



Students' Ability to Communicate in Speaking Learning through an Active Learning Approach for High School Students

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ABSTRACT

This research aims to determine students' ability to communicate in speaking lessons through an active learning approach in class XI students at SMA Muhammadiyah 1 Baubau. The method used in this research is a quantitative descriptive research method. The quantitative descriptive method is a research design that clearly and realistically describes research variables in the form of numbers and statistics. This type of research includes field research. It is said to be field research (respondents) and researchers are directly involved in collecting data. Based on the tabulation results, it can be seen that the average student score in the pressure aspect is 15 out of a weighted score of 190 in the sufficient category, then the average student score in the grammar aspect is 20 out of a weighted score of 265 in the good category, and the average score -The average student score in the vocabulary aspect is 20 out of a weighted score of 245 in the good category, while the average student score in the fluency aspect is 15 out of a weighted score of 225 in the sufficient category. Furthermore, the determination of all aspects is 925 with an average student score of 65 or 65%. Thus, the student category in all aspects is the sufficient category.

Keywords: Communication, Speaking Learning, Active Learning Approach

1. Introduction

Technological advances cannot be separated from reading education, children learn to communicate with other people in various ways, one of which is by speaking or speaking. In a broad sense, education can be interpreted as a process with certain methods so that people gain knowledge, understanding and ways of behaving in accordance with their needs (Syah, 2018).

One approach that can be used in Indonesian language lessons is to use a communicative approach. The communicative approach in language learning leads to achieving goals that prioritize the acquisition of language skills for communication (Walija, 2017). Students are taught a communicative approach to obtain information needed in everyday life. The goal is for students to understand the learning more meaningfully. With this approach, students can communicate better and can use it in everyday life. With this approach, students better understand the true meaning of Indonesian, so that it can be applied in real life. Apart from that, this communicative approach can also explore the potential of students and teachers to develop together and share knowledge, skills and experiences.

In this communicative approach there are several methods that can be used, for example by using the simulation method. This method is a way of presenting lessons using mock situations in the teaching and learning process to gain an understanding of the nature of a particular concept, principle or skill (Suyatno, et al. 2008) In the simulation method, students are directly involved in real situations. For example, students do role playing activities. By playing this role, students will

gain a clearer understanding of the person they are playing, so that students can express their role in their tone of voice, voice and facial expressions. The provision of this material is motivated by the fact that speaking as a language skill is needed for various purposes.

In learning Indonesian there are several obstacles that occur, it is estimated that there are misperceptions from many groups, including high school teachers who think that Indonesian language lessons are finished when students have finished working on questions. Indonesian language learning in high school generally tends to be static and routine, such as students being asked to do things. the questions are contained in the student handbook or LKS, and the teacher only gives grades based on the answers the students do without knowing the students' understanding. This causes learning to be less interesting and boring so that the achievement of learning outcomes is less than optimal. Apart from that, students prefer to play and joke with their friends because they think Indonesian language subjects are easy, just reading and writing. Students do not know what is actually expected from Indonesian language lessons and teachers often ignore the expectations of children's Indonesian language lessons.

Active learning is intended to optimize the use of all the potential possessed by students, so that all students can achieve satisfactory learning results in accordance with their personal characteristics. Active learning allows students to play an active role in the learning process itself, both in the form of interactions between students and students and teachers in the learning process.

The Indonesian language and literature competency standard is language ability, which includes (1) listening, namely listening, understanding, responding to ideas, opinions, criticism and feelings of other people in various forms of oral discourse, (2) speaking, namely speaking effectively and efficiently to express ideas, opinions, criticism, feelings, in a form to various conversation partners according to the purpose and context of the conversation, (3) reading, namely reading and understanding various types of discourse, both expressly and implicitly for various purposes, and (4)\$ write effectively and efficiently various types of essays in various contexts (Ministry of National Education, 2003),

In accordance with its function of conveying ideas or thoughts, Indonesian is communicated to other people either by speaking words, conveying messages or in written form. In communicating language, knowledge and skills are needed to use a variety of languages that can support the development of the knowledge, skills, thoughts and attitudes that one wants to communicate. These ideas will emerge in a process, namely the process of teaching and learning activities.

