THE APPLICATION OF INSIDE-OUTSIDE CIRCLE: ACTIVE LEARNING STRATEGY TO IMPROVE SPEAKING ABILITY AT THE TWELFTH YEAR STUDENTS OF MADRASAH ALIYAH TIMAMPU

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education Study English

By

Feri Muriswan

NIM 09. 16. 03. 0065

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2014

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

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CHAPTER 1

INTRODUCTION

A. *Background*

The success of English learning is seen generally through the speaking ability. Nowadays, although learners have learned English for years, many of them are still in capable to use English orally. Speaking is the key of communication. By considering what good speakers do, what speaking tasks can be used in meeting or classroom, and what specific needs learners report. The teacher can help learners to improve their speaking and overall oral competence. Speaking in English is very important in this globalization era. English is a must for student because without English they cannot do competition with the others.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which in it occurs, including learners, their collective experience. Speaking requires that learners not only know how to produce specific points of language such as; grammar, pronunciation, or vocabulary but also they understand when, why, and in what ways to produce[1].

More and more non-native English speaking students seem to be electd to study at university in English speaking countries. Research done on the challenges faced byinternational students reveals that lack of experience with working in small groups and pairshas been a stumbling block in regards to their classroom

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[1]Brown, H.D.. *Teaching by principles: an interactive approach to language pedagogy.* (Englewood Cliffs,NJ: Prentice Hall Regents, 1994)

interaction with Native Englishspeaking classmates[2]. So, based on the statements above, the writer would like to introduce active Learning by a teacher to increase their teaching method in teaching speaking. The active learning is one of the way to stimulate the students to think, feel and apply techniques in learning process like class discussion, full-class learning, question prompting, collaborative learning, peer teaching and skill development. Active learning exercise a class of English language students can do simple exchange: many voices, Using a simple question and answer, divide the group into pairs, set each a scenario and here it's at a railway station and then get them to act it out for the rest of the class.They will start with this method, because by active learning the learners can enjoy and happy as long as discussion.

Whole person learning means that teachers consider not only their student intellect, but also have some understanding of the relationship among students feeling, physical reaction, instinctive protection reactions and desire to learn. Whole class discussions are useful for introducing the idea of learning strategies[3].

Before beginning a class discussion, give the student a few minutes to reflect individually on the strategies that they used. Discussion encourage students to explore language learning strategies to build their self confident to acquire successful test taking strategies[4].

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[2]Martine, L. *Small Group Interaction Among Native English Speaking and Non-NativeEnglish Speaking Learners in a Teacher Training Context*.(Himeji DokkyoUniversity Foreign*;*Languages Bulletin, 2001)

[3]Freeman Larsen, Diana.*Techniques and Principles in Language Teaching.(*Oxford; university press, 2000)

[4]Brown, H.D*A Practical Guide to Learning English*.(Sanfrancisco State University;longman, 2002)

The students off all age willing to talk to their peer about strategies and often are willing to try a strategy suggested by a peer. Once students are familiar with taking about strategies they can form small group discussion (3-5 students).Working in small group discussion increase the students' involvement in small discussion. Students are also likely to be more open with classmates in small group than in a large discussion led by the teacher[5].

Proposed of active learning to optimize all potentials of learners so they can reach the learning process result satisfaction based on their own characters. Beside that, active learning is also projected to keep students' attention so they can always concern on learning process. Further more, Hartono explains that the most important of active learning is to make students be active so they are able to do exercises themselves with their own capability such as analyzing, evaluating, synthesis, and using media optimally[6].

Active learning concept is introduced at the first time by Confucius as his statement: what I hear, I forget. What I see, I remember. What I do, I understand. Then, this statement as enlarging of concept active learning where learners are emphasized to optimize their potential through analyzing, evaluating, synthesis, and optimally of using media at concept what I hear, I forget. What I hear and look, I remember little bit. What I hear, see, and ask or discuss to my other

[5]Chamot, Ulh Anna, dkk. *The Learning Strategies (Handbook*.Camridge; Longman, 1996)

[6]BintangBangsaku.2008.*Konsep Diri*. Retrieved From .http:/ /bawana. wordpress. com/2008/04/19/konsepdiri

friends, I start to understand. What I hear, see, discuss and do, I get knowledge and skill. What I teach to other people, I master it.

To days, learning model is divided into convention learning (teacher centered) and active learning. Explains that learning convention strategy emphases in dominating of teacher roles in learning process where the left hemisphere is more active that right hemisphere while active learning emphases the domination of student roles where the left and the right hemisphere is balanced[7].

As mentioned previously, there are two kinds of learning today, passive learning and active learning. To find the characters of active learning, we have to compare both convention and active learning concludes:

1. Active learning is focused on student centered while conventional learning is focused on teacher centered model.

2. Active learning emphases in finding knowledge to students themselves and Convention learning emphases in receiving knowledge.

3. Active learning is very enjoyable and Convention learning in not enjoyable.

Explains the frame and main of the active learning to facilitate the teacher who will apply active learning. There are some items as frame of applying active learning. They are as follows:

1. Seat management, the seat is prepared flexibly so it can be managed based on the arrangement wants to. It can be moveable. There are some seat

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[7]BintangBangsaku.2008.*Konsep   Diri*.   RetrievedFrom   .http://
bawana.wordpress.com/2008/04/19/konsepdiri

management used in active learning: U model, Cork Team, Conference chair, Circle, Group to group, work station, breakout grouping, Chevron arrangement, traditional class, and auditorium.

2. Method of getting students' participation, active learning cannot run well without students' participation. There are some method can be applied to get students' participation, sa follow: opened discussion, respond cards, polling, small group discussion, learning partner, whips, panel, fishbowl, game, and inviting the next speaker.

In every level of school there are many students still lack speaking skill, especially in class 3 of Madrasah Aliyah Timampu. Based on the preliminary, the researcher got on November 20 2013, by interviewing the students and English teacher of Madrasah Aliyah Timampu. The students are still less of speaking skill. Moreover the student who considered the best in the class also have lack to speak English well and based on that I have got from the speaking test with the students of the class 3 of Madrasah Aliyah Timampu, most of the students could not answer the question perfectly.

Based on the description above, the writer is interested in investigating the Application Of Active Learning to Improve Speaking Ability at the twelfth year Students of Madrasah Aliyah Timampu.

B. Problem Statement

Based on the background before, the problem statement of researcher is formulated as follow:

1. Is active learning effective to improve the students of Madrasah Aliyah Timampu to speak English?

2. How the students' attitude during the teaching speaking by applying active learning strategy at the twelfth year students of Madrasah Aliyah Timampu?

B. *Objective of the Research*

The objective of the research are:

1. To find out how to use active learning strategy to improving students' ability in speaking English at the twelfth year students of Madrasah Aliyah Timampu.

2. To find out the students' attitude during the teaching speaking by active learning strategy at the twelfth year students of Madrasah Aliyah Timampu.

C. Significance of the Research

There are two significances of this research. They are:

1. Theoretical significance

Some researchers before have proved that cooperative learning is good to apply in the classroom to improve our students' achievements and make them active in the classroom. Pointed out that student is given chance to communicate and interacted with their friend to achieve the studying, while teacher acts as motivator and facilitator of student activity. Therefore, the researcher will try it to improve the students' Speaking ability.

