II. FRAME OF THEORIES

This chapter discusses certain points, i.e. literature review that deals with definition of speaking, aspects of speaking, function and purpose of speaking, type of classroom speaking performance, delivery and assessment method of speaking, concept of motivation and the concept of Active Learning. Classified the followings.

2.1 Concept of Vocabulary

Vocabulary is one of the key elements for understanding an entire subject. When the language learns, students see what they have to see before and they can communicate in ways that are unique from one subject to the next.

Hornby (1989:959) claims that vocabulary is the total number of words which make up the language and a word means a sound (the written or printed symbols), forming a unit of grammar or the vocabulary of the language. While Webster (1988:1101) states that vocabulary is a sum or stock of words using in language by class, individual, or in field of knowledge. This implies that by having a good stock of vocabulary, we can express our ideas in any kind of situation.

Furthermore, Wilkin (1983:20) says that without grammar little things can convey, without vocabulary nothing can convey. Based on the statement above the researcher believes that vocabulary is an important role in

understanding the language whether in written or in spoke form, without increasing vocabularies it will be useless because nothing can convey without it. Without getting and understanding the vocabulary we cannot practice language even in learning itself.

In learning English as a foreign language the learner should, first of all, master the sound system, the basic structural patterns and a limited number of vocabulary items. Therefore, anyone who wants to learn a language successfully must enlarge his or her vocabulary mastery. This tells us that the size of vocabulary has learned affecting the learners to be success in learning a language.

Mastering vocabulary is a significant asset. It allows us to use precise words that exactly what they intend to say. It also enables us to understand correctly what we hear and listen. In addition, with a good mastery of vocabulary we may able to score well on employment and intelligence test.

Krashen (1983:155) cited in Tumana (2000:11) describes the importance of vocabulary as follows :

Vocabulary is basic to communication. If acquires do not recognize the meaning of the key words using by speakers who address to them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning. In learning a language we will learn the words of the language. Since we have learned that it is essential area of language and it

plays an important role in a language, without vocabulary nothing can be conveyed.

In other words, it is impossible to understand what one says, and it will be difficult for us to communicate with the other if we have no good vocabulary and that's why vocabulary becomes an important part, components and skills for mastering language, especially English language.

2.2 Concept of Learning Vocabulary

Learning and remembering a set of words is prerequisite in learning a particular language (Nation, 1990:21). According McCarthy and O'dell (1999) the essential area of language learning is the lexicon or vocabulary of the language.

Vocabulary is very important in learning, we as a teacher should aware that learning vocabulary is not only memorize the words, it should be taught in meaningful context and practice.

Wallace (1988:12) adds that learning vocabulary is something more that memorizing list of words. It is the teachers' responsibility to determine technique so that students find it easier and more useful for them.

Thombury (2002) gives five possible ways of learning vocabulary namely,

1. Learning vocabulary through derivation.

2. Learning vocabulary through definition.

3. Learning vocabulary through guessing.

4. Learning vocabulary through context clues.

5. Learning Vocabulary through creativity.

From these possible ways of learning vocabulary stated by Kustaradjo, the researcher suggests that the teachers of English use these techniques. Learning vocabulary is something more than memorizing and knowing the meaning of a list of words. Learning vocabulary needs a good rationale so that they are able to determine the precise meaning of words; perseverance; learn vocabulary continually; and creativity of the learner, means their way in order to be easy in learning vocabulary.

2.3 Concept of Active Learning

Class time is brief and precious time. The information we want to communicate to students is important. Since we don't need to explain clearly, Active learning is simply that having students engage in some activity that forces them to think about and comment on the information presented.

2.3.1 Definition of Active Learning

Active Learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners.

Active Learning refers to a method of learning where active student participation is encouraged through project-based exercises. One unique characteristic of active learning is that the teacher acts as a facilitator of the education process rather than as a unilateral source of

information. Examples of active learning include in-class debates and discussion circles on reading assignments. They will develop their skills, they will analyze synthesize and evaluate information in discussion with other students.

It is an experiential, mindful and and engaging learning. A learning experiences that can make learning process be more effective and interesting. Start with defining content (what to study) and establishing your activities (what to learn)

There are 3 (three) steps in active learning activity

2.3.1.1 active listening

With iintentionally focused on who you are listening to. As the listener, you should then be able to "replay" or repeat back in your own words what they have said.

For example in group work, not only does peer discussion help students understand and retain material, but it helps them develop better communication skill, whether listening or speaking. They will learn about listening to another opinion an answering also giving comment.

2.3.1.2 looking/ seeing

By looking some images like graphs, pictures and maps. Try to understand the use and importance of each image. It can help students' interpreted information and understand it.

By looking some information like that also can make them have a greater sense of commitment to the class. They will analyze with their brief questions that require explaining the major concept with their own example or analogies. This strategy will help students to stand on their foot and independent.

2.3.1.3 seeing and hearing

In addition to PowerPoint lectures, multimedia and movies have the advantage of illustrating reading and lecture content in new (engaging) formats.