2. Methods

The method used in this research is a quantitative descriptive research method. The quantitative descriptive method is a research design that clearly and realistically describes research variables in the form of numbers and statistics Judging from the type of research, this research includes field research. it is said to be field research (respondents) and researchers are directly involved in collecting data (Endaswara, 2012). The object of the research is Class. The assessment of each component is arranged periodically: 1 to 6, a score of 1 means very poor, while a score of 6 means very good. The proficiency description for each component is as follows. Then it is reduced based on the problem being studied, the data is arranged into category units. Existing data is analyzed through a data reduction process and drawing conclusions or meaning.

Table 1. Aspects of Student Assessment

Rated aspect	Evaluation
Pressure	1- 39
Grammar	40 - 50
Vocabulary	51-59
Fluency	60 - 99

In this study, the population used was all 14 students of class XI SMA Muhammadiyah 1 Baubau in 1 class. The sample used in this research was a population sample or a total sample of 14 respondents. Data collection in this research is used to analyze all forms, such as newspapers, books, paintings, speeches, regulations, laws, music, theater (Saldan, 2011).

Table 2. Weighting of Speaking Assessment

Fluency Description	1	2	3	4	5	Information
Pressure	5	5	5	5	5
Grammar	5	5	5	5	5
Vocabulary	5	5	5	5	5
Understanding	5	5	5	5	5

Based on the theory of complete learning, a student is deemed to have completed learning if he is able to complete, master, be competent or achieve learning objectives of at least 65% of all learning objectives. Meanwhile, class success is seen from the number of students who are able to complete or reach at least 85% of the number of students in the class. In accordance with the problem under study, the data analysis technique used in this research is descriptive statistical techniques in the form of percentages with a minimum completeness criterion of 68, obtaining the lowest score of 68 on a 10-100 assessment scale.

3. Findings and Discussions

This research focuses on providing an overview of students' ability to communicate in learning to speak through an active learning approach in class XI students at SMA Muhammadiyah 1 Baubau using research analysis processed based on simple statistical principles. This is intended to obtain adequate data and information so that it can assist efforts to develop and improve learning. The data analyzed quantitatively are figures obtained from collecting respondent data in the form of objective assessments from researchers to identify student communication in learning to speak through an active learning approach.

Referring to the problem formulation that was described previously. So to answer this problem it is necessary to describe several sub-chapters. The things that will be described are descriptions of the results of student communication research in learning to speak through an active learning approach consisting of stress, grammar, vocabulary and fluency.

3.1 Findings

Pronunciation and Intonation Assessment Results Data

The results of research on students' ability to communicate in learning to speak through an active learning approach in class XI students at SMA Muhammadiyah 1 Baubau, based on the aspect assessed, namely pressure. Below it will be explained as follows:

Table 1. Results of Assessment of Speaking Learning Using an Active Learning Approach in the Pressure Aspect

Alternative	Frequency	Percentage
Very less	2	14, 29 %
Enough	3	21,43 %
Good	5	35, 72 %
Very good	4	28, 58 %
Amount	14	100 %

Based on the table above, it can be seen that students as many as 2 respondents or 14.29% are very inadequate in providing pressure through learning to speak through an active learning approach, then students as many as 3 respondents or 21.43% are sufficient in providing pressure through learning to speak through an active approach. learning, and 5 respondents or 35.72% were good at giving pressure through learning to speak through an active learning approach, while 4 students or 28.58% were very good at giving pressure through learning to speak through an active learning approach.