2.Practical significant

a.Significant for the students

Through this strategy, collaborator and the researcher expected that all of the students are able to speak English. To achieve them, the researcher will apply active learning strategy investigation during the learning process. It will make all the students actively in mastering the material. They also will work together and help each other to understand the material.

b.Significance for the lecturers

By this research, the lecturers can improve their students' achievement especially speaking ability. It is also expected to give good contributions for all lecturers in teaching their students. The lecturers can be easy to control and manage their students so that the goals can be achieved easily, and the important thing is lecturer become wider sense toward to teaching strategy.

c.Significance for the institution

Because of this research, the institutions are able to apply some of the teaching strategy. Therefore school education quality can be achieved.

D. Scope of the Research

The scope of this research is focused on speaking through active learning strategy using inside outside circle technique the twelfth year students of Madrasah Aiyah Timampu

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of related finding

In writing this thesis the researcher found some researches related which make the writer eager to hold the research, those are:

Krashen in jhon (2002: 91) applies the concep to foreign language learning and finds that on some occasions learners will be making a particular effort with their language (for example when they are writing some formal, talking to someone important, doing in language test)[8]

Asri Ahmad in his thesis under the title of Developing the Communicative Competence of the Third Semester og English Departement of STAIN Palopo through the Use of Interactive Classroom Activities suggest that the lecture should be creative. He / She should be able to make her/his course interesting and they should consider the use of intaractive classroom activities method to get the students speak out their minds in English to develop the communicative compotence[9].

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[8]Amalia Yahya, "*Varieties Of Certain English Fricatives Produced by Students With Arabic Language Background Of Pesantren Datok sulaiman in Palopo,* (An Interlanguage Phonological point a View), (Makassar: Hasanuddin University, 2004), p. 12

[9]Asri Ahmad, *Developing the Communicative Competence of the Third Semester Students of English Departement of STAIN Palopo Through the Use of Intaractive Classroom* (Palopo: STAIN Palopo, 2007) p. 62

B. *Some Basic Concepts*

1. Speaking

Several definitions of speaking have been given by different scholars:

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable[10]. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted . For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence")[11]. Finally, speech has its own skills, structures, and conventions different from written

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[10]Brown, H.D. *Teaching by principles: an interactive approach to language pedagogy.* (Englewood Cliffs,NJ: Prentice Hall Regents, 1994).

[11]Burns, A., & Joyce, H. "*Focus on speaking.*" Sydney: National Center for English Language Teaching and Research, 1997.

language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act[12].

Speaking a language is especially difficult for foreign language learners because effective oral communication requeres the ability to use the language appropriately in social interaction[13]. According to Ricards and Willi A. Renandya said that speaking is one of the element of communication. Where the communication is the output modality and learning in the input modality of language acquistion[14].

The Concept of English Speaking Ability. Speaking is to utter words, to express thought by words, to utter speech, discourse, or narague, to talk, to make mention, to tell by writing , to communicate ideas in any matter. Implies speaking also means to use a language in ordinary, not in singing. Above theories emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. If it related to particular language, such as English, speaking is the form of oral language that is inevitably used to communicate ideas and feelings, no matter what the language is[15].

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[12]Carter, R. & McCarthy, M. *Grammar and spoken language*. (Applied Linguistics, 1995. 16" (2)

[13] jack C.Richards and Willi A Renardy, *methodology in language teaching : An anthology of current practice*, (united states of america : Cambridge University Press,2002),p.210

[14] H Douglas Brown, *teaching by principle: An interactive Approach to language pedagogy*, (Ed.II ; New York : Logman. Inc, 2001).pp.270-271

Based on definition above, speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom. Those components will be used as measurements description in order to check the correctness in terms of non-using the score. The writer can conclude that speaking is the ability to use the language in ordinary way by speech. It is not only matter of transferring some messages to other person but is also communication, which needs more that one person to communicate with.

Meanwhile, defines 'ability' as a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Based on the definition above the writer define English speaking ability as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

In learning English, the main goal is to able to speak well so they can use it in communication. Speaking skill believed as important aspect to be success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

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[15]Ratih, Koesumo. 2002. *The Role of Extroversion in Developing Speaking Skill*. Retrieved from : http//www. Geocities.com/nuesp_indonesia/paper_11.htm. (Accessed on June, 2008)

English as the target language should be mastered well, either its language skill or language area. In acquiring second language, learners should be involved into a meaningful interaction of the target language that only found in natural communication. Learners learn to speak and concerned to the message that they are conveying and understanding. Explained that when people speak, they construct ideas in words, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean[16].

If the learner does not have speaking skill, does not understand the English words that saying by the speaker, does not acknowledge the language, they cannot grasp meaning of the speaker's mean. In that condition, they cannot be said success in learning English, because they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. Because it is impossible to be able speak English without practice.

Speaking skill requires two aspects, namely linguistic and non-linguistic aspect:

1. Linguistic aspect is the main requirement that the English learner should possess in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc.

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[16]Ratih, Koesumo.. *The Role of Extroversion in Developing Speaking Skill*. 2002 Retrieved from : http//www. Geocities.com/nuesp_indonesia/paper_11.htm. (Accessed on June,)

2. Non-linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self esteem and extroversion.

To be success in English speaking, learners should master the linguistic aspect and posses the non-linguistic aspect. They both correlate each other. So, English speaking ability here not only focuses on the knowledge of language that the learners have, but also focuses on the personality dimension that will affect them in presenting their knowledge of English and they know how and when to present it.

From many statements above, the researcher concludes that speaking is a process conveying information or something performed in face to face by using verbal communication.

2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[17]

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur devide speaking skill into two features, firstly is competency

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[17] M.Basri Wello and Hafsa J, Nur,*An Introduction To ESP* (Ujung Pandang : CV Sunu Surabaya, 1999).p 71.

features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.[18]

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation.[19] In this case , performance features is the appropriatenessin using language.

Base on statement above, the writer divides speaking skill into three main components, as follows:

a. Pronunciation

The way of speaking the language is called pronunciation. Explains that, "pronunciation is a way in which a language is spoken, person's way of speaking a language or words of a language". "pronunciation as the way in which a particular language is pronounced, a particular person's way of pronouncing a language, the way in which a word is usually pronounced". The writer concluded that pronunciation refers to the way of person in speaking a word that is pronounced.

b. Fluency

Defines fluency as "mode expressing thought in a language, whether oral or written, especially such use of a language in the expression of thought as

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[18] Muhammad Rasyid and Hafsah J. Nur, *Teaching as Foreign Language (TEFL) in Indonesia.* (Department of English Education : FPBS IKIP Ujung Pandang, 1997),p.200.

exhibits the spirit and faculty of an artist, choice or arrangement of words in discourse, rhetorical expression".

The main goal in teaching the productive skill of speaking will be oral fluency. Fluency as a part of speaking indicates how well or how smooth a speaker expresses ideas in terms of sentences. Fluency in speaking is the quality of being fluent and it needs the intensity or practices, talent, habit and proper speech.

Perfect fluency will be identified by limited pause of utterance. Speaker with imperfect fluency will stop and start to talk in uttering the sentences. Refers to the typical speaking, the more pauses subject performs a speech the more indicates that he has poor fluency in uttering sentences in terms of explaining the information within. In this regard, when student performs speech, he might think for a while to find the other words to continue the whole explanation to get the information clear.

The writer concluded that fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

c. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. Moreover, it defines as the ability to understand completely and be aware of

understanding whatever said by speaker or toward the topics that are discussed during having conversation[20].

Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, structure, vocabulary and fluency. Yet, speaking means making up a language in ordinary way that involving those components.

