### **CHAPTER II**

# THE EFFECTIVENESS OF ACTIVE LEARNING THROUGH "WHO IS IN THE CLASS STRATEGY" FOR TEACHING SPEAKING DESCRIPTIVE TEXT

#### A. Previous Research

There are two previous researches related to this research. The first research thesis was written by Rifqi Mudrikah a student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, his thesis title is *The Effectiveness of Using Movie in Speaking Descriptive Style Teaching*. His research is aimed to know the effectiveness of using movie in speaking descriptive style teaching. Based on the result of the research, by using movie on teaching speaking, teacher can improve students' speaking skill. According from data from result of test and observation that have been done and analyzed, it showed indicators that using movie in speaking descriptive style teaching is effective. This study was experimental research.<sup>1</sup>

The second research thesis was written by Inta Aulia Asfa a student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, her thesis title is *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text*. Her research is aimed to know the effectiveness of using describing picture to improve students' speaking skill in descriptive text. Based on the result of the research, by using describing picture, teacher can improve students' speaking skill, and according to data from the result of test and observation that have been done and analyzed, it showed indicators that using describing picture to improve students' speaking skill in descriptive text is effective. The implementation of using describing picture have many strength such as, the students are more active in learning process, because describing picture help the students to focus attention to the subject. Describing picture also

<sup>&</sup>lt;sup>1</sup>Rifqi Mudrikah (063411045), *The Effectiveness of Using Movie in Speaking Descriptive Style Teaching (An Experimental Research at the Eighth Grade of SMP Cokroaminoto Banjarmangu Banjarnegara in the Academic Year of 2010/2011*), (Semarang: Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

help students to be brave to speak up and express their idea. Describing picture make learning becomes more interactive. The weakness in the application of describing picture are the use of describing picture spent a lot of time, because the students' skill was too low, they can directly describe the picture. It was not easy enough to manage the class. Teacher needs an extra time to prepare picture and should give handout the photocopied pictures to the students.<sup>2</sup>

Both those researches are almost same with this thesis research in discussing the material which is used in teaching speaking. However the first and the second previous researches try to find out the effectiveness of the use of media in teaching speaking. Those are different with this research. This research tries to find out the effectiveness of the use of strategy in teaching speaking namely "Who is in the Class Strategy".

#### B. Theoretical Framework

## 1. Teaching Speaking

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneer or politicians, may produce even more than that.<sup>3</sup>

<sup>&</sup>lt;sup>2</sup>Inta Aulia Asfa (063411061), The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H.Isriati Semarang in the Academic Year of 2010/2011), (Semarang: Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

<sup>&</sup>lt;sup>3</sup>Scott Thornbury, *How to Teach Speaking*, (New York, Pearson Education Limited, 2005), p. 1.

When attempting to speak, people must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice is not enough.

Improving the ability to make a communication in the real life is the main goals of language learning. All language teaching methods prioritize speaking, but less as a skill in its own right than as a means of practicing grammar. If speaking as skill is dealt with, it is often dealt with only at the level of pronunciation. Frequently, training and practice in the skill of interactive real-time talk, with its entire attendant discourse feature, is relegated to the chat stage at the beginning and end of lesson. This lack of speaking opportunities make students are insufficiently prepared for speaking in the world beyond the classroom, however much grammar and vocabulary they know.

The process of arranging the grammar or retrieving the word is not yet automatic. The process may be complicated by a tendency to formulate the utterance first in the L1 and then "translate" it into the L2, with an obvious cost in terms of speed.<sup>4</sup> Furthermore, pressure to be accurate may mean that the self-monitoring process is overused and over-prolonged, again with a negative effect in terms of fluency. Because of that, teaching speaking asks the students to practice it continuously and makes the students able to learn.

In the teaching speaking process, teacher has to be able to handle the classroom. Therefore the students are not easily getting bored when having the subject in the class. The teacher also needs to be creative in order to solve the problems that rise in each teaching situation.

The problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. In this

<sup>&</sup>lt;sup>4</sup>Scott Thornbury, *How to Teach Speaking*, p. 28.

case teacher should be able to create or establish situation to enable learning will occur in fun and interesting environment in learning process. So the teacher has important role in encouraging students to speak.

