

## **II. FRAME OF THEORIES**

### **A. Speaking**

Speaking is one of the central elements of communication. It is an aspect that needs special attention and instruction. Speaking is productive skill in which the speaker produces and uses language by expressing a sequence of ideas and at the same time she/he tries to get the ideas or the message across. In this case, there is as process of giving message, which is called the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Speaking is closely interwoven with listening, which is the basic mechanism through which the rules of language are internalized. Speaking is also defined as an ability to express, to convey the ideas, or feeling that we have. Lado (1974) describes speaking as an ability to converse or to express a sequence of ideas fluently. It means that in speaking someone can transfer his/her ideas or thoughts to other people.

In fact, during interaction, every speaker plays a double role both as a listener and as a speaker. Learners must comprehend the text by retaining information in memory, integrating it with what follows, and continually adjusting their understanding of what they hear.

Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan, 1987). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication and in communication, a speaker has a choice not only about what to say but also how to say it (Freeman, 1986).

From definition above, it can be concluded that speaking is two-way process between speaker and listener and it involves both encoding and decoding process. Through these processes, people interact with other.

### **B. Speaking Ability**

Meanwhile, Lado (1961) describes speaking as the ability to express on self in file situation or the ability to report acts or situation in precise words or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

Speaking must fulfill these following aspects, they are :

#### 1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that

when a person makes a dialogue with another person, the other person can give respond well without difficulty.

## 2. Grammar

Heaton (1978) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1987) defines grammar as a correct arrangement sentence in conversation.

## 3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987).

## 4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987). Meanwhile Harris (1974) defines pronunciation as the intonation patterns.

## 5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1978). This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

### **C. Students Participation in Classroom**

This research focuses on participation of students in speaking during three types of classroom interaction (T-S, S-T, S-S interactions) through the implementation of seven components of CTL (Constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment). Therefore, the explanation of participation is also needed.

(Ken Shore, 2005) states that participation in class is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask question, they learn how to obtain information to enhance their own understanding of a topic.

Students' enthusiasm, involvement, and willingness to participate in speaking affect the quality of their speaking participation. Students are more likely to participate in class if they are among friends rather than strangers. Teacher challenge is to engage all students, keep them, talking to each other. So, at the beginning of the term, ask students to introduce themselves and describe their primary interest or background in the subject it will motivate their participation in speaking (Tiberius, 1990).

Communication cannot be separated from interaction. Students must be able to apply the knowledge of target language, forms, meaning and functions in negotiating meaning. It is through the interaction between speaker and listener that meaning becomes clear.

Interaction in language learning refers to the condition in which students achieve facility in using a language. When their attention is focused on conveying and receiving authentic message, that is, message that contain information of interest to speaker and listener in a situation of importance (Rivers, 1987).

Communication in the classroom is embedded in meaning-focused activity. This requires teacher to tailor their instruction carefully to the needs of learner and teach them how to listen to other, how to talk with others, and how to negotiate meaning in a shared context.

To promote interaction another language, we (as teacher) must maintain a lively attention and active participation among our students. therefore, here, students need to develop their speaking participation in activities that engage their interest and attention during classroom interaction.

In addition, Rivers (1987) states through interaction students can increase their language store as they listen to or read authentic linguistics material or even the output of the fellow students in discussion, problem solving tasks or dialogues journals.

Interactive language teaching means elicitation of willingness of the students' participation and initiative. It requires a high degree of indirect leadership, along with emotional maturity, perceptiveness, and sensitivity to the feelings and others (Kromsch, 1981).

Further, Rica, Kanagy, and Falodun (1993:10) in Yufrizal (2001:87) state that language is best learned and taught through interaction.

Effective interactive activities should be manipulated, meaningful, communicative, involving students, in using English, for a variety of communicative purposes.

The 2004 English curriculum (Diknas : 2002) states that in order to be able to use the language well, students have to have an interactive skill. The skill to share and support ideas, to state their agreement or disagreement are the example of interactive skill. It could be concluded that a language teaching learning, basically, becomes a part of interactive skill learning base. Interaction is the key in interactive language learning. It suggested that we (as teachers) have to maintain a lively attention and active participation among our students so that the interaction occurs.