Basically, there is a number of different ways of getting students to speak, ranging from asking students a set of questions to request them to give a detailed presentation. This way aims to get the students to speak in order to improve his or her comprehension.

From the explanation above, the writer concluded that comprehension is the students' ability to understand a task given by a teacher. Comprehension is how the students respond correctly and appropriately toward the task given.

3. The Role of Speaking in Communication

Speaking is meaning of a communication. Teaching of pronunciation, an important component of conventional competence. The techniques and procedure he discuss, although not in than selves communication, could usefully form a follow up too.

Speaking is on of the central element of a communication. They function of spoken language area interactional and transactional. They function of spoken language area interactional and transactional, because much of our daily

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[20]Hornby, et. Al.. *Oxford Advanced Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1989)

communications remains interactional communication of personal meaning, they soon, discover is suite another process.

Communication is happen as consequence of social relation and communication through speaking commonly performed in face interaction occur as part of a dialoque or other form of verbal exchange what is said, is dependent on and understanding of what else has been said in the interaction

4. Principles for teaching speaking skills

a. Focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointer or pronunciation tips. We need to bear in mind in spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for " being all that they can be."Even in those techniques that don't sent students into ecstasy,help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful

interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material can be done.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback " out there " beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capatalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As ou are perhaps focusing on speaking goals, listening goals may naturally coincide,and the two skills can reinforce each other. Skills in producing language are often intiated through comprehension.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate

topics, to ask questions, to control conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplising oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies become aware of, and have a chance to practice.

5. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time many legitimately be speech generating "human tape recorder speech" , where, for example, learner practice an intonation control or try to point a certain vowel sound and word.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that in designed to practice some phonological aspect of language.

c. Responsive

A good deal of students' speaking in the classroom is responsive,short replies a teacher or students imitated question or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship them for the form function of fact and information. Learners would need interlocutor, casual style, and sarcasm are called linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report summaries or perhaps shot species.[21]

Based on the explanation about "types of Classroom Speaking Performance" the researcher knowing about it, and can choose the types of Classroom Speaking Performance to improve the speaking skill.

After the teacher know about the types of situation during the learners their speaking, they can predict the situation probably happen at the time. Beside that, the teacher can make situation of class be enjoyable and fun by the students' spontancity and directly without a good planning before.

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[21] H. Douglas Brown, *Teaching by Principles*, (Second edition; New York: Addison Wesley Longman, Inc, 2002), p.274.

6. Characteristics of successful Speaking

Ur explains some characteristics of successful speaking activities which include: learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows: [22]

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher 's talk pauses.

b. Participant is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselve in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way be speech. It is not only a matter of transferring some messages to other persons but is also

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[22] Penny Ur, *A Course in Language Teaching*,(1st Edition; Cambridge University Press, 1996,), p.250.

communication, which needs more than one person to communcate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

d. Vocabulary

a. There are various definitions of vocabulary. Some of them:

"Vocabulary can be defined, roughly, as the words we teach the foreign language. However, a new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea. There are also multiword idioms where the meaning of the phrase can't be defined from an analysis of the component word[23]"

b. Define vocabulary as (1) book containing a list of words used translator (2) range of words known to or used by person in trade, profession, etc[24]

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[23]Penny, Ur.1961:60

[24]Hornby, et. Al.. *Oxford Advanced Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1989)

c. Vocabulary is :

1.All the words you know in particular language;

2.All the words that exist in a language or that are used when discussing a particular subject;

3.A list of words and their meaning.

c. Active Learning

1.The Definition of Active Learning

Many researchers have reported their studies about Active Learning in English class. Some studies related to this research are briefly reviewed as follows:

a. Active learning means transforming traditional classroom practices through problem-based learning or collaborative projects; others move learning beyond the walls of the classroom through community service-learning activities.

b. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways." Includes a brief overview of different active learning strategies[25].

c. Bonwell and Eison define active learning as "instructional activities involving students in doing things and thinking about what they are doing." A simple Q&A format addresses issues of how to create more "active" classroom spaces and what barriers teachers should be (Charles C. Bonwell &JamesA.Eisonaware of.

d. Offers suggestions for dealing with resistance from students as teachers attempt to move their classes from spaces where students only "receive" knowledge to

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[25]Meyers and jones.. *Testing for Language Learners*. (Cambridge: Cambridge University Press,1993)

spaces where students are co-creators of knowledge. (Richard Felder & Rebecca Brent)

Based on some definitions above, the writer states that active learning is the learning process which enactive all sides of learners potentials and collaborate in all around of learners involving media, surrounding, students' knowledge previously, and optimally the students' roles.

1. Application of Active Learning

Explains the frame and main of the active learning to facilitate the teacher who will apply active learning. There are some items as frame of applying active learning. They are as follows:

a. Seat management, the seat is prepared flexibly so it can be managed based on the arrangement wants to. It can be moveable. There are some seat management used in active learning: U model, Corak Team, Conference chair, Circle, Group to group, work station, breakout grouping, Chevron arrangement, traditional class, and auditorium.

b. Method of getting students' participation, active learning cannot run well without students' participation. There are some method can be applied to get students' participation, so follow: opened discussion, respond cards, polling, small group discussion, learning partner, whips, panel, fishbowl, game, and inviting the next speaker.

c. Task for learning partner, one of the better way in active learning to get students' participation is making them in a couple then asking them to discuss or

to solve the given problem. It can applied: discussion, interviewing each other, critic, asking to the couple about task, summary the lesson together, to develop the questions together with teacher, respond couple's question, compare the notes together in the classroom.

d. Questions to find students' hope, this aims to clarify the specific need of students by asking some questions.

e. Strategy to build learning groups, learning by grouping will help learners to share each other what they know. There are some alternative ways to build learning groups as follows: to group the card, to take puzzles, to find friend or family fixit, birthday, game card, to write number, favorite candy, the same favorite.

f. Facilitating students' activities, it aims to facilitate discussion participant to contribute his/her argumentation.

g. Playing role, it trains students to remember what they did and to encourage their potential. They are not only mastering the materials theoretically but also mastering practically.

There are some methods that can be used to apply active learning in the learning process in the school. Expresses that there are 101 methods which can be used to apply active learning. All of them can be applied based on the material and the object which will be reached. The methods, as follows: Trading Place, who is in the class?, group resume, prediction, TV commercial, the company you keep, reconnecting, question student have, active knowledge sharing, true or false,

team quiz. The models which will be applied in this research is active knowledge team quiz.

d. Inside Outside circle

1. Definition

Inside-Outside Circle (Kagan, 1994) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. The other half of the students form a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses.[26]

Now it is time to move. Have the students who are partner A raise their right hands and then move two people to the right to meet with a new partner. Repeat the summary with partner B speaking first. For the third move, have all students who are partner B raise their right hand and move two people to the right. After they are with a new partner, they continue with the summary with partner A speaking first. Depending on the size of the class, teachers may have students move more or fewer times to complete the activity. Inside-Outside Circle

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[26]http://www.oregontrailschools.com/uploads/**Inside-Outside-Circle**.doc

holds all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.