Demonstrations and field trips build on classroom experiences and can provide you as an individual with a shared learning experience on a topic.

Like debates, role plays and simulation require students to place themselves in particular situation or take a committed position on a key issues. Like for example students might become players in a historical event and they can argue for certain action or decision. Also in case studies that place students in the role of decision maker. They contain the data students need to make sense of the situation.

Active learning is strategic and innovative. It facilitates the students to be active in the learning process to develop their potential and put them as subjects responsible for learning process. It's also innovative

because students are not bound by classroom learning also teachers as their measurement of learning objective

2.3.2 Types of Active Learning

Active Learning Activities

Following are various active learning activities that you might use in conjunction with the traditional lecture format. These activities are viable for classes of any size.

Questions: Questions are the simplest form of interaction and can occur at any time during the lecture. By asking questions, you not only turn students into active participants, but you can also get a sense of their interest and comprehension. You might try asking questions at strategic points or asking for comments or opinions about the subject. Vary the timing of your questions though to avoid creating a known pattern for students which can lull them into passivity.

Pro and Con Grid: The Pro and Con Grid lists advantages and disadvantages of any issue and helps students develop analytical and evaluative skills. It also forces students to go beyond their initial reactions, search for at least two sides to the issue, and weigh the value of competing claims. Let students know how many pros and cons you expect and whether they should use point form or full sentences.

Brainstorming: In this activity, students generate ideas which you record on the blackboard or overhead. When beginning a new topic, you might begin by saying "Tell me everything you know about…" You may decide to put the students' comments into categories, or you might ask students to suggest categories and comment on the accuracy and relative importance of the array of facts, impressions, and interpretations. The main rules of brainstorming are to acknowledge every offering by writing it down and save any critiquing until after the idea generation time is over.

Formative (ungraded) Quizzes: This technique involves writing quiz questions on the board, an overhead projector, or a handout and giving students an appropriate time to respond. You may wish to collect anonymous responses, or if the question entails multiple choices, students can raise their hands in agreement as you announce each response. A quiz at the beginning of class allows you to determine how familiar students are with important terms, facts or concepts prior to the lecture, while a quiz that follows a lecture segment can reveal how well students understood the material.

Think-pair-sharing: In its simplest form, students think about a particular question or scenario then they pair up to discuss their

ideas. They then share their results in a large class discussion. Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. This process should take five to ten minutes, depending on the question's complexity. An extension of this format is to have two pairs join each other and compare answers.

One-Minute Paper or Short Writes: Punctuating your class with short writing assignments is a powerful way to assess the degree to which students understand presented material. You might ask, "What was the most important thing you learned during this class?" "What questions remained unanswered?" or "Summarize the main point of today's lecture in one sentence."

Problem Solving: Demonstrations, Proofs and Stories: Begin a lecture with a question, a paradox, an enigma, or a compelling, unfinished human story. Solving the problem, depending on what it is or in what field, may require a scientific demonstration, a mathematical proof, an economic model, the outcome of a novel's plot, or a historical narrative. You refer back to the problem throughout the lecture, inviting students to fill in imaginative spaces in the story (or model) with their own solutions. Students fill in their successive answers passively, or the instructor elicits responses which are recorded on the board and discussed. Example

questions include: "What do you think will happen?" "Which solution, outcome, or explanation makes the most sense to you?"

Modeling Analytical Skills: This involves viewing and analyzing passages of text, paintings, sonatas, graphs, charts, artifacts, etc. together with your students. You should make sure students have a copy of the document in front of them (or visual access through slides or overhead transparencies), and then follow three steps: model the analysis, let the students practice it, and then give them feedback.

Debates: Debates allow you to add a participatory dimension to your lecture without compromising your control of the class. One strategy is to divide students according to where they happen to sit. Another approach is to ask them in advance to seat themselves in the section representing a particular side of the debate. When some students refuse to choose one side or the other, create a middle ground and invite their reasons for choosing it. Before concluding, you should ask two or three volunteers to make summary arguments for each side.

Role Playing: The first step in this lecture variation is to give a mini-lecture to establish the context and setting for the role playing. Then divide the class into a number of small groups of varying

sizes (if you have a large class, you may have to assign duplicate roles). Each group is assigned a clearly delineated role and given a specific, concrete task – usually to propose a position and course of action. To bring closure to the topic, a debriefing exercise is necessary to help identify what students learned and make the transition to the next topic.

These are variety of Active Learning activities that can be used by researcher in learning process. In this study, researcher will use several teaching activities as design of model for students. The selection of the activities are based on the needs of each phase required, than after that will be fixed in the next cycle

It refers to the level of academic students engagement in and out of the classroom. This techniques are intended to make the students active in learning activities

2.3.3   The advantages of Active Learning

Nowadays, there are so much attention to active learning. Several reasons are been put forward for greater emphasis on active as opposed to more passive form of learning. It can be more attractive for learners because they can become more motivated and interested when they have a say in their own learning and when their mental activity is challenged.