#### **D. Concept of CTL (Contextual- Teaching Learning) and Seven Components of CTL**

According to Zahorik (1995), knowledge is constructed by the humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered, it is not something that exists independently of a knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made.

Since knowledge is a construction of humans and humans constantly undergo new experiences, knowledge can never be stable. The understanding that we invent is always tentative and incomplete. Knowledge grows through exposure and understanding becomes deeper and stronger if one tests it against new encounters (Depdiknas, 2002).

So far, our education was still dominated by the view that knowledge is a set of fact to be memorized. Our classes focus on teachers as the only learning sources and speech as the main learning strategy. In other words, it could be said that students were taught not only about the language but also about how to use the language. Therefore, there should be a “new” learning strategy that can expose the students’ language competence. Contextual Teaching and Learning is considered as an alternative (Diknas, 2002).

Further, it is also stated that the philosophy of contextual approach was emphasized on the students’ interest and their experiences. Students would participate well if what he/she is learning is closely related to what he/she has known and activities or events around him or her. Real world situation is extremely needed during the teaching and learning process so that students will be active in their speaking participation during classroom interaction activities.

In the class of CTL, it is true to say that the teacher need more strategies in the process of teaching and learning. The class will be alive if the students, including the teacher fully involved during the activity. The teacher facilitates the students in their work. The teacher prepare some materials, explain the procedures about

what will be discussed and then ask the students whether they have understood the materials or not. This condition will develop students' speaking participation during classroom interaction activities (teaching and learning process). When the students have problem in their learning, teacher along with the students help each other to solve the problem. In teaching-learning, process, however, the teacher should make the students actively communicate with their friends (students to students), student to teacher, or even teacher to students. through this way, we expected students' speaking participation would become more active during classroom interaction. The most important thing the teacher must apply the seven main components of CTL when she/he teacher English by using CTL.

In short, the students must be active in their learning English including their speaking participation. The teacher, however, should consider the process of teaching and learning. The class will be alive if both the teacher and the students are involved in the activity. It means that there is a feedback between teacher and learners happened during the process, consequently, it needs the creativity of the teacher to bring the class into the good condition. In other words, the students will use the language best if the class is fun. They will actively enjoy using language with good attitude and high motivation when the material is interested. It will motivate students' speaking participation during teaching and learning process.

In teaching, the teacher does not only teach what will be spoken but also he/she must concern with the situation. The teacher must be able to motivate students'



speaking participation. He/she teaches English by carrying out his/her students' to the situation of the topic being discussed.

From the statement above, it can be seen that the concept of teaching English through CTL is mainly concerned with the relationship them with the relationship between the materials taught to the real world situation of the students. The teacher should select appropriate materials based on the topic and then discussed them with the students in the process of teaching and learning. It is necessary for the situation could be understood or not. The students are eagerly interested to give their speaking participation during classroom interaction if they are experiencing the situation as well. The teacher should consider not only transferring the knowledge but the most important thing he/she also knows how to create the classroom's environment naturally.

Furthermore, the procedure of teaching English motivate students' speaking participation through CTL plays a necessary role where the teacher is going to start teaching. The teaching. The teacher should arrange a lesson plan that reflect the activities at the time, they are pre activity, whilst activity and post activity. The seven main components of CTL, however, should be applied in the teaching-learning process. It means that the teacher focuses on the components of CTL when he/she is going to make a lesson plan. In this case, the lesson plan is conditioned as a guide for the teacher to facilitate the students in order that the process of learning English will run well.

Besides, the teacher should put the instructional objectives on the lesson plan, so that the teacher is able to simplify the purpose of teaching-learning activity in motivating students' speaking participation during classroom interaction, like the other subjects, teaching English needs instructional media to support the activity. Hence, in teaching, the teacher has to prepare media referred to the topic that is going to be discussed, such as pictures, chart, diagram, etc. By this way, we expected that the students' speaking participation would be more active and successful.

The application of contextual approach to motivate students' speaking participation during classroom interaction in the class is predominantly concerned with the seven components of CTL: they are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. It can be said that the students' speaking participation will be better if all the components of CTL have been implemented in the teaching-learning process.

