

The Implementation of Active Learning Approach in Teaching Speaking at Universitas Muhammadiyah Parepare

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ABSTRACT

This research aimed to find out the implementation an active learning of the teachers in teaching speaking at Universitas Muhammadiyah Parepare. The result would base on the teachers who taught the speaking lesson. Besides that, the response from the students also needed to compare with the teachers' answers. This research used the Qualitative Descriptive method. Where participants of this research are the English department speaking lecturers and some students who are taught by the lecturer concerned. Therefore, in collecting data for research researcher conducted interviews consisting of 20 open-ended questions to obtain the data from the teachers and the students. The researcher also collected data online using a questionnaire via Google Form. The data will be analyzed and become the final results or findings of this study about the implementation of active learning. The result of this research showed the implementation of active learning able increase the students' vocabulary, then can improve their speaking skills of the students, makes students practice speaking more often than before, besides that active learning also can increase students' self-confidence, and last can increased students ' thinking and quality assurance in learning. Therefore the teachers or the participants of this research recommended active learning as a teaching approach.

Keyword: *Active Learning, Speaking, Learning Approach.*

Introduction

There are four skills that must be mastered in teaching learning English, there are listening, writing, reading, and speaking. The most important one of them is speaking. Somjai & Jansem (2015) English point out the speaking ability is the ability to verbalize the English language in conversation purposively, to speak fluently and communicate

effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation, and to apply appropriate manner.

Learning is a process of human interaction that characterized the balance between the sovereignty of students subject to the authority of educator. Learning activities occur when the students subject actively interact with a learning environment that is regulated by the teacher/ lecturer. The English teacher has to be creative to design many communicative activities in the classroom in teaching speaking. This case can motivate student to the language actively and productively. The teachers are expected to make the effective learning and use appropriate technique that can urge students to speak English fluently by giving adequate opportunities.

Based on the change of educational paradigm, then one appropriate learning methods to applied is active learning. Active learning is basically one type of learning approaches on action-oriented learners. One characteristic of Student centered learning is students are being more active in the learning. It means that the students should change their role from the passive one to be more active in the classroom by changing the way of teaching which can help students more involved in the process of learning.

Wucher et al (2020) defines Active Learning is a pedagogical approach where students are engaged in classroom activities, as opposed to passively listening to lectures. In a more traditional style of teaching, the instructor does most of the talking, restricting opportunities for dialogue between the instructor and students. In an active learning setting, the students are at the centre of the activity and learning focuses more on how students learn, not just on what they learn.

There are some characteristics of active learning according to Christersson (2019) These fundamental characteristics of active learning challenge-based and transformative learning aim to effect a fundamental change in society; hence, active learning has a holistic outlook and dimension, it is also iterative, dialogical and mostly collaborative; it is about the doing of understanding and, hence, about the application of knowledge in new and authentic situations. Active learning is performative and needs to be intentional, well designed and framed.

Considering the important of implementing the students' active learning, the researcher conducted the study to analyze active learning approach in teaching speaking skill implemented in the at Universitas Muhammadiyah Parepare and formulate

the research under the title “The Implementation of Active Learning Approach in Teaching Speaking at Universitas Muhammadiyah Parepare”.

Review Related Literature

Concept of Speaking

Based on Nan (2019) point out that Speaking and writing belong to productive ability. Speaking, performed via vocabulary, grammar rules, rhythm and intonation, indicates the students’ linguistic competence, pragmatic competence and the ability to use these two kinds of competence quickly and appropriately under some pressure.

Based on Kadri&Sahraoui (2015) defines speaking skill as the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts”. For this reason, in the act of communication, the speaker has to explicit as much as possible, when talking he has to select suitable expressions in order to be more fluent and which enable the receiver to form an interpretation of the intention of our message .i.e., good speaking skill is the act of generating words that can be understood by listeners and the good speaker is clear and informative.