2. steps of inside outside circle

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

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

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

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

3. Management tips

a. Alternate way for forming circles: Students create one large circle, they pair up, one partner moves to the inside, partners face each other.

b. Stand inside the circle allows better teacher management.

c. Students can demonstrate they are finished discussing by both turning to face the teacher in the center.

d. Questions should not require paper or pencil to answer. Short answer or higher level thinking skills questions should be asked.

e. Provide two different sets of cards which contain the questions (instead of being asked by the teacher)—one set of the inside circle, one set for the outside circle

4. Social Skill

a. Proper greeting and farewell comments

b. Giving and accepting praise

c. Giving and accepting constructive criticism

d. Active listening

e. Coaching skills

f. Appropriate noise level .[27]

e. Tudassipulung.

1. Defenition

Tudassipulung is a term that is used massively by the Bugis society before the Indonesian New Era to conduct important meetings in order to take decisions which were usually led by the the head of sub districts or the tribe's leaders. This term is formed by two Bugis root words, namely *tudang* which means *duduk* (sit) and *sipulung* which means *berkumpul* (gathering). These two words became a new compound word, *tudassipulung*. This word is synonym with *rapat,* means

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[27]www.usd416.org/.../uploaded_files/**Inside_Outside_Circle**.pdf

'meeting', 'conference,' 'round-table,' etc. At the meeting all the participants should value and respect each other. At the meeting, decisions are taken by taking several local wisdoms into consideration, such as mutual respect (*saling menghargai/ sipakatau*), reminding or giving advice to each other (*saling menasehati/ mengingatkan/ sipakainge'*) so that everyone can do and complete his/her job on time. *Tudassipulung* working principles and procedures, to the best of the writer's knowledge, are suitable to be applied in teaching and learning process in the classroom, particularly when the learning activities require collaboration, which is also relevant with the nature of Lesson Study. This in turn, will create good values which are important to be imparted to students. Among others are mutual respect, responsibility, discipline, communication skill, empathy, ability to collaborate with other people, etc. All these can be applied when assigning tasks to students both in and out of the classroom. Overall activities performed by applying *tudassipulung* cooperative learning model are strongly believed can improve lecturers' professional competence and motivate students to succeed[28].

2. Principles of Co-Operative Study

According Listyanti in Rustan' thesis: especial Principal study of this coopratif technique Tudassipulung is kolaborasi and co-operation. Second of this especial principle emphasize the other or principals aspect that is: work along the, new idea construction, and transferring. Implication from this principal is intended

[28]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.1

to reach the ability (learning outcome) student in the form of result learn the academic, acceptance to variety, and social skill development. Expressing that education which only emphasize the mere intellectual aspect will keep away the comp etitor educated from its society. Its important situation model the co-operative study applied since elementary education ladder till ladder of higher education to inculcate the character like to work along, care the, empathy, each other esteeming, and others[29].

For the applying of its, approach of study koopratif own the especial component target, that is constructivism, finding (Inquiry), enquiring (Questioning), Learning Community, modelling, reflection, and assessment which in fact (Authentic). As for its clarification as follow[30].

a. constructivism. constructivism represent the base think the study of cooperative of technique Tudassipulung, emphasizing that learning do not just memorizing, considering knowledge but representing a process learn to teach where active students mentally develop build its knowledge, based on by knowledge structure owned.

b. Finding (Inquiry). Finding to represent the part nucleus core from study activity base on the kontekstual because knowledge and skill obtained a student

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[29]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.2

[30]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.4

expected by non result remember a set fact but result from finding [. Activity find the (inquiry) represent a cycle consisted of the observation (observation), enquiring (questioning), raising anticipation (hiphotesis), data collecting (data gathering), recapitulating (conclusion).

c. Enquire the (Questioning). Knowledge owned [by] the somebody always started from enquiring. Enquire to represent the especial strategy of learning base on the kontekstual. Activity enquire good for 1) diging information 2) diging understanding student 3) awakening respon to student 4) knowing how far inquirings' student 5) knowing is known things student 6) focussed the attention of something that desired [by] the teacher 7) awakening more amount of question from student, to refresh the knowledge student.

d. Society Learn The (Learning Community). Society Concept learn to suggest result of study obtained from cooperation result from others. Result learn the obtaining from ' sharing' usher the friend, usher the group, and usher which tau to which not yet tau. Society learn the communications two direction, two group or more in concerned in study communications each other learn the.

e. Modelling. basically thought Ianguage, demonstrating how teacher wish student to learn and to do what teacher wish. In study kontekstual, learn non single model. Model can be designed by entangling [the most] student as well as conduciving to from outside.

f. Reflection. Reflection represent the way of thinking new or response. Its realization in study, teacher leave over the time a moment so that student do the reflection which is in the form of direct statement whereof obtained that day

g. Assessment which in fact (Authentic Assessment). Assessment gathering process of various data which can give the picture [of] concerning growth learn the student. In study base on the study of cooperative of technique Tudassipulung, growth picture learn student it is important to know lecturer so that can ensure that student experience of the real correct study. Focus the assessment is solving of relevant duty and kontekstual and also assessment done to process and also result of.

Rusman in Rustans' thesis: Tudassipulung represent a strategy of attainment of study target. In this strategy applying is applicable some kinds of method for example discussion method, feedback, deliver a lecture the. Difference of strategy and method that strategy differ from the method[31]. Wina Sanjaya (2006: 127) in Rustans' thesis: That strategy show a planning to reach something, while method is the way of which can be used to execute the strategy. Equally, strategi adalah *a plan of operation achieving something*; sedangkan metode adalah *a way in achieving something*[32].

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[31]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.6

[32]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.6

3. Individuality Tudassipulung

Distinguishing Factor   model of study of co-operative of technique Tudassipulung from other study co-operative models is visible from facet form the activity, function, and relationship usher the personal. Besides mechanism process the study in class as other co-operative study model, technique tudassipulung also emphasize at the solving of duty outside class of inclusive of making handing ou before group presentation in class. activity of Making handing out assumed can give the opportunity to train the ability of students' thinking, trace the information / reference (inquiry), and train the skill write the erudite masterpiece for student. This topic of handing out alloted to each ;every group adapted for a discussion fundamental found on syllabus during one semester or can be adapted for a substance teach. Each ;Every looking in the face enough one handing out studied or maximal two handing out.

Model the study of co-operative of technique tudassipulung own the local cultural element which also there are, and enable to be developed other local cultural tops in Nusantara. This Matter can draw near the competitor educated at local wisdom its culture so that competitor absorpsion educated will be more have a meaning and quicker. Than side of relationship of personal and group, technique tudassipulung rather differing from other co-operative study technique. relationship A personal, individual pattern individually other, individual with the internal group (cooperation), group relationship with the external group (competition). principle of Cooperation and competition coloured actedly say the

to have this local cultural nuance become the distinguishing characteristic between technique tudassipulung with the other co-operative study model.

Respect expression is usually laid open by words like " tabe," Tabe' Puang, Tabe' Daeng, Tabe' Andri', what is laid open in early speaking interruption or somebody will early ordinary discussion in meeting (tudassipulung).

a. Sipakatau is] term used to express the concept esteeming each other dissimilar

b. Sipakainge' is term expressing reminding each other / advising among society Bugis owning meaning equivalen with the word " each other care" somebody with the others or fight against its talking. This concept have a meaning of reminding each other about things by a opponent speak to start from things which is disagree with context of discussion of laid open off colour things or improper (de' nasitinaja). For the merespon of the caring, sent a warning to realize , then express to accept the the commemoration, later then lay open the forgiveness request with the expression " Iye' addampengekka " (I apologize)[33].