Grammar Assessment Results Data

The results of research on learning to speak through an active learning approach in class XI students at SMA Muhammadiyah 1 Baubau, based on the aspect assessed, namely grammar. Below it will be explained as follows:

Table 2. Results of Assessment of Speaking Learning Using an Active Learning Approach in Grammar Aspects

Alternative	Frequency	Percentage
Very less	1	7, 15 %
Enough	6	42, 15 %
Good	4	28, 58 %
Very good	3	21, 42 %
Amount	14	100 %

Based on the table above, it can be seen that 1 respondent or 7.15% of students are very poor in providing grammar through learning to speak through an active learning approach, then 6 respondents or 42.15% of students are sufficient in providing grammar through learning to speak through active learning approach, and 4 respondents or 28.58% were good at providing grammar through learning to speak through an active learning approach, while 3 students or 21.42% were very good at providing grammar through learning to speak through an active learning approach.

Vocabulary Assessment Results Data

The results of research on learning to speak through an active learning approach in class XI students at SMA Muhammadiyah 1 Baubau, based on the aspect assessed, namely vocabulary. Below it will be explained as follows:

Table 3. Results of Assessment of Speaking Learning Using an Active Learning Approach in the Vocabulary Aspect

Alternative	Frequency	Percentage
Very less	3	21, 42 %
Enough	8	57, 15 %
Good	2	14, 29 %
Very good	1	7, 15 %
Amount	14	100 %

Based on the table above, it can be seen that students as many as 3 respondents or 21.42% are very inadequate in providing vocabulary through learning to speak through an active learning approach, then students as many as 8 respondents or 57.15% are sufficient in providing vocabulary through learning to speak through active learning approach, and 2 respondents or 14.29% were good at providing vocabulary through learning to speak through an active learning approach, while 1 student or 7.15% was very good at providing vocabulary through learning to speak through an active learning approach.

Fluency Assessment Results Data

The results of research on learning to speak through an active learning approach for class XI students at SMA Muhammadiyah 1 Baubau, based on the aspect assessed, namely fluency. Below it will be explained as follows:

Table 4. Results of Assessment of Speaking Learning Using an Active Learning Approach in the Fluency Aspect

Alternative	Frequency	Percentage
Very less	2	14, 29 %
Enough	3	21.43 %
Good	5	35, 72 %
Very good	4	28, 58 %
Amount	14	100 %

Based on the table above, it can be seen that students as many as 2 respondents or 14.29% are very poor in providing fluency through learning to speak through an active learning approach, then students as many as 3 respondents or 21.43% are sufficient in providing fluency through learning to speak through an active approach. learning, and 5 respondents or 35.72% were good at providing fluency through learning to speak through an active learning approach, while 4 students or 28.58% were very good at providing fluency through learning to speak through an active learning approach.

Based on the percentage and frequency table for each aspect of the assessment above, the researcher explains a descriptive tabulation of students' grades learning to speak through an active learning approach from all aspects assessed, namely stress, grammar, vocabulary and fluency. For more details, see table 5 below:

Table 5. Student Assessment in Speaking Learning Using an Active Learning Approach

Respondent Code	Rated Aspect				Score Weight
	Pressure	Grammar	Vocabulary	Smoothness	
R. 001	15	20	20	25	80
R. 002	15	20	20	10	65
R. 003	10	20	10	20	60
R. 004	10	15	20	25	70
R. 005	15	25	15	5	60
R. 006	15	25	20	20	80
R. 007	20	25	15	25	85
R. 008	20	20	20	25	85
R. 009	10	15	10	5	40
R. 010	15	15	10	25	65
R. 011	10	15	25	5	55

R. 012	10	15	25	5	55
R. 013	15	20	25	25	85
R. 014	10	15	10	5	40
Jumlah	190	265	245	225	925

Based on the table above, it can be seen that the total score in the pressure aspect is 190, and the grammar aspect is 265, the vocabulary aspect is 245, while the fluency is 225, and the score for learning to speak through an active learning approach from all aspects is 925. To make it easier to describe student grades, they can be seen in the following table:

Table 6. Frequency and Percentage of Student Scores

No	Student scores	Frequency	Percentage
1	100	-	-
2	90	3	21, 43 %
3	80	2	14, 29 %
4	70	3	21, 43 %
5	60	4	28, 58 %
6	50	-	-
7	40	2	14, 29 %
8	30	-	-
9	20	-	-
10	10	-	-
Amount		14	100 %

Based on the table above, it can be seen that the students who got a score of 90 were 3 respondents or 21.43%, the students who got a score of 80 were 2 respondents or 14.29%, the students who got a score of 70 were 3 respondents or 21.43%, There were 4 respondents who got a score of 60 or 28.58%, there were no students who got a score of 50, and there were 2 students who got a score of 40 or 14.29%, while there were no students who got a score of 30-10.