The teacher has important role as a model of talking using English in speaking class. In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers can play such of different roles in teaching speaking. Harmer states the roles as follow:

Prompter, the teacher can help students in the activity to progress by offering discrete suggestion. This teacher's role can be used when students get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option.<sup>5</sup>

Participants, the teachers can participate in discussions or role plays themselves. In this role, the teachers can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances teachers have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.<sup>6</sup>

Feedback provider, the teachers can give helpful and gentle correction to get students out of difficult misunderstandings and hesitations. Or, teachers can respond to the content of the activity as well as the language used. When students have completed an activity it is vital that teachers allow them to assess what they have done and that teachers tell them what, in teachers' opinion, went well.<sup>7</sup>

On the other hand, the teacher is also required to know how to teach speaking effectively. The use of good techniques or strategies can stimulate teaching speaking run effectively. It will make students more active and enthusiastic if they learn in interesting activity.

<sup>&</sup>lt;sup>5</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited,2001), 3<sup>rd</sup> Ed, p. 275-276.

<sup>&</sup>lt;sup>6</sup>Jeremy Harmer, *The Practice of English*, p. 276.

<sup>&</sup>lt;sup>7</sup>Jeremy Harmer, *The Practice of English*, p. 276.

Teacher must be smart in choosing or creating good technique that appropriate for teaching speaking, especially in certain situation. A good techniques for teaching speaking can be designed based on some principles, they are:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. When teachers do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, teachers have to make sure that their tasks include techniques designed to help students to perceive and use the building blocks of language. Don't make the students bore to death with lifeless, repetitious drill.<sup>8</sup>
- b. Provide intrinsically motivating techniques. For this principle, teachers try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, and for achieving competence and autonomy. Even in those techniques that don't send students into ecstasy, teachers must help them to see how the activity will benefit them.
- c. Encourage the use of authentic language in meaningful contexts. It is not easy for teachers to keep coming up with meaningful interaction. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.<sup>10</sup>
- d. Provide appropriate feedback and correction. In ESL situation, students may get such feedback beyond the classroom, but even then teachers are in a position to be of great benefit. It is important for the teachers take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.<sup>11</sup>

<sup>&</sup>lt;sup>8</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 275.

<sup>&</sup>lt;sup>9</sup>H. Douglas Brown, *Teaching by Principles*, p. 275.

<sup>&</sup>lt;sup>10</sup>H. Douglas Brown, *Teaching by Principles*, p. 275.

<sup>&</sup>lt;sup>11</sup>H. Douglas Brown, *Teaching by Principles*, p. 275.

- e. Give students opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher asks questions, gives directions, and provides information. But sometimes, teacher must try to allow students to initiate language. Let students to try to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.<sup>12</sup>
- f. Encourage the development of speaking strategies. Students simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategies as.<sup>13</sup>

Choosing an appropriate way of learning in the speaking class can help students to get experience in oral communication using the target language. The most important feature of classroom speaking is to provide an authentic opportunity for students to get knowledge and apply it in their environment. There are many techniques which are used by the teacher. According to Caroline T. Linse in *Practical English Language Teaching: Young Learners*, there are four techniques that can be applied in speaking class:

- a. Audiolingual Method (ALM). There are two important feature of ALM which can easily be adapted for the young learner classroom: drills with choral response and dialogue.<sup>14</sup>
- b. Using Puppets to Introduce Dialogues. The use of puppets is very appropriate in the young-learner classroom. A child who developmentally is too shy to speak to an adult in front of his peer, may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet. <sup>15</sup>

<sup>&</sup>lt;sup>12</sup>H. Douglas Brown, *Teaching by Principles*, p. 276.

<sup>&</sup>lt;sup>13</sup>H. Douglas Brown, *Teaching by Principles*, p. 276.

<sup>&</sup>lt;sup>14</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: The McGraw Hill Company, 2006), p.52.

<sup>&</sup>lt;sup>15</sup>Caroline T. Linse, *Practical English Language*, p. 54.

- c. Fishbowl Techniques. The teacher can either invite the volunteer to do the activity with him or can model the activity using two or more puppets. The teacher models the activity that the children are expected to do while everyone in the class watches as if the teacher and the volunteer were in fishbowl. Children then go back to their seats knowing clearly what they are expected.<sup>16</sup>
- d. Games. Games are very appropriate teaching techniques in young learner classroom.<sup>17</sup>

There are also still many activities can be applied for teaching speaking in order to stimulate students to produce words actively. Those activities are as follows:

- a. Role Play. Playing is a common activity in conversation or speaking group in which a group have enough time to practice and try to carry out the role play. Role play is an excellent way in which to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom.<sup>18</sup>
- b. Group Discussions. Group discussion is an effective speaking activity in large classrooms. Students in the second or foreign language classroom should have ample opportunity to participate in group discussion, doing brainstorming, and in many other speaking activities where they need to participate by producing a word, an expression, and not necessarily maintain a long stretch of conversation. This speaking activity enables to gain experience in the classroom and also help students to see learning English as enjoyable and relaxing.
- c. Acting from a Script. In this activity teacher can ask students to act from plays and their course book, sometimes filming the result. Students will often act out dialogues they have written themselves. This can involve them to come out to the front of the class. However, it is better for teachers

<sup>&</sup>lt;sup>16</sup>Caroline T. Linse, *Practical English Language*, p. 54.