According to Kadri & Sahraoui (2015) They consider speaking as most important skill they can acquire, and they evaluate their progress in terms of accomplishment in the spoken communication. Fluency and accuracy dichotomy is one of the concepts which usually come to mind first when speaking of teaching speaking skills. These criteria are also based upon in the assessment of the oral skills “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context. This means that learners must be taught fluency and accuracy during classroom activities as it is essential for them to learn how to speak well on professional issues in English.

Concept of Active Learning

Based on García-Peñalvo, F. J., Alarcón, H., & Domínguez, Á. (2019) Active learning is a broad concept that is used to refer to educational approaches designed to make students participate rather than passively listen, anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes

According to Paragon (2017) Active learning is an instructional approach in which students take an active and fully engaged role in their education, rather than sitting passively and absorbing information. This might involve several different kinds of

activities, such as class discussions, hands-on learning, collaborative group work or other dynamic approaches to instruction.

Takele (2019) point out the Active Learning is learning that allows students to talk and listen, read, write, and reflect as they approach the course content through problem-solving exercises, small informal groups, simulations, case studies, role-playing, and other activities all of which require students to apply what they are learning.

According to Christersson (2019) These fundamental characteristics of active learning challenge-based and transformative learning aim to effect a fundamental change in society; hence, active learning has a holistic outlook and dimension, it is also iterative, dialogical and mostly collaborative; it is about the doing of understanding and, hence, about the application of knowledge in new and authentic situations. Active learning is performative and needs to be intentional, well designed and framed.

Centre for Higher Education Research, Policy and Practice (2019; 17) defines Active Learning is constructivist learning the idea that people learn through a process of building mental representations of the concepts and ideas they are exposed to. Some of the active learning strategies described in this work specifically structure activities that involve learners in sharing their ideas with others usually called social constructivism.

Method

The researcher uses descriptive design in this research because this research is focused on a certain phenomenon in the school environment Nassaji (2015). In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The participant of this research was the lecturer who teach speaking subject at Universitas Muhammadiyah Parepare. Besides that some students who are taught by the lecturer concerned in learning speaking will be asked for their opinion. this is used as a comparison of the lecturer's answer. There are many ways usually used in this research. It is based on the problem of research. In conducting this study, the researcher used observation and interview.

1. Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. If the observation will be carried out on a number of people, and the observation will be used to make comparisons among these people, than it should be observed for each person carried in are lately similar situation.

2. Interview

Interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation. There are there kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview.

The interviewer uses a set question which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planed questions. In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview will conduct to gain a spoken respond from the participants. The functions of interview in this research were to cross-check the data and to make sure that the data from the observation were really valid.

Findings and Discussion

Result

1. Active Learning and the Implementation In Teaching Speaking

In this section, the researcher conducted interviews aimed to know the implementation of active learning in teaching speaking through lectures of English department in Muhammadiyah University of Parepare. The data obtained as follow based on the interview result above the researcher concluded that teaching speaking by using

the implementation of active learning can improve the activity of students in learning speaking skill. The data was supported by the students answer in questionnaire.

Active Learning on Teachers Perspective

Heres the result about the active learning based on the teachers and how the implementation of the active learning itself:

Q1`Mengapa bapak memilih active learning sebagai metode dalam pembelajaran yang bapak ajarkan?

TA.karena mata kuliah yang saya ajarkan menuntut keaktifan mahasiswa.

because the courses that I teach require students' activity.

TB.untuk memantik semangat dan keaktifan anak didik dalam belajar.

To ignite the enthusiasm and activeness of students in learning.

Q2.Pendapat bapak tentang penggunaan active learning dalam pembelajaran speaking?

TA.ya dalam penggunaan active learning mesti kalau misal dalam pembelajaran speaking kan itu pembelajaran berbasic skill jadi memang kita perlu menerapkan pembelajaran active learning artinya mahasiswa harus diberikan kesempatan untuk perform dan dengan begitu dia bisa menjadikan kelas itu sebagai salah satu tempat untuk mempraktekan bahasa inggrisnya secara aktif.

