

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents the result of reviewing of related literature which covers the Definition of Communication, Communication strategy in the classroom interaction, speaking skills, Teaching Speaking, Principles for Designing Speaking Techniques, Classroom speaking Activity, English Education in Thailand, Teaching Speaking in Junior High school, Activity based learning

A. Definition of Communication

Communication in its widest sense is a term used to describe a diverse set of situations which may involve people, animals and even machines. However, a more systematic and generally accepted psychological definition of true communication is that it is an interaction, involving two or more participants, in which information is transmitted, with the sender having the intention to change the knowledge state of the receiver. This communicative act can be said to have been accomplished when the relevant mental representations of the participants have been aligned. In this vein, Grice (1969) emphasizes the intentionality of communication his definition of the 'highest sense' of communication which is as follows:

- 1) The sender voluntarily does the sending.
- 2) The sender understands the receiver is an agent capable of voluntary action.

- 3) The sender understands the receiver understands the sender intends something, and that he can recognize this intention without fulfilling the senders' wants and goals.

1. Early Language and Communication

According to Harding (1983) suggests the following defining features of a communication situation:

- 1) There is some communicative effect, that is, the listener/observer acts to the signal sent.
- 2) At least two participants in the situations communicative.
- 3) The communication is intentional.

Harding suggests that intentionality develops over the first year of life through the infant learning that his/her actions have effects on others. Traditionally cognitive concerns such as information processing capacity and knowledge representation will therefore be very pertinent to issues of communication and development of communication abilities (Bates, Benigni, Bretherton, Camaioni & Volterra, 1979). By definition communication involves more than one participant, therefore it is not only a cognitive event but also a social one. Shatz (1983) describes communication ability as the interface between cognitively social and linguistic abilities. The term 'linguistic' is perhaps too limited in this context since there are certainly communicative acts which can be performed non-linguistically. For example, some kinds of

aphasics who communicate quite effectively despite having lost many of their linguistic abilities (Printz, 1980; Howard & Hatfield, 1987).

2. Language versus Communication

The distinction between language and communication is a useful one, since communication can occur without natural spoken language. There is also some reason to believe that language abilities can exist without communication abilities. Blank, Gessner, and Esposito (1978) report a case study of a 3; 3 boys whose syntactic-semantic development were age appropriate, but who failed to communicate effectively. The child also showed no understanding of, nor ability to produce, non-verbal communication. Blank et al conclude that the structural and communicative aspects of language are based upon different sets of skills which may function independently. Likewise, Fey and Leonard (1983) found that language impaired children actual performed better on referential communication tasks compared with peers matched for MLU. Fey and Leonard suggest that this results from the language impaired children's greater cognitive and social skills, suggesting an independence between language arm and languages.

B. Communication strategies in the classroom interaction

As state above, that communication practice provided in the school differs from that in real life situations, in classroom interactions, communication does not serve the primary function of exchanging ideas and of acting in various ways by

means of language or linguistic forms, but rather has the function of making students or learners learn (Faerch and Kasper, 1983:21).

In the classroom, communication is important. However, in this setting information sharing among teacher and students is the primary goal. The components and processes of classroom communication are similar to those in other setting, but the function and patterns of classroom communication are unique. The oral interaction that occurs in the classroom affects the personality development, intellectual development, and social development of students and teacher alike.

While Tarone taxonomy is based on the notion of communication strategy used by second language learners, Tarone in Faerch and Kasper, 1983:62). The kind of strategies Tarone proposed do not intended to be the final categorization of all communication strategies, but it is simply provided to help clarify the notion of communication strategy. The kind of strategies is described below:

1. Avoidance

Avoidance is speaker's deliberate decision; they won't speak because they expect communication problems to arise. This avoidance is a common strategy for second-language learners, causing them to remain silent when they would otherwise contribute to a conversation simply because some aspect of vocabulary or grammar is not known. It is one way to assure that communication continues. Avoidance consists of:

- a) Topic avoidance Topic avoidance occurs when learners manage to prevent the occurrence of topics that are certain to present difficulties.
- b) Message abandonment Message abandonment refers to communication strategy that is used by speakers when they stumble into a topic that is too difficult and simply give up and go on to another.

