu mendorong kemampuan siswa belajar bahasa Inggris. Serta beragam media/alat belajar yang mendukung proses belajar mengajar.

15. Apa saran Bapak bagi guru dalam upaya mengembangkan penerapan metode Active learning dalam pengajaran Bahasa Inggris khususnya pengajaran speaking?

- Saran saya kepada para guru adalah selalu upayakan untuk berbahasa Inggris di setiap aktifitas agar menjadi terbiasa. Selain itu juga hendaknya para guru tidak hanya menjadi guru tetapi hendaknya bisa menjadi seorang trainer. Mereka juga hendaknya mengikuti beragam training pendidikan sehingga kemampuan mereka lebih terasah dan meningkat. Karena ada saat dimana guru mengalami stagnasi, untuk itu ada dua cara mengatasinya yaitu dengan menulis dan menjadi seorang trainer. Oleh karena itu guru harus memiliki kemauan dan kemampuan menulis.

## PEDOMAN WAWANCARA

Kepala Sekolah: Bpk. Amru Asykari

Tujuan : Untuk mengetahui orientasi formal pengajaran bahasa Inggris di sekolah tersebut khususnya pengajaran speaking dengan metode Active Learning.

Waktu : Kamis, 1 Februari 2007. Pukul 14.00-16.00 WIB.

1. Sudah berapa lama sekolah ini berdiri?

- SLTP SMART Akselerasi Ekselensia Indonesia ini sudah berdiri selama tiga tahun. Pada tahun 2004 sekolah ini mulai didirikan bagi siswa yang kurang berkecukupan yang berasal dari 18 provinsi di seluruh Indonesia.

2. Apa yang melatarbelakangi pendirian tersebut?

- Latar belakang pendirian SLTP SMART EI ini adalah sejak dahulu Dompok Duafa didirikan, kami mempunyai tujuan untuk membantu orang-orang yang tidak berkecukupan secara ekonomi. Salah satu upaya tersebut adalah dengan concern terhadap dunia pendidikan. Hal tersebut diawali dengan pemberian beasiswa dengan sistem beasiswa lepas yaitu beasiswa yang diberikan secara langsung kepada siswa yang kurang mampu. Kemudian sejalan dengan waktu sistem beasiswa seperti itu dianggap tidak efektif. Sehingga berkembang kemudian upaya untuk membuat sebuah sistem beasiswa yang lebih baik. Maka muncullah BOP, ANUGERAH, yang dinilai lebih terpancut karena ada semacam pembinaan terhadap mereka. Berkembang lagi pemikiran bahwa akan lebih strategis lagi jika didirikan pula sekolah bagi mereka agar bisa memberi warna langsung terhadap siswanya. Maka kemudian didirikanlah SLTP SMART Akselerasi Ekselensia Indonesia ini dengan sistem sekolah berasrama yang akseleratif.

3. Apa kelebihan sekolah ini dengan yang lain?

- Ada beberapa kelebihan sekolah ini dengan sekolah yang lain, diantaranya;

- Dilihat dari Inputnya (siswanya) merupakan anak-anak yang berprestasi. Rata-rata dari mereka merupakan juara 1-5 di kelas mereka berasal (SD) di seluruh Indonesia.
  - Para siswanya berprestasi bukan hanya secara akademis tetapi mereka juga berprestasi di berbagai bidang.
  - Sekolah kami berasrama dengan siswa yang berasal dari 18 propinsi di seluruh Indonesia.
  - Latar belakang keluarga siswanya berasal dari keluarga yang tidak berkecukupan (Dhuafa). Untuk itu sekolah ini berusaha menepis paradigma yang mengatakan bahwa sekolah unggulan hanya milik orang-orang yang mampu (kaya).
  - Sekolah ini dipantau oleh MAKMAL agar sesuai dengan koridor yang diharapkan.
  - Sekolah ini bebas biaya.
  - Sekolah ini ingin menjadi model bagi sekolah lain sehingga diharapkan sistem yang ada di sini bisa dikloning untuk diterapkan di sekolah lain.
4. Dalam penerapannya, SLTP ini telah mempraktikkan metode Active Learning, apa yang mendasari hal tersebut?
- Berangkat dari sebuah tujuan dari sekolah ini yaitu ingin menghasilkan output yang memiliki jiwa leadership, cakap dan mampu mengembangkan skillnya, sehingga mereka tidak akan bermasalah untuk berinteraksi dengan siapapun maka yang kami anggap mampu menjawab kesemuanya itu adalah metode Active learning karena active learning mampu memanusiakan manusia serta active learning sesuai dengan tujuan KTSP.
5. Usaha-usaha apa saja yang dilaksanakan oleh pihak sekolah dalam rangka menunjang penerapan metode tersebut?
- Salah satu upaya yang dilakukan pihak sekolah untuk meningkatkan keterampilan mengajar para gurunya adalah dengan mengkursuskan para guru agar mereka memiliki kemampuan berbahasa Inggris. Selain itu diterapkan pula