Yes, in the use of active learning, for example in learning speaking, it is skill-based learning, so indeed we need to apply active learning, meaning that students must be given the opportunity to perform and that way they can make the class a place to practice their English actively.

TB.pendapat saya tentang active learning yaitu menuntut siswa untuk lebih active, kita dituntut untuk lebih mengaktifkan mahasiswa dalam proses pembelajaran apalagi dalam pembelajaran speaking siswa lebih dituntut aktif dalam pembelajaran

My opinion about active learning is that it requires students to be more active, we are required to be more active in the learning process, especially in learning speaking, students are more required to be active in learning.

Q7. Metode active learning seperti apa yang biasanya bapak pakai?

TA. roleplay, dan mind mapping

Role play and mind mapping

TB. Tidak

No

Q17. Bagaimana peran bapak dalam pembelajaran active learning?

TA. ya jadi saya memposisikan diri sebagai fasilitator disitu jadi artinya pemicu mahasiswa untuk berbicara memberikan kesempatan misalnya dengan membagikan topic dengan menunjukkan cara-cara bagaimana menentukan gagasan menentukan ide hanya sebatas itu setelahnya saya memberikan kesempatan kepada mereka untuk mengelaborasi sendiri apakah dalam bentuk monolog atau dalam bentuk dialog.

Yes, so I positioned myself as a facilitator there, so it means that triggering students to speak provides opportunities, for example by sharing topics by showing ways to determine ideas, only to that extent, after that I give them the opportunity to elaborate on their own, whether in monologue form or in the form of dialogue. .

TB. untuk peran yah peran yang dilakukan dalam pembelajaran speaking menggunakan metode active learning itu adalah memfasilitasi memudahkan kemudian mengarahkan dan memberikan rules apa saja yang harus mereka kerjakan sampai mereka ketemu dengan hasil akhirnya jadi dosen hanya sebagai fasilitator dan hanya cukup menunjukkan sumber ilmunya darimana kemudia mengarahkannya sampai pada tahap kesimpulan.

for the role, the role played in learning speaking using the active learning method is to facilitate and then direct and provide what rules they have to do until they meet the final result, so the lecturer only acts as a facilitator and only needs to show the source of knowledge from where then direct it to the end. conclusion stage.

From the data above about what is active learning based on teacher perspective. The researcher found that speaking is a lesson that is very demanding of students' activeness. Therefore the teachers choose to use an active learning approach in teaching speaking. Besides that, the teachers also apply an active learning approach to ignite the enthusiasm

and activity of students in the classroom. Based on the data obtained, it can also be seen that the teacher only becomes a facilitator and trigger in the classroom to make students more active, especially in learning speaking.

After knowing what is active and why should active learning in teaching speaking. Next was about how the implemented and the procedure in implementing active learning in teaching speaking.

The Implementation of Active Learning In Teaching Speaking

Here's the result about the active learning implementation from the teachers in teaching speaking based on the teachers answer:

Q5. Apakah bapak membutuhkan waktu khusus untuk membuat perencanaan pembelajaran?

TA. iya, sebelum masuk awal semester

In the beginning of the semesters

TB. iya saat awal perkuliahan

Yes in the beginning of the

Q3. Bagaimana bapak merancang perencanaan pembelajaran?

TA. dengan melakukan need analysis

by doing a need analysis

TB. merujuk pada sintaks active learning

refers to the active learning syntax

Q4. Dalam merancang perencanaan pembelajaran bapak melakukan need analysis, need analysis seperti apa yang bapak maksud?

TA. saya sebar angket kepada mahasiswa yang terkait dengan kebutuhan speakingnya apakah dia misalnya mau memperkuat bagian vocabulary, mau memperkuat tata bahasa atau meningkatkan kepercayaan diri pada saat dia mau bicara dan juga saya mencari tau dia tipe pembelajar apa apakah auditori visual atau estetik dalam belajar itu tujuan need analysis.