The Advantages of Active Learning

2.3.3.1 **Delegates are motivated**. Being involved in the decision about learning they can connect to their own prior knowledge and their own needs and interest. They will find out things independetly, their own interest and motivation. It is easier to learn when we are enjoying ourselves.

2.3.3.2 **Each person takes responsibility for their learning**. This process can make they learn about making decision and taking responsibility. Morever this is important because of opportunities for learning to learn. Students can learn how to learn by practising how to do it. Giving them responsibility for parts of the decision that can or should be made is one way to teach them how to learn. The challenge of the Active Learning model is that no one has the right or wrong answer so people can interpret the answer for themselves and apply it to their own circumstances.

2.3.3.3 **It is flexible and thereby relevant**. Students are not bound by classroom learning also their teacher as their meassurement of the objective learning but it can help to build a principal that people produce themselve in social experience so that learning is not only on classroom or school but also in social life and it relevant to their life. Also age or developmental

appropriateness is easily accomplished through variations and adaptations that can be made to the activities.

2.3.3.4 **Receptiveness is increased**. By using the Active Learning approach we avoid the 'preached to' effect and draw the principles and application of the principles from the participants thus enabling the information to become easier for them to hear, accept and apply.

2.4 The Cycle of Action Research

In Action Research cycle is a characteristic that distinguishes it from other types of research. Therefore, the cycle must be carried out correctly. Cycle is essentially a series of "research-action-research-action-..." which does not exist in regular research (non AR). In the study there is only one non-AR and the action research then concluded. In AR results have not been good cycle should be repeated until successful.

Cycle consists of (1) planning, (2) implementation, (3) observation, and (4) reflection and re-planning. Outlined in the cycle only parts that are changed or modified through PTK, not the entire learning process. Modifications or changes in total rarely done in large-scale TOD class because somehow the education system has generally not changed.

Stages of the research are implemented carefully, the pre-research cycle means that researcher identify problems that exist in learning through models are developed. After implementing the pre-research, the researcher conducted the collecting data. The aim of collecting data is to determine the weaknesses of method that used in pre-research before. By keeping identify the weakness in ever cycle and then repairing the model in the next cycle, the researcher will produce a more effective model of learning in every learning process itself.

The implementation of CAR start with the first cycle of four activities as mentioned above. If already known action successfully in the first cycle and as expected (the results have been improved as desired researcher), the second cycle should still be held to confirm or corroborate the results already obtained in the first cycle. This is in accordance with the opinion Arikunto (2008), which explains that the activity in the second cycle of activities which may be the same as the previous activity when directed to repeat success or to ensure / reinforce the results. But does not mean the cycle only stops in the second cycle. If the second cycle the results are still not satisfactory researchers could continue its cycle until the desired results materialize.

2.5 The Purposed Model

Active Learning is intende to optimize the use of all the potential of the stuents so that all students can achieve satisfactry learning outcomes according to their personal characteristic. In addtion, active learning is also

intended to keep the attention of students remain focused on the learning process.

According Machmudah (2008), the following is the syntax or steps of acive learning model

- Phase 1 : Introduce the objective and motivation of students.
  - In this phase the teacher delivering all learning objectives to be achieved in the lesson and motivate students.

- Phase 2 : Presenting Information
  - In this phase the teacher convey a general description about the material

- Phase 3 : Organize students into a group/ another active learning activity while their study
  - The teacher will divide students into a group or peer to discuss about the material

- Phase 4 : Guiding studens work working and learning
  - The teacher will control students' work

- Phase 5 : Evaluation
  - Ask students to present their work

- Phase 6 : Giving comment or suggestion
  - The teacher will give comments and suggestions about the result of students' work also about what have they learn.

Based on that, also inspire the researcher to make a model for learning vocabulary using Active Learning. The following phase have been develope by caring some of Active Learning acivities which consider by students needs

1. **Questioning and Brainstormming**

   In the first phase said that the teacher will explain the purpose and motivation in learning. It's also become the early activity in learning process. It's also said that Active Learning is a student-centered learning amd this activity (Questioning and Brainstormming) will help students to be more active and participate in learning activities at pre-activity of learning process. The students also will attempt to answer questions that will teacher/ researcher provide.

2. **Modeling Analytical Skill**

   The researcher will use Modeling Analytical Skill for phase two. In phase two or while activity the researcher will give the material to be discussed. Not only based on what will be explained by the teacher, students will also be given a model of the material and asked to analyze it issue an opinion.

3. **Think-Pair-Sharing**

   Researcher will use think-pair-sharing. In this phase (while acivity phase), the researcher will provide a work for students. Think-pair-sharing is expected to help students to be able to solve problems with their own mind. It can also teach students to be able to listen to others opinion.

4. **Pro and Con Grid**

   After students do their work, students will have opportunity to explain their result of the previous work.The researcher use Pro and Co Grid in

next phase (post activity), the researcher hopes that student can develope analyticaland evaluative skills. It also can help students to defend their opinion and face suggestion from other students.

After the learning process ends, researcher will provide comments and suggestion about their result of students' work. These comments and suggestion given will also be considered as an improvement for the next cycle.