4. Procedure of Technique Tudassipulung

a. Clarify the / focus of stages;steps of execution tudassipulung

b. Preparation of early discussion

c. Mouthpiece election to deputize the group TS-NYA

d. Preparation of Discussion tudassipulung

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[33]Rustan. *"The Application of Tudassipulung Cooperative Learning Model Improve Lecturers Professional Competence and Students' Motivation to Succed"* (STAIN Palopo, Palopo 2013) P.8

e. presentation And discussion tudassipulung

f. Coleage assessment use the check list

g. Authentic Assessment and appreciation gift by lecturer.

C. Hypothesis

There two hypothesis of this research, they are:

1. Ho = Active learning strategy is not effective to improve speaking ability at the twelfth year students of Madrasah Aliyah Timampu in 2013/2014 academic year.

2. Ha = Active learning strategy is effective to improve speaking ability at the twelfth year students of Madrasah Aliyah Timampu in 2013/2014 academic year.
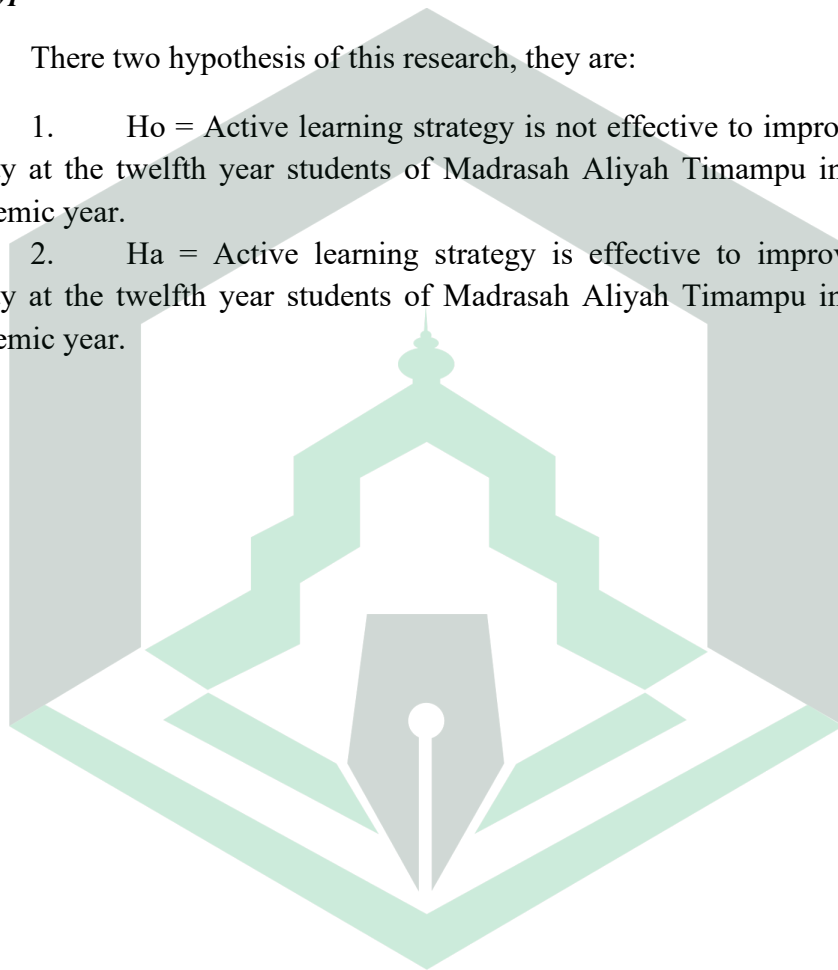
CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied an pre-experimental method with one group pre-test and post-test design. The sample is only one class. The class would be given pre-test before doing the treatment, and post-test would be given after doing the treatment. The result of the treatment would be compared in order to meet the effectiveness of the applied[34].

Pre-test (O_1)	→	Treatment (X)	→	Post-test (O_2)
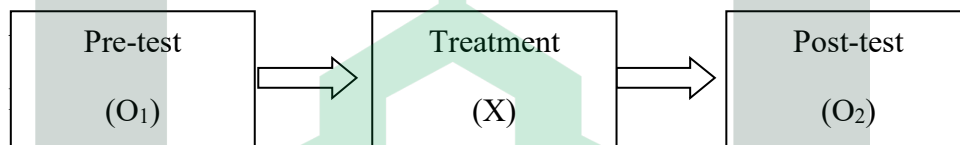
B. Population and Sample

1. Population

The population of this research would be taken from the twelfth year students of Madrasah Aliyah Timampu in 2010/20111 academic year. There are 20 students.

3. Sample

The sample of this research would be taken from the twelfth year students of Madrasah Aliyah Timampu in 2010/2011 academic year. There are 20 students.

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[34]Sumardi subrata. *Metodologi penelitian*. (cet XXIII, Jakarta, Rajawali Pers, 2012) p. 102

C. Variables and Instrument

The researcher observed two kinds of variables, they are Active Learning Strategy that assumed to improve speaking ability to the students at the twelfth year Madrasah Aliyah Timampu and the studnets' speaking ability assumed to improve by applying Active Learning Strategy.

This research used only one instrument, in two sections pre-test and post-test. The pre-test used to find out the students

D. Procedure of Collecting Data

To collecting data, the procedure converse several steps, they are:

1. Giving a pre-test

Before doing the treatment, the students were given pre-test to know their speaking ability. In this test, each student was asked to tell something. This test consists of two tests, they are individual text and group test.

2. Giving treatment

Each cycle, the researcher was given the students treatment. Each cycle have different treatment. It depends on the condition of the class. The treatment was given based on the indicators which has not achieved yet. The treatment description is headline of steps have been done in the classroom was available for all materials:

1. Student would be giving warming before starting the materials

2. The warming which is given based on the materials. The students are lead to materials by shock question about material.

3. The teacher present material

4 Student .would be guided to follow activity in the classroom. The activity is able to support student understanding in materials. As evaluation, the students have been given written and orally test based on the materials presented

5. Closing the class though reviewing the clue of materials and mentioning examples.

c. Giving Post-test

After the treatment, the post-test conducted to find out the students' achievement. It will be used to check the result of treatments; it will also be useful to know whether active learning can improve the students' speaking ability.

d. Questionare

In this instrument the researcher prepared the sheets of questionare, where in contains of some question the students' attitude toward active learning in improving speaking skill.

E. *Technique of Data Analysis*

The data were collected through the test, and they were analyzed quantitatively as follows[35]:

a. Scoring the students' answer of pretest and posttest by using this formula:

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[35] (Sudjana, 2008)

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 10$$

b. Classifying the students' score into seven levels, which fall into seven classifications[36]:

No.	Classification	Score
1.	Excellent	9.6 – 10
2.	Very Good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly Good	6.6 – 7.5
5.	Fair	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very Poor	0.0 – 3.5

c. Mean Score

Calculating the mean score of students by using the formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

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[36] (Kanwil Depdikbud, 1985)

$\overline{X}$: Mean score

$\sum X$: Sum of all scores

N : Total number of subject[37]

d. Calculating standard deviation of each total score of the pre-test and post-test, the researcher uses the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Notation:

SD   = Standard Deviation

$\sum X$ = Sum of the score test

$\sum X^2$ = Square of the test

N   = The Number of the sample

I   = Consonant Number[38]

e. Calculating the score difference of the pre-test and post-test, the researcher uses the following formula:

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[37] (Gay, 2006)

[38] (Gay, 2006)

$$\overline{D} = \frac{\sum D}{N}$$

Where:

$\overline{D}$: the score difference

$\sum D$: the sum of the scores difference

N   : the number of sample[39]

f. Test Significance

To know whether the mean score of pretest is significantly different from that of, writer calculates the t-test value by applying the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = test of sigfnificancy

$\overline{D}$ = the score difference

$\sum D$ = the sum of the scores difference

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[39] (Gay, 2006)

N   = the number of sample[40]

The statement of questionnaire on the students' attitude had four alternatives response categories[41]:

a) Strongly agree   = 5

b) Agree   = 4

c) Neutral   = 3

d) Disagree   = 2

e) Strongly disagree   = 1

The collected data from the questionnaire analyzed by using the percentage technique. The researcher used the following formula:

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

Where:

P = Percentage

F = The frequency of items

N = The total respondent

Calculating the mean score of the questionnaire by using this formula:

[40] (Gay, 2006)

[41]Judith Bell, *Doing Your Research Project,* fifth edition, (New York, USA, Open University Perss 2010) P. 224.

$$M = \frac{\sum f_x}{N}$$

Where:

M   = Mean score

$\sum f_x$ = The sum of sub total

N   = Total respondent

g. Scoring and criteria of hypothesis acceptability

    1. Scoring

    In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B, Heaton as followed:

    1. accuracy

Classification	score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue (Indonesian language). Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.

Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

2. fluency

Classification	score	Criteria
Excellent	6	Speakers without too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for word. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Air range of expression.
Average	3	Has to make an effort for much time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he search for the desired meaning. Frequently fragmentary and halting delivery.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

3. comprehensibility

Classification	score	Criteria
Excellent	6	Easy for the listener to understand the speakers' intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.

Good	4	Most of what speaker say is easy to follow. His intention is always clear but several interruption are necessary to help him convey massage or to seek clarification.
Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Can not understand many of time speakers more complex or longer sentence.
Poor	2	Only small bits (usually short sentence and phrase) can be understood who is listening.
Very Poor	1	Hardly anything of what is said can be understood; even when the listener makes great effort or interruption, the speaker is unable to clarify anything he seem to have said[42].

2. Criteria of hypothesis acceptability according to Subana[43]:

$t_{test} > t_{table}$: Reject null hypothesis

$t_{test} < t_{table}$: Receive null hypothesis

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[42]J.B. Heaton. "*Writing English Language Test*" (New Edition; United State of America; Logman Inc., 1991), P.100

[43]Suharsimi Arikunto, *Prosedur Penelitian,* (cet.IV; Rineka Cipta, 1997) p.78

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and the discussion. The findings consist of all the data collected during the research and the discussion deals the explanation of the findings.

A. *Findings*

1. The Data Analysis of the Listening Test

After calculating the result of the test, the rate percentages of the students score were presented in the following table:

The students' raw score of pre-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibilty	
R1	1	1	2	4
R2	1	1	1	3
R3	1	1	2	4
R4	1	1	2	4
R5	1	1	2	4
R6	1	1	2	4
R7	1	1	2	4
R8	1	1	1	3
R9	1	1	2	4
R10	1	1	2	4
R11	1	2	2	5
R12	1	1	2	4
R13	1	1	2	4
R14	1	1	1	3
R15	1	1	1	3
R16	1	1	2	4
R17	1	1	2	4
R18	1	1	1	3

R19	1	1	1	3
R20	1	1	2	4
Total	20	21	34	X_1=75

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in pre test are 75 points.

Table 1: The rate percentage of the students' score of pre-test

No.	Classification	Score	Frequency	Percentage (%)
1.	Excellent	9.6 – 10	-	-
2.	Very good	8.6 – 9.5	1	5 %
3.	Good	7.6 – 8.5	-	-
4.	Fairly good	6.6 – 7.5	2	10 %
5.	Fair	5.6 – 6.5	-	-
6.	Poor	4.6 – 5.5	11	55 %
7.	Very poor	0.0 – 4.5	6	30 %
Total			**20**	**100 %**

The table 1 shows that from 20 students, there were 1 (5 %) students got the very good score, 2 (8, 33 %) students got the fairly good score, 11 (55 %) students got the poor score, and 6 (30 %) students got the very poor score. None of them got the excellent, good and fair score. It means that the students at Madrasah Aliyah Timampu have serious problem in their speaking skill before got treatment. It can be seen in their pre-test that 55 % students get the poor score

The students' raw score of post-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibilty	
R1	2	3	3	8
R2	2	2	2	6
R3	3	4	3	10
R4	2	3	3	8
R5	2	2	3	7
R6	2	3	3	8
R7	2	2	3	7
R8	2	2	2	6
R9	2	3	3	8
R10	2	3	3	8
R11	3	4	4	11
R12	3	3	3	9
R13	2	2	3	7
R14	2	2	3	7
R15	2	2	3	7
R16	2	3	3	8
R17	2	3	3	8
R18	2	2	2	6
R19	2	2	2	6
R20	2	3	3	8
Total	43	53	57	$X_2=153$

The table above shows the students' raw score of post-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in pre test are 153 points.

Table 2: The rate percentage of the students' score of post-test

No.	Classification	Score	Frequency	Percentage (%)
1.	Excellent	9.6 – 10	3	15 %
2.	Very good	8.6 – 9.5	3	15 %
3.	Good	7.6 – 8.5	9	45 %
4.	Fairly good	6.6 – 7.5	2	10 %
5.	Fair	5.6 – 6.5	1	5 %
6.	Poor	4.6 – 5.5	2	10 %
7.	Very poor	0.0 – 4.5	-	-
	Total		**20**	**100 %**

The table 2 shows that, there were 3 (15 %) students got the excellent score, 3 (15 %) students got the very good score, 9 (45 %) students got the good score, 2 (10 %) students got the fairly good score, 1 (5 %) students got the fair score, 2 (5 %) students got the poor score. None of them got the very poor score. It means that the students could improve their speaking ability after the treatment.

Now the writer will present the result of the students pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table.

Table 3: The mean score and standard deviation of the students' pre-test and post-test analysis.

Types of test	Mean score	Standard Deviation
Pre-test	3.80	2.65
Post-test	7.95	1.43

The data in table 3 indicates that the mean score of the students pre-test is 3.80 while the mean score of the students post-test is 7.95. From that result, we see that the mean score of the post-test is higher than that of the pre-test. It means that using Active Learning are effective used in teaching speaking skill.

Is the mean score of the pre-test and post-test statistically significant on the level of significant on 0.05 with the degree of freedom (df) = 19? Let us see the following table:

Table 4: the t-test of the students' achievement

Variable	t-test value	t-table
X1-X2	7.98	2.093

Based on the table above, the result of the statistical analysis for the level significance α = 0.05 and the degree of freedom df = n -1 = 19 where n = 20. The value of t-test is higher than t-table (7.98>2.093). Therefore, it can be concluded

that there is significant difference between the result of the pre-test and post-test through using Active Learning to improv the speaking ability.

2.   **The Data Analysis of the Questionnaire Test**

The questionnaire in this research consisted of 10 items, each items provided with four alternatives of response categories namely: strongly agree, agree, disagree, and strongly disagree. To analyze the result of the questionnaires given to 20 students, let us see the following tables.

Table 5. The students' opinion about their interest in learning speaking by using Active Learning.

Responses	Frequencies	Percent (%)
Strongly agree	8	40
Agree	11	55
Less agree	-	-
Disagree	1	5
Total	20	100%

Table 5 shows that most of the students were interested in learning speaking by using active learning. It was supported with the empirical data where the highest rate percentage shows that there were 11 students (55%) agree with the statement given to them. Meanwhile, none of them less agree and the lowest percentage shows that there was 1 student (5%) disagree.