I distributed questionnaires to students related to their speaking needs, for example, wanted to strengthen the vocabulary section, wanted to strengthen grammar

or increase self-confidence when they wanted to speak and I also found out what type of learner he is, whether auditory, visual or aesthetic in learning is the goal of need analysis.

TB.Tidak

No

Q6. Bagaimana penerapan metode active learning dalam pembelajaran yang bapak ajarkan?

TA. Memulai dengan memberi pengantar aktivitasi dan memberi kesempatan mahasiswa untuk membuat konsep selanjutnya melakukan roleplay

Start by giving an introduction to the activity and giving students the opportunity to create concepts and then do roleplay

TB.aman dan lancer

safe and smooth

Q13Apa usaha bapak dalam mengajar menggunakan active learning?

TA. jadi yang pertama itu saya kalau masuk dipembelajaran pertama saya tes dulu mereka untuk melakukan self introduction dari situ saya melihat kemampuan mereka dan melakukan pemetaan terhadap tempat duduk pertama jadi yang pintar saya pasangkan dengan yang kurang-kurang sebagai proses untuk mendampingi dia nanti dalam pembelajaran karna misalnya kalau ada kurang dia bisa bertanya keteman duduknya teman bangkunya nah itu langkah-langkah salah satu yang saya lakukan dalam mengaktifasi dia berbicara karna kalau dia duduk dengan orang pintar terpancing dia juga untuk bertanya atau untuk mengelaborasi sesuatu.

So the first thing was when I entered the first lesson I tested them first to do a self introduction from there I saw their abilities and did a mapping of the first seat so I paired the smart one with the less-or-less as a process to accompany him later in learning because for example if there is something missing, he can ask his seatmate, that's one of the steps I took in activating him to speak because when he sits with a smart person, he is provoked to ask questions or to elaborate on something.

TB. ada banyak usaha yang dilakukan kami para dosen khususnya pada pembelajaran speaking ini yaitu untuk meningkatkan kegiatan pembelajaran berbicara dengan penerapan active learning yaitu salah satunya banyak baca pastinya banyak literasi kemudian banyak mencoba seperti pertama baca teori dasarnya dulu kemudian

pahami materi ajarnya kemudian membaca metode pembelajaran yang cocok sesuai dengan pendekatan active learning dan sesuai dengan pembelajaran yaitu berbicara

there are many efforts made by us lecturers, especially in learning speaking, namely to improve speaking learning activities with the application of active learning, one of which is reading a lot, certainly a lot of literacy, then trying a lot, like first reading the basic theory first then understanding the teaching material then reading suitable learning methods in accordance with the active learning approach and in accordance with learning, namely speaking

Q21. Bagaimana bapak mengetahui keberhasilan pembelajaran menggunakan active learning?

TA. dengan melakukan evaluasi personal/assessment

by conducting a personal evaluation/assessment

TB. Melakukan observasi

Doing observation

From the data above the researcher found that the steps in implemented active learning is as follows:

a. Conducted need analysis to the students to find out what the students need in this learning process using need analysis questionnaire.(this was approved based on the students answer in questionnaire no. 3 and 4 that researcher done after take interview).

b. When entering in classroom teacher will conducted some test. The test was to find out how far students ability and separated them and the paired the students who still low with the better students. This was to stimulate students to be more active in the class and give all students same opportunity in the learning process.(this is supported with the students answer in questionnaire no. 2, 6 and 7).

c. Last was about the evaluation to find out how far active learning approach impact the students. The evaluation was the self assessment and observation to the students.(this is supported with the students answer on questionnaire no. 9)

Furthermore, the implementation of active learning was an approach that stimulated students to be more active in the classroom, especially in speaking class. Where speaking class was the skill-based class that required students to be more active than before. So, implementing active learning in teaching speaking is the best way. Therefore the

researcher concluded that it is recommended implemented active learning in teaching speaking.