<sup>&</sup>lt;sup>17</sup>Caroline T. Linse, *Practical English Language*, p. 57.

<sup>&</sup>lt;sup>18</sup>Marianne Celce Murcia and Elite Olshtain, *Discourse and Context in Language Teaching*, (Cambrige University Press, 2000), p.177.

<sup>&</sup>lt;sup>19</sup>Marianne Celce Murcia and Elite Olshtain, *Discourse and Context*, p.177.

- not to choose the shyest students first, and create the right kind of supportive atmosphere.<sup>20</sup>
- d. Communication Games. Games can add fun and variety to conversation classes. Speaking activities based in games are often a useful way of giving students valuable practice. Games based activities can involve oral strategies such as of oral describing, predicting, and asking for feedback. For example, games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to partner in order to solve puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.<sup>21</sup>
- e. Prepared Talks. A popular kind of activity is the prepared talk where a student makes a presentation on the topic of their choice. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.<sup>22</sup>

# 2. Active Learning in Language Teaching

Learning is essentially an attempt to steer students into the learning process so that they can obtain the expected learning objectives. Hamdani stated "Learning is teacher's attempt to form the desired behavior by providing the environment and the stimulus". <sup>23</sup> In order to achieve the expected learning objectives, many attempts can be done by the teacher. One of them is giving stimulant to the students, to optimize their engagement in learning process. To attract their participation, the teacher needs appropriate strategy that is suitable for learning condition. Teacher must choose the strategy that appropriate for the students' needs and also materials delivery.

Learning methods that are made to stimulate students' engagement have been developed and applied in teaching process. One of them is active

<sup>&</sup>lt;sup>20</sup>Jeremy Harmer, *The Practice of English*, p. 271.

<sup>&</sup>lt;sup>21</sup>Jeremy Harmer, *The Practice of English*, p. 272.

<sup>&</sup>lt;sup>22</sup>Jeremy Harmer, *The Practice of English*, p. 274.

<sup>&</sup>lt;sup>23</sup>Hamdani, *Strategi Belajar Mengajar*, (Bandung: CV Pustaka Setia, 2011), p. 23.

learning which includes many new learning strategies that can be used by the teachers. The use of strategies in active learning can be customized those objectives. According to Hisyam Zaini, Bermawy Munthe, and Sekar Ayu Aryani (2008), "Active Learning is a learning that ask learners to learn actively". This kind of strategies sometimes asks students' engagement mentally and physically. It is more applied in practice.

In the application of active learning, teachers must be able to create a lesson that can stimulate students' participation. The principles of active learning strategies are fundamental behavior that is always looked and describe students' engagement in learning process mentally, intellectually, and emotionally. Therefore a teacher must consider several principles in applying active learning such as motivating principle, background context principle, directedness on a particular focus principle, social relation principle, learning by doing principle, individual differences principle, discovering principle, and problem solving principle.<sup>25</sup>

Teacher also must pay attention to some components of active learning. Active learning components consist of:

- a. Experience. Students will learn more through actions. Experience will be more effective because students will feel more understood and satisfied when they can try something by themselves.<sup>26</sup>
- b. Interaction. Learning will run well when interaction occurs, such as dialogue or discussion. Discussion or dialogue can help students recognize new relationships about something and help them have a better understanding.<sup>27</sup>
- c. Communication. Expression of thoughts and feelings, both orally or written, will strengthen students' understanding of something that is thought and learned.<sup>28</sup>

<sup>&</sup>lt;sup>24</sup>Hisyam Zaini, *et. al.*, *Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2008), p. xiv.

<sup>&</sup>lt;sup>25</sup>Hamdani, *Strategi Belajar*, p. 49-50.

<sup>&</sup>lt;sup>26</sup>Hamdani, *Strategi Belajar*, p. 50.

<sup>&</sup>lt;sup>27</sup>Hamdani, *Strategi Belajar*, p. 51.