Table 6. The students' opinion about whether or not the active Learning are enjoyable in learning speaking

Responses	Frequencies	Percent (%)
Strongly agree	9	45
Agree	11	55
Less agree	-	
Disagree	-	
Total	20	100%

Table 6 shows that most of the students thought that the Active learning were enjoyable for them to use in learning speaking. It was supported with the empirical data where the highest percentage shows that there were 11 students (55%) agree with the statement given to them. Meanwhile, none of them less agree and disagree.

Table 7. The students' opinion about whether or not the teaching of speaking is good by using Active Learning.

Responses	Frequencies	Percent (%)
Strongly agree	10	50
Agree	8	40
Less agree	2	10
Disagree	-	-
Total	20	100%

Table 7 shows that most of the students thought that Active Learning were very good used in teaching speaking because it make their active in the class to speak. It was supported with the empirical data where the highest percentage shows that there were 10 students (50%) strongly agree with the statement given to them. Meanwhile, none of them disagree in line with the item.

Table 8.   The students' opinion about whether or not the Active Learning can be alternative media in learning speaking

Responses	Frequencies	Percent (%)
Strongly agree	12	60
Agree	8	40
Less agree	-	-
Disagree	-	-
Total	20	100%

Table 8 shows that most of the students thought that the active learning could be an alternative media in learning speakingg. It was supported with the empirical data where the highest percentage shows that there were 12 students (60%) agree with the statement given to them. Meanwhile, none of them less agree and disagree.

Table 9. **The students' opinion whether or not the Active Learning can be an entertainment media in learning speaking**

Responses	Frequencies	Percent (%)
Strongly agree	11	55
Agree	5	25
Less agree	-	-
Disagree	4	20
Total	20	100%

Table 9 shows that most of the students thought that learning speaking by using active Learning could can express their idea is freely. It was supported with the empirical data where the highest rate percentage shows that there were 11 students (55%) agree with the statement given to them. Meanwhile, none of them less agree and the lowest percentage shows that there were 4 students (20%) disagree.

Table 10. **The students' opinion about whether or not the Active Learning can activate their participation in the learning process**

Responses	Frequencies	Percent (%)
Strongly agree	6	30
Agree	14	70
Less agree	-	-
Disagree	-	-
Total	20	100%

Table 10 shows that most of the students thought that the Active Learning could activate their participation in learning speaking. It was supported with the empirical data where the highest percentage shows that there were 14 students (70%) agree with the statement given to them. Meanwhile, none of them less agree and disagree.

Table 11.   The students' opinion about whether or not the active learning can avoid their teacher's domination in the learning process.

Responses	Frequencies	Percent (%)
Strongly agree	8	40
Agree	11	55
Less agree	-	-
Disagree	1	5
Total	20	100%

Table 11 shows that most of the students thought that using active learning could avoid their teacher's domination in learning process. It was supported with the empirical data where the highest rate percentage shows that there were 11 students (55%) agree with the statement given to them. Meanwhile, none of them less agree and the lowest percentage shows that there was 1 student (5%) disagree.

Table 12. **The students' opinion about whether or not they feel motivate to learn speaking by using active learning.**

Responses	Frequencies	Percent (%)
Strongly agree	9	45
Agree	8	40
Less agree	3	15
Disagree	-	-
Total	20	100%

Table 12 shows that most of the students thought that they felt motivate to learn speaking by using Active Learning. It was supported with the empirical data where the highest percentage shows that there were 9 students (45%) strongly agree with the statement given to them. Meanwhile, none of them disagree with the statement.

Table 13. The students' opinion about whether or not the active learning can help them to improve their speaking ability.

Responses	Frequencies	Percent (%)
Strongly agree	9	45
Agree	9	45
Less agree	2	10
Disagree	-	-
Total	20	100%

Table 13 shows that most of the students thought that the Active Learning could help them to improve their speaking ability. It was supported with the empirical data where the highest percentage shows that there were 9 students (45%) strongly agree and agree with the statement given to them. Meanwhile, none of them disagree with the statement.

**Table 14. The students' opinion about whether or not their attitude   is
increased to learn speaking by using Active Learning.**

Responses	Frequencies	Percent (%)
Strongly agree	8	40
Agree	10	50
Less agree	2	10
Disagree	-	-
Total	**20**	**100%**

Table 14 shows that most of the students thought that their attitude is increased to learn speaking through using active learning. It was supported with the empirical data where the highest percentage shows that there were 10 students (50%) agree and 8 students (40%) were strongly agree with the statement given to them. Meanwhile, none of them disagree with the statement.

Table 15. The Descriptive of the Students' Score of the Questionnaire

No	Score of Item										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	4	4	4	4	3	3	3	3	4	36
2	1	3	2	4	4	3	4	2	3	4	30
3	4	3	3	4	3	4	4	4	4	4	37
4	3	3	3	3	4	3	3	4	4	4	34
5	3	3	4	4	2	3	3	3	4	3	32
6	3	4	4	3	3	3	3	3	4	3	33
7	4	3	3	4	3	3	3	3	3	3	32
8	3	4	2	3	4	3	1	4	3	4	31
9	4	4	3	3	4	3	3	3	3	3	33
10	3	4	4	4	4	4	4	3	3	3	36
11	4	4	4	4	4	4	4	4	4	4	40
12	3	4	4	4	4	4	4	4	3	3	37
13	3	3	4	4	1	3	3	4	4	3	32
14	3	3	4	3	4	3	3	3	3	3	32
15	3	4	3	4	1	4	3	2	2	2	28
16	4	3	3	3	3	3	4	4	3	4	34
17	4	3	3	3	3	3	4	4	4	4	35
18	3	3	4	4	1	3	3	4	4	3	32
19	4	4	4	3	3	3	4	2	2	2	31
20	3	4	3	4	3	4	3	3	4	3	34
Total											$\sum f_x = 669$

Source: The Tabulation result of the questionnaire

To know the students' attitude toward the application of using active learning strategy, the researcher calculates the mean score of the questionnaire by using this formula:

$$M = \frac{\sum f_x}{N}$$

$$= \frac{669}{20}$$

$$M = 33.5$$

The mean score of the students' questionnaire is 33.5

To interpret the mean score of the students' attitude the researcher refers to the alternatives response categories. The statement of questionnaire on the students' attitude had four alternatives:

a) Strongly agree = 4

b) Agree = 3

c) Disagree = 2

d) Strongly disagree = 1

Based on the students' mean score in questionnaire, the researcher concluded that the students of Madrasah Aliyah Timampu have positive attitude toward the application of using Active Learning to improve their speaking ability.

The first process learning use active learning strategy found difficulty because the students still less vocabulary and also the students shame to speaking English they fear to speaking English so the teachers must give motivation to the students. But in the next process the students became confidence to speaking English.

B. Discussion

Based on the data analysis from the students' pre-test and post-test, there was improvement after treatment. The result of the students' pre-test showed that

they were poor in speaking skill. In the pre-test, from 20 students only one students (5%) got the very good score, 2 (8, 33 %) students got the fairly good score, 11 (55 %) students got the poor score, and 6 (30 %) students got the very poor score. None of them got the excellent, good and fair score. In the post-test, the students' score was significantly increased. It was proved by the fact that there were 3 (15 %) students got the excellent score, 3 (15 %) students got the very good score, 9 (45 %) students got the good score, 2 (10 %) students got the fairly good score, 1 (5 %) students got the fair score, 2 (5 %) students got the poor score. None of them got the very poor score. Based on the data above, we can see that rate percentage of the post-test is higher than the pre-test. It means that the students' speaking ability was significantly increased.