2. Paraphrase is restatement

A text giving meaning in another form. Tarone (1977: 198) defines paraphrase as the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable . There are three components in paraphrase. Those are:

- a) Approximation The first is approximation, which is defined as the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the learner. Approximation, then, includes virtually all word substitutions that the learner knowingly employs to serve in place of the more accurate term. For example, worm for silkworm and pipe for water pipe.
- b) Word coinage The second paraphrase strategy is word coinage. Learner makes up a new word in order to communicate a desired concept

(Tarone, 1977: 198). For example, speakers say air ball to refer to the word balloon.

- c) Circumlocution The final paraphrase strategy is circumlocution. Circumlocutions a worldly extended process in which the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structure . For example, a speaker does not know the word helmet, then he says some words to his interlocutor She is, uh, using something. I don't know what's name. I don't know how to say. It's like a ball, and we use in head.

C. Speaking Skills

a) The Nature of Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make

their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004:12) underlines that a major difference between speech and writing is that speakers

do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with and, or, but or that, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written text tends to contain a wider variety of words than oral texts.

Furthermore, Brown (2000: 270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

The first characteristic is clustering, which means that fluent speech is phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. One of the advantages of spoken.

language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms.

Another salient characteristic of fluency is rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronunciation as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Learning to produce waves of language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations. As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007:227). The strategies can be in the forms of improvising, discarding, foreign sing, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words which are difficult to say.

The next strategy is foreignising, choosing a word in the language the speakers know (such as their first language) to be foreignised with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it. A spoken language has a number of forms which is also important to be covered in the language course. Nunan (1991) in Brown (2000: 250- 251) divides spoken language into two types, monologues and dialogues. The first type is monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, etc. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which makes for ease in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, transactional of which the aim is to exchange information.

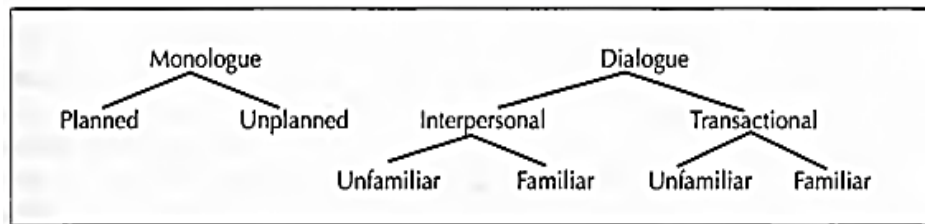


Figure 1: **Types of oral language** (adapted from Nunan 1991b: 20-21)

To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand. With regards to its natures, speaking is considered difficult. The understanding of the characteristics of speaking above may lead the speaker to succeed their performances. Thus, speaking should be well learnt by the learners from the very basic.

b) Micro-macro skills of Speaking

To succeed the oral communication, speakers need to consider some aspects namely micro skills and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004:142).

In conclusion, both micro and macro skills are needed by the speakers to succeed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skills through the designed speaking tasks.

c) Conceptual Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English is a foreign language in our country, it has become an international language. English has been integrated to secondary school for a long time. The English language is exerting even stronger influence in the modern world and has become an international language. There are also advantages of introducing a foreign language for young learners. It is also important for students to get learning English early.

One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, IX Grade students of Tampityakhan School faced several problems related to their speaking ability. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attack students learning has focus on the teachers and put the listener. Therefore, the researcher wanted to overcome the problems by using Activity based English Learning strategy in the speaking class.

Activity based English Learning strategy is one way that can be used to improve students speaking skill. Action learning is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking skills by doing conversation activity. The Action Learning strategy was chosen because it was fun and interesting. It could be applied in the practice and production phase. The students would get more opportunity to explore their speaking ability. They had to speak with their friends in pairs using role cards and expressions. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to

practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this strategy also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. This strategy is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this strategy.

D. Teaching Speaking

Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students works (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback. The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. After

the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties. Once the activity has finished, the teacher gives feedback.