Principally to organize CTL in the class is quite easy. In general, the ways of applying CTL are :

1. Build an opinion to the students that learning will have meaning if they use their own in doing, finding or even constructing their knowledge and skills.
2. Do the process of inquiry to all topics.
3. Frequently, develops students' curiosity by doing the process of questioning.

4. Create learning community (learning within groups)
5. Present the "model" as the example of instruction
6. Use reflections at the end of the meeting
7. Take the authentic assessment with various ways.

### **Seven Components of CTL**

It has been stated earlier that in motivating students' speaking participation during classroom interaction through CTL implementation, the teacher must consider the components of CTL. There are seven components that should be applied, they are constructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment.

#### **1. Constructivism**

Constructivism is the philosophy of thinking in Contextual Teaching and Learning. It means that knowledge built by human continuously and the product of learning is generalized through limited context. It does not happen suddenly knowledge is not a set of fact or concept of rules that come accidentally. Knowledge grows with exposure and the understanding becomes deeper and stronger if one involved in learning process based on the previous knowledge. They will try to achieve the learning goal based on their prior knowledge and used their own style to achieve the goal (Flora:2003). Humans have to construct the knowledge and give the meaning through the real experience.

## **2. Inquiry**

Inquiry is the core in textual based on teaching and learning activity. It is a cycling process of observing, questioning, analyzing and concluding. Knowledge and skills that the students have are not a result of memorizing but because of finding by themselves.

Short (1991:31) said that inquiry is an intellectual activity in which we seek to find out something not yet known or clearly understood. The teacher should plan any activities refers to the process of inquiry. There are several sequences of the process of inquiry : they are observation, questioning, hypothesis, data gathering, and conclusion.

## **3. Questioning**

Questioning is the main strategy in Contextual Teaching Learning. In the teaching and learning process, questioning is seen s teacher's activity to motivate, provide, and asses thinking ability. Students are the center. Therefore, questioning should not be dominated by the teacher. The teacher should provide or create situation that makes his/her students to have curiosity. Curiosity leads automatically to a live teaching-learning atmosphere because students are supposed to ask question either to their teacher or friends. For the students, questioning is necessary to be applied the teaching-learning process, that is to get more information and give directions to the unknown aspect. The process of questioning can be created between teacher to the students, students to teacher and students to students.

#### **4. Learning Community**

The concept of learning community suggest that the result of teaching and learning is gained of cooperation (working in-group) among the students. The product of learning, therefore, is gained of sharing between friends, group or even the students who knows with the other who do not know.

In other words, they will help each other. The students who knows will tell the others who do not know or the students who do not know will ask the students who knows. In learning community, however, students find it is easier to speak to groups of three or four to an entire class.

#### **5. Modeling**

In motivating students' speaking participation during classroom interaction. Modeling needs to be considered in the process of teaching and learning. It can be the way to operate something, how to spell the words of English, etc.

The teacher uses the model of learning. In the Contextual Teaching and Learning approach, the model is not only the teacher. Model can be organized by involving the students. for instance, the teacher can ask a students to give the model to his/her friends about how to spell a word.

#### **6. Reflection**

Reflection is the way of thinking about the study that has just been learned and the way of thinking about any other experience that we have done in the past.

Reflection is a response toward the events, activities or the knowledge that the students just have.

Teacher helps the students in making the relationship between the previous knowledge that the students have and the new one. Therefore, the students feel that they will get something useful about what they just learned. It will make their speaking participation to be fluent during classroom interaction.

Reflection can be a direct statement about what they just learned that day, impression and suggestion toward the process of teaching and learning of day.

By giving all of these, we expected that students would involved their speaking participation during classroom interaction actively.

## **7. Authentic Assessment**

Assessment is a process of collecting the data that gives the description about learning development of the students including their speaking participation during classroom interaction. Authentic assessment places the needs of the students at the center of teachers' speaking participation during classroom interaction is. Then, the teacher is not only assessing a test, for example, the teacher can assess the students through their effort in speaking participation during classroom interaction. To measure this, the teacher can assess students' performance, presentation, and journal.