kebijakan baru yaitu English Speaking Day/Zone. Upaya lainnya yaitu dengan mengikutsertakan para guru dalam berbagai training pendidikan.

6. Fasilitas apa saja yang diberikan oleh pihak sekolah dalam rangka menunjang penerapan metode tersebut?

- Beberapa fasilitas yang kami sediakan antara lain; di sekolah ini terdapat PSB (Pusat Sumber Belajar), perpustakaan yang memadai, ruang audio visual, serta alat bantu/media belajar lainnya yang digunakan untuk mendukung penerapan metode active learning di sini.

7. Upaya-upaya apa yang dilakukan pihak sekolah dalam meningkatkan keterampilan mengajar para guru khususnya guru bahasa Inggris?

- Salah satu upaya yang dilakukan pihak sekolah untuk meningkatkan keterampilan mengajar para gurunya adalah dengan mengkursuskan para guru agar mereka memiliki kemampuan berbahasa Inggris. Selain itu diterapkan pula kebijakan baru yaitu English Speaking Day/Zone. Upaya lainnya yaitu dengan mengikutsertakan para guru dalam berbagai training pendidikan.

8. Apa Visi dan Misi sekolah ini?

- Sekolah kami memiliki Visi dan Misi, yaitu;  
Visi: Menyelenggarakan model sekolah menengah lima tahun, bebas biaya, berasrama dan akseleratif.  
Misi: Melahirkan manusia belajar yang berbudi mulia, mandiri, dan berprestasi serta berjiwa sosial.

9. Harapan apa yang ingin diraih dengan diterapkannya metode Active Learning tersebut?

- Harapan kami dengan diterapkannya metode Active Learning ini adalah terpenuhinya tujuan KTSP. Selain itu terpenuhi juga Quality Assurance (Jaminan kualitas) para siswanya yang mandiri, berjiwa leadership, skill yang kompeten, berpikir dan berakhlak Islami, serta mereka juga harus memiliki sikap yang inklusif.

10. Apa tujuan yang ingin dicapai dari pengajaran Bahasa Inggris bagi siswa di sekolah ini?

- Tujuan yang ingin dicapai dari pengajaran bahasa Inggris di sekolah ini adalah tercapainya kompetensi kelulusan umum dan khusus. Secara umum kompetensi umumnya siswa mampu berbahasa Inggris. Mereka menguasai kemampuan receptive skill & productive skill. Sedangkan secara khusus, diharapkan para siswanya memiliki nilai TOEFL & TOEIC berkisar 450-500 sehingga mereka tidak akan bermasalah untuk masa depannya.

11. Berdasarkan kurikulum di sekolah ini, bahasa Inggris menempati 6 jam pelajaran dalam 1 minggu, apakah hal tersebut efektif dan efisien dalam meningkatkan kemampuan speaking siswa?

- Ya InsyaAllah telah cukup efektif dan efisien.

12. Apa saran Bapak terhadap guru bahasa Inggris dan siswa dalam mengembangkan pengajaran Bahasa Inggris khususnya pengajaran speaking agar menjadi lebih aktif dalam proses belajar di kelas?