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After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

1) Teacher's Roles

According to Cambridge Advanced Learner's Dictionary, 'teach' means to give someone knowledge or to train someone; to instruct. Thus, a teacher can be defined as a person who gives learners knowledge or to train and to instruct

them to learn. As mentioned earlier that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (Brown, 2007:7), so it can be said that teachers' duties are to guide and facilitate learning, to enable learners to learn, and also to set the conditions for learning. The teacher needs to play a number of different roles during different speaking activities (Harmer, 2007: 347- 348). Harmer highlights some roles such as prompter, participant, and feedback provider. Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situations teachers may not be quiet. Some encouragements are needed to help the students to think creatively rather than always depend on the teacher's words.

Teachers may prompt them by offering words or phrases, to suggest that the students say something or to suggest what could come next and so on and so forth. Next, teachers can be involved in an activity as a participant. This is a good reason to take a part in the activity together with the students that teacher can live things up from the inside, but they have to avoid possibilities of dominating the proceedings.

Through giving feedback, the teacher can do both assessing and correcting the students' oral works. However, he/she should concern with the questions when and how the teacher gives the feedback to the students. The

decisions of giving feedback during oral works also depend on the stage of the lesson, the activity, the type of mistake made and the particular student itself.

2) Feedback in Speaking

Teachers should know how to deal with giving feedback to their students. By understanding these, teachers can manage to give the correct feedback to the students. Before that, there are three types of mistakes that should be understood by teachers. Mistakes of linguistic form can be caused by the influence of the first language, by misunderstanding a rule, by a decision to communicate as best one can, by lack of concentration, and by a mixture of these and other factors.

Edge (1989) in (Harmer, 2001) categorizes the mistakes into slips, errors, and attempts. When the teacher thinks that the students can correct their own mistakes, it is categorized as *slips*. *Errors* are the mistakes which a student cannot self-correct in his or her own English but the teacher thinks that the class is familiar with the correct form. When the teacher knows that the students have not yet learned the language necessary to express what they want to say, or when it is not clear what the students want to mean, or what structure they are trying to use, these are called *attempts*. Harmer (2001: 104-109) suggests some strategies in giving feedback to the students. Dealing with accuracy and fluency work, the teacher should decide whether the activities focus on the accuracy (grammar, pronunciation, etc) or on the fluent language use. After that, he/she

makes differences between ‘non communicative’ activity, accuracy, and ‘communicative’ activity, fluency. The ways are by doing intervention (in a proper situation).

During the accuracy work, there are some alternative techniques which can be used such as showing incorrectness and getting it right. To show incorrectness, the teacher may use a number of ways such as repeating, echoing, giving statement and asking question, using expression, hinting, and reformulation the students’ utterances. While in getting it right technique, giving the correct version in more detail can be done. The students can also be asked to help or correct each other.

While during the fluency work, the treatments will be focused on the content, not only to the language form. The teacher needs to consider the time to do the intervention. The ways can be done through gentle correction, recording mistakes, and giving the feedback after the event. In gentle correction, the intervention runs when the communication breaks down completely (stuck). The teacher may also record the mistakes done by the students so that they can give the feedback afterwards. The other way is by giving the feedback after the event. The teacher may discuss more detail with the class.

E. Principles for Designing Speaking Techniques

To teach speaking, teachers should consider some principles. Brown (2001:275-276) suggests seven principles for designing speaking techniques listed as follows:

- 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.
- b) provide intrinsically motivating techniques.
- c) encourage the use of authentic language in meaningful contexts.
- d) provide appropriate feedback and correction.
- e) capitalize on the natural link between speaking and listening.
- f) give students opportunities to initiate oral communication.
- g) encourage the development of speaking strategies.

These principles are considered to be applied in the teaching and learning process of speaking. It means that the teacher should be aware of them in designing her/his teaching.

F. Classroom Speaking Activities

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001:271-274) lists six categories that students are expected to carry out in the

classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound. One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity. While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation.

The next types are transactional and interpersonal. They are quite similar as in the performance the students deal with a dialogue. The functions, however, are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships. The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu.

Furthermore, there are some activities that can be implemented to promote speaking skill. Thus, the teacher should create a classroom environment where

students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when the students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006). Harmer (2007: 348-352) proposed several classroom speaking activities namely acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. The first is acting from a script. The activity can be in the forms of acting out scenes from plays or their course book and acting out dialogues they have written themselves.