3.2 Discussions

Based on the table above, it can be seen that students as many as 2 respondents or 14.29% are very inadequate in providing pressure through learning to speak through an active learning approach, then students as many as 3 respondents or 21.43% are sufficient in providing pressure through learning to speak through an active approach. learning, and 5 respondents or 35.72% were good at giving pressure through learning to speak through an active learning approach, while 4 students or 28.58% were very good at giving pressure through learning to speak through an active learning approach.

Based on the table above, it can be seen that 1 respondent or 7.15% of students are very poor in providing grammar through learning to speak through an active learning approach, then 6 respondents or 42.15% of students are sufficient in providing grammar through learning to speak through active learning approach, and 4 respondents or 28.58% were good at providing grammar through learning to speak through an active learning approach, while 3 students or 21.42% were very good at providing grammar through learning to speak through an active learning approach.

Based on the table above, it can be seen that students as many as 3 respondents or 21.42% are very inadequate in providing vocabulary through learning to speak through an active learning approach, then students as many as 8 respondents or 57.15% are sufficient in providing vocabulary through learning to

speak through active learning approach, and 2 respondents or 14.29% were good at providing vocabulary through learning to speak through an active learning approach, while 1 student or 7.15% was very good at providing vocabulary through learning to speak through an active learning approach.

Based on the table above, it can be seen that students as many as 2 respondents or 14.29% are very poor in providing fluency through learning to speak through an active learning approach, then students as many as 3 respondents or 21.43% are sufficient in providing fluency through learning to speak through an active approach. learning, and 5 respondents or 35.72% were good at providing fluency through learning to speak through an active learning approach, while 4 students or 28.58% were very good at providing fluency through learning to speak through an active learning approach.

Based on the tabulation results, it can be seen that the average student score in the pressure aspect is 15 out of a weighted score of 190 in the sufficient category, then the average student score in the grammar aspect is 20 out of a weighted score of 265 in the good category, and the average score -The average student score in the vocabulary aspect is 20 out of a weighted score of 245 in the good category, while the average student score in the fluency aspect is 15 out of a weighted score of 225 in the sufficient category. Furthermore, the determination of all aspects is 925 with an average student score of 65 or 65%. Thus, the student category in all aspects is the sufficient category.

4. Conclusion

Based on the results of the research that has been discussed, the conclusion in this research is that 14.29% of students are very poor, then 21.43% of students are sufficient, then 35.72% of students are good while 28.58% of students are very good at giving pressure through learning to speak through an active learning approach. Furthermore, 7.15% of students were very poor, then 42.15% of students were sufficient, then 28.58% of students were good, while 21.42% of students were very good at providing grammar through learning to speak through an active learning approach. Furthermore, 21.42% of students were very poor, then 57.15% of students were sufficient, then 14.29% of students were good, while 7.15% were very good at providing vocabulary through learning to speak through an active learning approach. Furthermore, 14.29% of students were very poor, then 21.43% of students were sufficient, then 35.72% of students were good, while 28.58% were very good in providing fluency through learning to speak through an active learning approach.

Based on the tabulation results, it can be seen that the average student score in the pressure aspect is 15 out of a weighted score of 190 in the sufficient category, then the average student score in the grammar aspect is 20 out of a weighted score of 265 in the good category, and the average score -The average student score in the vocabulary aspect is 20 out of a weighted score of 245 in the good category, while the average student score in the fluency aspect is 15 out of a weighted score of 225 in the sufficient category. Furthermore, the determination of all aspects is 925 with an average student score of 65 or 65%. Thus, the student category in all aspects is the sufficient category.

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