Authentic assessment is a kind of effective assessment since it is not done at the end of period, for instance cawu or semester, but it also integrated together with teaching and learning activities.

The aim authentic assessment is to the evaluate the students' activities in a real world context. In other words, students learn how to apply their skill to authentic tasks and projects. By using authentic assessment, we expect that the development of students' speaking participation during classroom interaction will be seen easily. Authentic assessment can be describe the result of students' learning and motivation. It motivates the students to be table to use their knowledge achievement in a real life. If it happens, students can use the language through their participation of speaking during classroom interaction, not only know the knowledge of language.

Contextual Teaching and Learning is intended to build knowledge or skill in meaningful ways by motivating students in real life or "authentic" context.

Authentic assessment shows and provides with opportunities and the direction for improvement. Authentic assessment led to the students' real competence. It should be taken mainly from the on going process of the teaching learning. Those seven components are regarded as the soul of Contextual Teaching and Learning which differs this approach from other. They are likely engaging both the teacher and the students in the interactive teaching learning process.

### **E. Teaching Speaking Through CTL**

Teaching means give the order to a person or give a person knowledge skill, etc. While, Speaking means use the words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate .

Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability. Tarigan (1990: 3-4) the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Dougill and Jones (1987) agree that CTL is "mirror real life" and "reality of function in a simulated and structured environment", Which means that CTL is not real life; it is only a type of simulating real life in a simulated environment.

From the statements above, it can be concluded that teaching speaking through CTL is the way the teacher teaches the students how to communicate by using simulated situation and environment. When teaching the students, the teacher tries to simulate the material in simulated situation combined by role daily life CTL such as a singer, football player, or buyer. Teacher has a role as a director of this CTL and the way of teaching learning process. In teaching learning process hopes that this technique can motivate student to speak more because they can bring



real-imitated things such as ball, microphone, or money. Do not forget to control the class in order to make the situation run well and not off from the design. Teacher also become a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given. Then the teacher and the student can reflect what they have learnt in reflection. This activity usually occurs in post activity. The last the teacher can describe the real competence of students through authentic assessment. Authentic assessment is not only done at the end of period but also integrated together with teaching learning activities.

#### **F. Procedure of Teaching Speaking through CTL**

There are several procedures that should be done to implement CTL technique in teaching speaking. The steps are not really different with other steps in ordinary teaching steps. The difference is simulated situation during the class. The procedures of teaching speaking through CTL are as follows:

Activities:

Pre activities :

- Teacher greets the students
- Teacher checks the students attendant list
- Teacher asks the student some questions about the topic being learnt at that day. (constructivism)
- Teacher give a chance for some student to share their opinion.

#### While Activities :

- Teacher ask student to write down information based on the topics learnt to day. (inquiry)
- Teacher give a sheet of dialog and reads dialogue to the students. (Learning community)
- Teacher give the instruction to make a group consist of the three or four students. (Learning community)
- Teacher ask student to read the dialogue with their friends. (modeling)
- Teacher facilities the students with supported thing.
- Teacher ask the student to perform the task by what the teacher give the example. (Questioning)
- Teacher evaluation student speaking ability (pronunciation, fluency, and comprehensibility) using oral text sheet consist of student' score based on their oral production.(Authentic Assessment)

#### Post-Activities

- Teacher gives comment and explain necessary thing such as wrong pronunciation, grammatical and information.(Reflection)
- Teacher give a chance to ask question and answer them
- Teacher conclude the lesson
- Teacher closes the class by greeting

#### **G. Advantages and Disadvantages of CTL**

CTL has both advantages and disadvantages that the teacher should pay attention to in order to achieve more effective during teaching learning process.

1. The Advantages of CTL

- a. The students get communicative competence since the students do not only have to master the knowledge of form and meaning but also the students must be able to apply their knowledge.
- b. It builds up the students' creativity in their learning process. The students do not only sit as passive learners because they can actively involved in the learning process and create the students to speak more in doing the activities and motivate them to speak.

2. The Disadvantages of CTL

- a. The teacher can not monitor every student in the class since the classroom is noisy.
- b. Some students specially for passive students may feel threatened during the CTL Method