<sup>&</sup>lt;sup>28</sup>Hamdani, *Strategi Belajar*, p. 51.

d. Reflection. Reflection can occur as a result of interaction and communication. Feedback from teachers or other students to the work of a student can be a trigger for student to reflect on what is being thought and studied.<sup>29</sup>

Those components of active learning are aimed to make the students are able to understand and apply the lesson in real life, especially in real life communication. Because of that, choosing an appropriate learning strategy that includes those components of active learning is important to reach the target language. Teacher should be more creative to find new way in teaching language to make students interested to follow the teaching learning process.

One of many strategies in active learning that includes the components and appropriates for language teaching is "Who is in the Class Strategy". This strategy is basically used to build team in the class. It can be used to make students active since early. This teaching technique is very good to break the rigidity of class atmosphere, so it's called "icebreaker". This strategy is similar to a "animals hunt" on friends than on things. The hunt can be determined in a number of ways and in different classes. This strategy will help build a team physical movement run at the beginning of the lesson. This "Who is in the Class Strategy" is appropriate to be applied for language teaching, especially speaking, to support learning activity run actively.

# 3. "Who is in the Class Strategy" in Teaching Speaking Descriptive Text

Teacher should be more creative to find new way in teaching speaking in descriptive text. Teaching descriptive is almost always delivered through written text. Descriptive is always taught through writing skill exploration. Learning activities for genre of texts materials, not only descriptive, are always reading and identifying the text. Those are the reasons why the students feel bored.

<sup>&</sup>lt;sup>29</sup>Hamdani, *Strategi Belajar*, p. 51.

<sup>&</sup>lt;sup>30</sup>Melvin L. Silberman, *Active Learning: 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2007), p. 47.

Speaking as one of the four skills can be mastered only through practice. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetitionbased methodologies of the 1970s. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization.<sup>31</sup>

Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.<sup>32</sup> That is why many strategies are developed in teaching speaking for many genres of texts, like "Who is in the Class Strategy" in active learning. It can be used to teach descriptive text.

"Who is in the Class Strategy" is one of activity in learning speaking English. In this activity, students must be able to describe their friend. Every student must find their friends that match with the description command. The purposes of this activity are to make students active in learning speaking and break the rigidity of class atmosphere.<sup>33</sup> This strategy can make students easier to describe something and make the learning process more enjoyable.

This "Who is in the Class Strategy" can be included in role plays activities. This way makes something more interesting for the students. It also

<sup>&</sup>lt;sup>31</sup>Jack C. Richards, "Teaching Listening and Speaking from Theory to Practice", in Cambridge University, <a href="http://www.cambridge.org/other\_files/downloads/esl/booklets/Richards-">http://www.cambridge.org/other\_files/downloads/esl/booklets/Richards-</a> Teaching-Listening-Speaking.pdf, accessed on January 5<sup>th</sup> 2012.

<sup>&</sup>lt;sup>32</sup>Jack C. Richards, "Teaching Listening and Speaking from Theory to Practice". <sup>33</sup> Melvin L. Silberman, *Active Learning: 101 Strategi*, p. 47

can be used to stimulate in the classroom real communication. The teacher can teach speaking descriptive text easily through this strategy.

Teacher can apply this "Who is in the Class Strategy" through the following steps:

a. First. Make 6 to 10 descriptive questions or command that identify personal information or lessons. Use the following phrases:

Find someone who likes.....

Find someone who knows about.....

Find someone who is good in.....

Find someone who believes that.....

Find someone who has a.....

b. Second. Distribute those questions to the students and give the following instruction:

This activity is similar to an animal hunt, but you look for someone as substitute for things. When I say "start", you go around the class and look for peoples that suitable with these questions. You can use one question for one people, although he or she has more than one agreement. When you have found those people, write their name.

- c. Third. When most of students have finished, give sign "stop" and collect the result to the teacher.
- d. Fourth. You may want to offer a reward for those who finished first. The most important is to observe the students roles in the class. Develop a short discussion about some parts that may stimulate students' attention in the lesson.

In applying this strategy, teacher can make some variations that can be adapted to the students' needs. One of some variations is avoid full competition by providing enough time to complete the hunt. Teacher also can ask students to find other participants (for one question) and find some suitable characteristics that can be taken by each participant.<sup>34</sup>

<sup>&</sup>lt;sup>34</sup> Melvin L. Silberman, *Active Learning: 101 Strategi*, p. 47-48.

## C. Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved.<sup>35</sup>

The proposed hypothesis that the use of active learning through "Who is in the Class Strategy" is effective for teaching speaking descriptive text. Based on the result of those theoretical framework and previous researches, it can be concluded that there will be significant different (Ha) speaking skill in descriptive text between the students who are taught by "Who is in the Class Strategy" and those who are taught without using "Who is in the Class Strategy".

 $<sup>^{35}</sup>$  Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.