2. Impacts and Obstacles in Implementing Active Learning

After knowing what and how in implementing active learning in the speaking class based on the teacher's perspective. Next was about the impacts that can happen when implementing active learning in teaching speaking. Besides that researchers also found that in implementing active learning teachers found some obstacles. The data are as follows:

a. The Impact of Applying Active Learning In Learning Speaking

First was about the impact that teacher felt when applying active learning in their speaking class, the result is as follows:

Q14. Bagaimana dampak dari implementasi active learning?

TA. dalam pembelajaran speaking dampaknya tentu memberikan kesempatan kepada mahasiswa untuk menampilkan apa yang dia miliki dalam speaking kemudian active learning juga memicu atau membantu atau merangsang kemampuan mahasiswa yang kadang-kadang memberikan kesempatan satu persatu untuk berbicara maka kesempatan itu dia akan mengeluarkan atau mengeksplor lebih jauh yang ada dalam dirinya sehingga metode active learning itu sangat baik untuk memberikan atau meningkatkan kepercayaan diri mahasiswa dalam berbicara

In learning speaking, the impact certainly gives students the opportunity to show what they have in speaking, then active learning also triggers or helps or stimulates the ability of students who sometimes give opportunities one by one to speak, then that opportunity will bring out or explore further what is available within him so that the active learning method is very good for giving or increasing student confidence in speaking

TB. dampak dari implementasi active learning yaitu memiliki dampak positif dampak positifnya itu mahasiswa lebih aktif kreatif dan mandiri selain itu dampaknya juga selama menggunakan metode ini pembelajaran kemampuan kognitif mahasiswa meningkat juga meningkatkan keterampilan mahasiswa juga berkembang sehingga terbentuknya rasa saling memahami dan saling membantu antara mahasiswa satu dengan mahasiswa yang lainnya dan pemahaman terhadap materi juga meningkat.

The impact of the implementation of active learning is that it has a positive impact, the positive impact is that students are more active, creative and independent,

besides that, while using this method, students' cognitive abilities increase as well as improve student skills and develop so that a sense of understanding and mutual assistance is formed between one student and another. and understanding of the material also increases.

From the data teachers said many impact after implementing active learning. Such as the students become more active in the class. Because, active learning was stimulate the students to showed what the students have, active learning also improve students creatifity and increase students cognitive skill. Based on that researcher concluded that implementing active learning give positif impact to the students in learning speaking.

b. Obstacles That Arise In The Implementation of Active Learning

Next was about the obstacles that teacher found in class after implementing active learning in teaching speaking, here is the result:

Q16.Apa kendala dalam menerapkan metode active learning dalam pembelajaran speaking?

TA.yaitu tadi jadi salah satu kendalanya kalau kita menemukan mahasiswa yang pasif satu kemudian didalam kelas juga ketika ada mahasiswa terlalu mendominasi pembelajaran speaking setiap kita berikan kesempatan dia terus mendominasi kesempatan itu salah satu kendalanya

that was, one of the obstacles, if we find students who are passive, then in the class, when there are students who dominate speaking too much, every time we give them the opportunity, they continue to dominate the opportunity. That's one of the obstacles.

Q15.Bagaimana kendala atau hambatan yang bapak alami selama menerapkan metode active learning dikelas?

TA. Beberapa siswa masih pasif karna kendala self confidence

Some students are still passive because of self-confidence constraints

TB.kendalanya itu kadang potensi mahasiswa yang berbeda-beda satu sama lain jadi saya harus bijaksana dalam merencanakan desain pembelajaran yang aktif, dan saya harus menyesuaikan karakteristik mahasiswa dan materi dalam memilih metode yang akan digunakan seperti vocabulary mereka yang masih terbatas

The problem is that sometimes the potential of students is different from one another, so I have to be wise in planning active learning designs, and I have to adjust the characteristics of students and materials in choosing the method to be used, such as their limited vocabulary.

Q10. Kendala seperti apa yang bapak alami saat mengajar menggunakan metode active learning pada jurusan lain?