Based on the students' mean score in the pre-test and post-test, the researcher saw that they were significantly different. The mean score of students' pre-test is 3.80 and post-test is 7.95. And then, the result of the t-test indicates that the t-value 7.98 is higher than the t-table 2.093. It means that using active learning is an effective technique in teaching speaking.

Based on the students' mean score in the questionnaire, the researcher concluded that the students of Madrasah Aliyah Timampu have positive attitude toward the application of using active learning in their speaking class. It can be seen from the result of the mean score, that is 33.5. It means most of the students agree with the using of Active Learning Strategy.

Based on the describing above, the writer concludes that one of important point that teacher should have full attention in teaching especially in speaking

skill for English teacher is the use of method and technique in the classroom. Teacher must choose method or technique which has purpose to improve students' speaking skill. As example, to teach speaking skill one of strategy that the teacher can choose is active learning strategy use outside-inside circle technique. To make the students more active to speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

This part deals with the conclusion and suggestion of the research based on the findings and discussion in the previous chapter.

A. *Conclusion*

Based on the findings and discussion, the researcher concludes that:

1. The students speaking ability of Madrasah Aliyah Timampu before treatment was classified as poor and then after treatment their speaking ability is significantly increased. It can be seen from the result of their post-test, their speaking ability change became good classification.

2. Using Active Learning Strategy is an effective technique that can be used in teaching speaking skill. It can be seen from the result of t-test value and t-test, where the value of t-test is higher than t-test.

3. The students of Madrasah Aliyah Timampu have positive attitude toward the application of using Active Learning Strategy in their speaking class. It was supported by the questionnaire that they had answered.

4. The students' progress during the teaching and learning activity by using Active Learning Strategy is better. The students' mastery in speaking comprehension on responding the expression of asking help can be improved. It is supported by the result of the pre-test (44.51%) that is lower than the result of the post-test (90.1%).

5. Most of the students said that the activities in teaching and learning process using Active Learning Strategy could help them in mastering English speaking. The students' motivation in learning English is increased.

6. The main factors affecting this success are the students' interest in the teaching and learning activities given using Active Learning Strategy, the relevancy between the speaking offered with their right pronunciation in the activities, and the vocabulary that the students used in daily activities.

B. *Suggestion*

After conducting this research, the researcher would like to offer some suggestions:

1. Nowadays, English teacher should use a media that combined between visual and auditory in teaching speaking skill, so the students are not bored and enjoy the class. It will be better to use multimedia in teaching it. One of the good ways is by using English movies in their learning.

2. The researcher also suggested for the next researcher who are interested in this subject (speakingg) to find out the other way that more interesting than active learning method to teach speaking because it is the most difficult skill in English.

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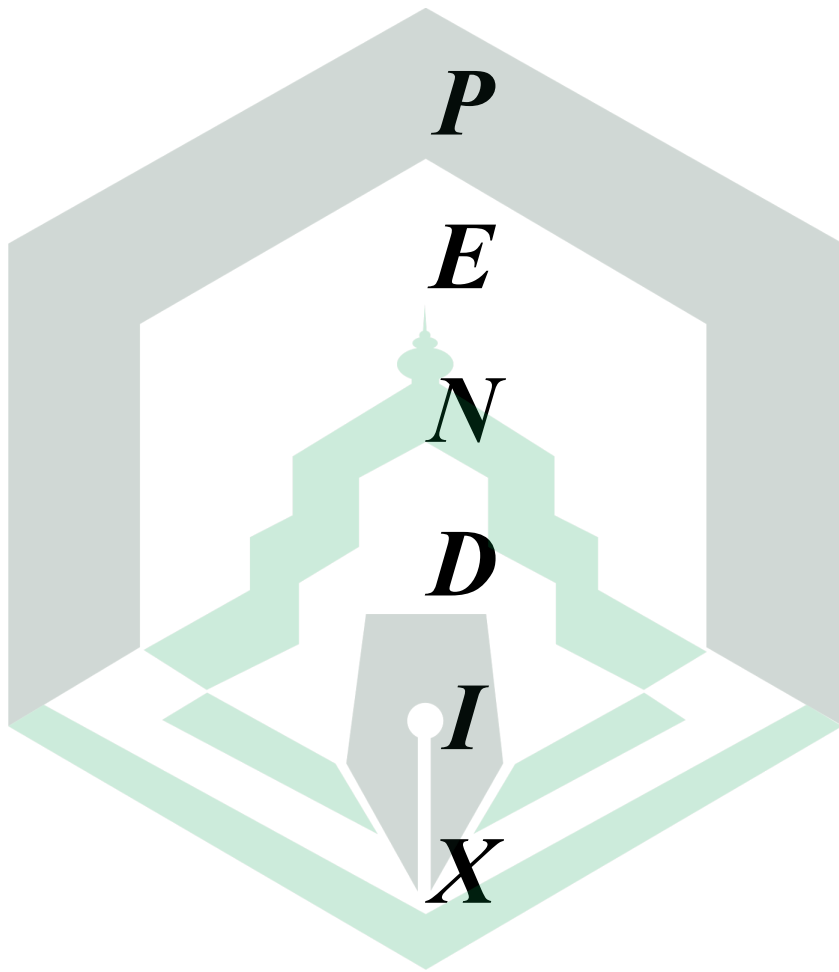
APPENDIXES

ANGKET PENELITIAN

Keterangan:

        Daftar inibertujuan untuk mengumpulkan data tentang sikap siswa terhadap pengaplikasian tehnik active learning. Untuk itu anda di harapkan memberikan jawaban dengan sejujur-jujurnya. Kejujuran dan kesungguhan merupakan sumbangan anda dalam penelitian ini dan atas partisipasinya di ucapkan banyak terima kasih.

Petunjuk:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada setiap pernyataan di sediakan 5 point yaitu sangat setuju (SS), setuju (S), netral (N), tidak setuju (TS), dan sangat tidak setuju (STS).
3. Berilah tanda checklist (√) pada setiap pilihan.
4. Terima kasih atas kejujuran anda dalam mengerjakan angket ini.

Identitas responden

Nama   :

Kelas/semester   :

No	Pertanyaan	SS	S	N	TS	STS
1	Saya merasa tertarik belajar speaking dengan menggunakan metode Active Learning					
2	Penggunaan Active Learning dalam belajar speaking terasa menyenangkan bagi saya					
3	Saya merasa pembelajaran speaking dengan menggunakan Active Learning adalah cara yang baik					
4	Penggunaan Active Learning dapat menjadi media alternatif dalam pengajaran speaking					
5	Penggunaan Active Learning dapat menjadi media hiburan dalam pengajaran speaking					
6	Penggunaan Active Learning dapat memancing partisipasi aktif dalam proses pembelajaran					
7	Penggunaan Active Learning dapat menghindari dominasi guru dalam proses pembelajaran					

8	Setelah mengikuti pembelajaran dengan menggunakan Active Learning ini saya merasa terdorong untuk meningkatkan kemampuan speaking dengan cara ini					
9	Active Learning ini membantu untuk meningkatkan kemampuan speaking saya					
10	Dalam penggunaan Active Learning minat belajar saya menjadi meningkat					