- Saran saya kepada para guru adalah selalu upayakan untuk berbahasa Inggris di setiap aktifitas agar menjadi terbiasa. Selain itu juga hendaknya para guru tidak hanya menjadi guru tetapi hendaknya bisa menjadi seorang trainer. Mereka juga hendaknya mengikuti beragam training pendidikan sehingga kemampuan mereka lebih terasah dan meningkat. Karena ada saat dimana guru mengalami stagnasi, untuk itu ada dua cara mengatasinya yaitu dengan menulis dan menjadi seorang trainer. Untuk itu guru harus memiliki kemauan dan kemampuan menulis

*Assalamu'alaikum Wr. Wb.*

Saya adalah mahasiswi Jurusan Pendidikan Bahasa Inggris semester X fakultas Tarbiyah Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta. Saat ini saya sedang melakukan penelitian untuk menyelesaikan tugas akhir saya yang mengambil tema “ **Teaching Speaking Skill Using Active Learning Method.**”

Karena itu saya meminta kesediaan anda untuk dapat membantu saya dengan mengisi kuesioner ini. Tidak ada jawaban yang benar ataupun salah dalam pengisiannya, yang diperlukan adalah kejujuran anda untuk memberikan jawaban sesuai dengan pandangan anda. Jangan lupa untuk mengisi data responden. Data semua responden akan dijamin kerahasiaannya. Terima kasih banyak atas bantuannya.

*Wassalamu'alaikum Wr. Wb.*

**Euis Uswatun Hasanah**  
**(102014023793)**

**Petunjuk :**

1. Berikut ini disajikan beberapa pernyataan. Anda diharapkan menjawab semua pernyataan di bawah ini sejujur-jujurnya dengan memberi tanda **checklist ( ✓ )** pada jawaban yang paling cocok dengan jawaban anda dengan pilihan jawaban :  
**SS = Sangat Sering S = Sering KK = Kadang-kadang JR= Jarang TP = Tidak Pernah**
2. Jawaban anda pada daftar isian tidak mempengaruhi ujian atau kenaikan kelas.
3. Jawablah semua pernyataan sesuai dengan pendapat anda.
4. Karena jawaban diharapkan sesuai dengan pendapat anda sendiri, maka tidak ada jawaban yang dianggap benar atau salah.

**DATA RESPONDEN**

**Nama** :  
**Kelas** :  
**Umur** :  
**Jenis Kelamin** :

No	Pernyataan	Pandangan				
		SS	S	KK	JR	TP
1	Saya berani bertanya pada guru menggunakan bahasa Inggris					
2	Saya berani menjawab pertanyaan dari guru menggunakan bahasa Inggris					
3	Saya berani memberi salam /menyapa menggunakan bahasa Inggris					
4	Saya berani memperkenalkan diri dengan bahasa Inggris					
5	Saya mengungkapkan permintaan maaf dengan bahasa Inggris					
6	Saya mengucapkan terimakasih dengan menggunakan bahasa Inggris					
7	Saya berani mengungkapkan perintah/larangan dalam bahasa Inggris (ex: Don't open the window!)					
8	Saya takut ketika diminta guru untuk melakukan percakapan (dialog) dalam bahasa Inggris di depan kelas					
9	Setiap guru memberikan kesempatan bertanya, saya bertanya tentang hal-hal yang belum saya mengerti					
10	Saya takut ketika mendapat giliran dari guru untuk berbicara menggunakan bahasa Inggris					
11	Ketika pelajaran bahasa Inggris berlangsung saya hanya diam saja					
12	Saya berani ketika diminta guru untuk melakukan tugas dalam bahasa Inggris (interview)					

13	Saya berani ketika diminta guru untuk maju ke depan bermain peran (ex: Buyer & Seller)					
14	Saya mendiskusikan materi pelajaran bahasa Inggris yang sulit dengan teman					
15	Saya berusaha menghafalkan $\pm$ 3 kosakata baru per hari					