Many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

1. Acting from a Script

We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things

in the right order (describe and arrange), or find similarities and differences between pictures.

3. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

4. Prepared Talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

G. English Education in Thailand

Related to English in English Language Teaching Methods, Tools, and Techniques (Patel&Jani 2008 :6) state that English is the language of the world and the knowledge of the language makes a person, a citizen of the world. It means that English belongs to the international language. International language

means the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. International English sometimes refers to English as actually being used and developed in the world; as a language not only owned by native speakers, but also anyone who come to use it.

Thailand is a country where the national language is Thai only. English is first foreign language for the society actually. Especially, for the learners should learn in the schools to obtain the knowledge of English education completely. In this country, it could be said that the people proficiency in English is lower than another people in Asia, for instance Malaysia. The people seem low-thinking in which English is not important enough. Whereas, English is an international language even everyone should comprehend to communicate not only write Thais but also all people in the world. It can be seen from the result of Test of English as a Foreign Language (TOEFL) that in 2010 Thailand ranked 116th out of 163 countries. In addition, in the most recent Education First English Proficiency Index (EF EPI, 2012) released in October 2012, Sweden and Denmark ranked first and second, Singapore twelfth, and Thailand 53rd° the world's second-lowest rank (above only Libya)° with an average score of 43.36 and labeled 'very low proficiency' (Noom-ura, 2013 :139).

English in Thailand ought to improve to be better. It will be difficult for Thais not only in education point-of-view but also in the other aspects, such as business, sciences, tourism even technology to achieve the good progress in the competitive world. In English Language Teaching and Learning in Thailand in This Decade, Wiriyachitra (2010) states that there are some comments concerning the importance of English and the problems of teaching English as a foreign language in Thailand. Hiranyapruek, director of Thai Software Park, stated that "English is important in the domain of information technology as other infrastructures. Thais have high proficiency in technology but because of our below average English competence, we cannot make much progress in terms of science and technology." Meanwhile Sastramitri, director of the Academic Training Section of the Tourist Authority of Thailand, revealed that tourism is the main source of income in our country. However, Thai graduates who are in the tourism industry have a poor command of English.

1. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word,

phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c) Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

H. Teaching Speaking in Junior High School

The subject of this research is the student nine great students at Tampityakhan School Pattani South of Thailand. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able

to support their next study level through the ability of the English communicative competence.

I. Activity based learning

According from John Dewey in 1896. John Dewey, the activity based learning which is now widely used as a method in many of private schools was basically implemented a great educationist presented this theory of teaching students in creative and natural environment during his tenure with the University of Chicago. Here he laid the foundation of a university laboratory school which later turned into the "Dewey School". In this school many experiments were made to reform the ways of teaching in schools and to introduce innovations in teaching methods. In this school of Dewey students were the active participants who learn by practical implementation. Dewey wanted to make a place which can change the old techniques and methods into new teaching principles which include mental activity and the enhancement of creative skills.

According to (Chambliss, J.J (Ed.), p. 146). In 1906 Dewey worked with Columbia University where he continued to develop his philosophy of learning by doing by publishing several works which include Democracy and Education (1916), and Experience and Education (1938). Dewey's philosophy behind building the Dewey school was to replace the old educational ideas and philosophy with some revolutionary new things. Dewey stressed over the fact that educational process should be constructed over a strong and experienced theory. He is of the

view that both traditional education and progressive education should not be supported but human perception and human exposures to life should be preferred while planning the new effective educational plan (Dewey, 1938). It was because of basic dimension of Dewey's philosophical research that lots of analysis and educational sampling was made in order to enhance the educational techniques. Even in the present days Dewey is considered the most innovative and fundamental with his approach.

1. Assessing Speaking

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgements about their learning (Spratt, et.al, 2005:102). It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004:4). Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

2. Commitment to learning

Solving an organizational problem provides immediate, short-term benefits to the company. The greater, longer-term, multiplier benefit, however,

is the learning gained by each group member as well as the group as a whole and how those learnings are applied on a systems-wide basis throughout the organization. Thus, the learning that occurs in action learning has greater value strategically for the organization than the immediate tactical advantage of early problem correction. Accordingly, action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems; for the smarter the group becomes, the quicker and better will be the quality of its decision-making and action-taking.