TA. kendalanya kalau jurusan lain kan mereka bahasa inggris posisinya disitu hanya sebagai sublementari mata kuliah umum yang otomatis misalnya teknik sipil basic englishnya itu kurang jadi satu kendalanya basic englishnya kurang yang kedua pasif susah kita terapkan metode active learning kalau kita suruh mahasiswanya kemudian mahasiswanya pasif misalnya saling tunjuk menunjuk dan tidak mau untuk perform itu kendalanya

The problem is that if other majors speak English, their position is only as a sub-lecturer for general courses that are automatic, for example civil engineering, basic English is lacking, so one problem is that the basic English is lacking, the second is passive, it's difficult for us to apply the active learning method. pointing and not wanting to perform is the problem

Q18. Bagaimana bapak mengatasi mahasiswa yang pasif saat pembelajaran?

TA. memberikan kesempatan yang sama untuk berbicara dan mengatur posisi duduknya

provide equal opportunity to speak and adjust their sitting position

TB. saya ajak mahasiswa untuk berdiskusi

I invite students to discuss

3. Teacher's Expectations after Applying the Active Learning

Next, the researchers wanted to find out what the teacher's expectations were after implementing active learning. the data is as follows:

Q19. Apa harapan bapak setelah menerapkan metode active learning?

TA. jadi harapan saya semua dosen atau kita yang mengajarkan speaking ini memang butuh untuk menerapkan active learning karna active learning itu adalah salah satu metode pembelajaran yang students center jadi bukan teacher center jadi fokusnya kesiswa memberikan kesempatan mahasiswa untuk memotivasi diri mereka apalagi kan

kalau kita mengajarkan skill itu harus di praktekkan tidak bisa secara teoritis jadi memang active learning itu sangat membantu dan harapan saya active learning menjadi salah satu metode wajib digunakan dalam pembelajaran speaking

So I hope that all lecturers or those of us who teach speaking really need to implement active learning because active learning is a learning method that is student center so it's not teacher center so the focus is on students giving students opportunities to motivate themselves, especially if we teach skills. it must be practiced, it cannot be theoretical, so active learning is very helpful and I hope that active learning becomes one of the mandatory methods used in learning speaking

TB.harapan saya dengan menerapkan active learning ini yaitu terpenuhinya quality assurance para mahasiswa yang mandiri berjiwa leadership skill yang kompeten berpikir dan berakhlak islami serta mereka juga harus memiliki sikap inklusif.”

My hope is that by applying this active learning method, there is quality assurance for students who are independent with leadership skills, who are competent in thinking and having Islamic character and they must also have an inclusive attitude.

Teachers like the active learning depending on the material provided. This means that this method can increase students' self-confidence and can improve students' speaking skills because the teacher provides material and then students find their conclusions. Therefore, the answers that have been obtained by students can be better understood by them. Because they found themselves, meanwhile if there are things that are not clear an additional explanation will be given from the teacher who is the support system. Based on the answers from both speaking lecturer above researcher concluded that, the implementation of active learning approach can improve students' vocabulary, speaking skill, and students self-confidence. Furthermore, based on the teachers suggested that they recommend this method to the other teachers.

Discussion

In this part, the research presents the discussion of the researcher's findings. The researcher showed some research result that have done before and comparing with this research. The researcher presents the discussion of the researcher's findings. Among these studies, there I no specific study that focus on implementation active learning based in

teaching speaking. Focus partly on oral productive skills, only academic achievement, besides that there are several differences between this study is the implementation active learning with different participants and also setting time and place. However, the findings of the study assist the researcher in conducting this research. There is one problem statement that already proposed in this study. The discussion is implementation active learning approach in teaching speaking in this item, the researcher found the result recapitulated from the interview by the researcher. Those views would be explained as follow;

1. Implementation Active Learning Approach in Teaching Speaking

Teachers' opinions of the implementation of active learning approaches in teaching speaking varied, the researcher asked how the impact of the application of active learning in teaching speaking. Based on the findings, the results of the study indicate that the implementation of active learning can improve students' speaking skills, and provide opportunities for students to show what they have then active learning also triggers or helps or stimulates students' abilities which sometimes provide opportunities one by one to speak. remove or explore further what is in him then students are more creative and independent besides that they are also active while using cognitive learning methods students increase as well as improve student skills and develop so that a sense of mutual understanding and mutual assistance is formed between students`

This study supports the previous related studies about Active Learning Models Using Techniques Learning Start With a Question To Increase Liveliness of Students in Accounting Learning by Nurmawaddah (2017) this study was taken in Class XI Accounting 1 SMK Negeri 1 Yogyakarta Academic Year 2016/2017. She found that the application of the Active Learning Model using Techniques Learning Start With A Question (LSQ) can increase the liveliness of students in accounting learning class XI Accounting 1 SMK Negeri 1 Yogyakarta Academic Year 2016/2017. Increasing the liveliness of students seen from the increase in the average percentage of students' learning activeness in accounting learning in the classroom. Improvement liveliness of students can be seen in the average liveliness of students in the first cycle showed 48.35% of the students have been active and the average liveliness of students in the second cycle increased to 78.47%.

In another study, this study also supports the findings of study by Sukmawati (2017) where the study aimed An Analysis of Active Learning Characteristics in

Curriculum 2013 Implemented. Her findings from this study is shows that there were five characteristics of active learning implemented in X.MIPA 3 namely: students are involved in more than passive listening, students are engaged in activities (e.g., reading, discussing, speaking and writing), there is greater emphasis placed on the exploration of attitudes and values, student motivation is increased (especially for adult learners) and Students are involved in higher order thinking (analysis, synthesis, and evaluation). However, the findings of the study assist the researcher in conducting this research.

2. Teacher's Expectations after Applying the Active Learning

The teacher's expectation of after implementing active learning in teaching speaking, it is necessary to apply active learning. Because, active learning is one of the learning methods that is student center it is not teacher center. So, the focus is on students giving students opportunities to motivate themselves, and by applying active learning can be the fulfillment of quality assurance for independent students with leadership skills who are competent in thinking.

Study by Based on Adams and Ray (2016) The basics of implementing active learning in a course are covered in the following four steps as follows: Identify what you want students to learn (learning objectives). Describe how you and the students will know if these learning objectives have been achieved (formative feedback and summative assessment). Determine what you and the students need to do in order for the students to achieve the learning objectives (teaching and active learning activities). Make sure the preceding three steps (Student Learning Objectives, Feedback and Assessment, Teaching and Active Learning Activities) support and reinforce each other.

From the discussion above about the implemention of active learning approach in teaching speaking researcher concluded that, active learning was the good approach in teaching speaking. Where, active learning can stimulated students become more active in the class. Therefore in learning speaking active learning can really help the teachers, because based on the teachers said “speaking is skill-based lesson” and the students hope more active as the learning outcome. Beside that active learning approach make students more active in the class. So, active learning as the approach in teaching speaking can make the learning outcome better.

Conclusion

Active learning is as one approach in teaching speaking English as has been a practice in this research and researcher found out that implementation active learning approach can give some positive effect to students performance to speaking skill. Active learning also can be the approach to stimulate students to be more active in the class. Besides that in implementing active learning there some obstacles founded. Beside that active learning give much good impact to the students in learning speaking. So, the implementation of active learning in teaching speaking gave good impact to the students and helpful the teachers in the learning process. Beside that, the steps in implementing the active learning approach is as follows:

Observation of the student's needs by giving the need analysis questionnaire. Implementing in the class by categorizing the students by the students' skills. Where students will be separated and then paired with each other to stimulate students and give all students the same opportunity in the class. Evaluation, where to look how far the impact and what the obstacles faced in implementing the approach in the class. The evaluation can be self-assessment and observation after the learning process. From the result of this study, it can be concluded that the implementation active learning approach can help students improve their vocabulary, increase students cognitive skill, improve students creativity, and speaking skill and self-confidence.

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