II. LITERATURE REVIEW

2.1. Concept of Contextual Teaching Learning

The majority of students in our school are not able to make connections between what they are learning and how that knowledge should be used. This is because the way they process information and their motivation for learning are influenced by the traditional methods of classroom teaching. Therefore, the English teacher should make an effort on searching and creating a new model in presenting materials in order to reinforce, expand and apply students' academic knowledge and skills in a variety of in-school and out-school settings in order to solve simulated or real-world problems.

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family memberss, citizens, and workers and engage in the hard work that learning requires (Berns and Erickson : 2001).

According to contextual learning theory, learning occurs only when students process new information or knowledge in such as that it makes sense to them in thier own frames of reference (their own inner worlds of memory, experience, and

response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context by searching for relationships that make sense and appear useful. Contextual teaching and learning is considered as the convincing alternatives in English teaching (Diknas: 2002).

This idea is supported by previous study done by Flora (2003) that relating subject content to real world situation is extremely needed during the teaching learning processs so that the students know the benefits of learning in the classroom. John Dewey (1916) in Laily (2006) further states that Contextual Teaching Learning is emphasized on the students' interest and their experiences.

Meanwhile Johnson (2002) defines CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance.

Contextual teaching and learning is a concept of learning which help teachers relate the materials being taught to the students real world and encouraging the students relate their knowledge in their daily lives by implementing all seven main elements in the teaching learning process (Diknas; 2002). The seven elements are constructivism, questioning, inquiry, learning community, modelling, self reflection, and authentic assessment.

2.2. The elements of Contextual Teaching and Learning

Depdiknas (2002) defines each element of contextual teaching and learning as follows:

1. Constructivism

   Knowledge is found and built by oneself or by the students themselves not just the knowledge given by another person that is ready to be memorized. This point claims that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if one test is againts new encounters. It means that in this stage students are actively involved in learning process based on the previous knowledge (entry behaviour). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

2. Inquiry

   Inquiry is the core in contextual teaching learning activities. It is a cycling process of observing, questioning, investigating, analyzing, and concluding. In other words, it can be said that the students find out something by themselves. In this process the students have chance to observe the phenomenon. They try to explain and decribe the phenomenon being observed. Then, based on their observation, they try to test what they have observed and finally make conclusion.

3. Questioning

   In contextual teaching and learning the questioning should not be dominated by the teacher. In teaching and learning process, questioning is seen as teacher's activity to motivate, provide, and asses thinking ability. The teacher should provide or create situation that makes the 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. The

process of questioning can be created between teacher to the students, students to teacher and students to students.

4. Learning Community

    The principle of learning community is that learning ingroup will give better result than learning alone since students will share their knowledge to help other friends who have difficulties.it is suggested by Falsetti (1986) in Laily (2006) that group should be of mixed abilities, so that beginning students can learn from more advanced ones. By sharing knowledge, the student who knows will tell the others who do not know and the students who do not will ask the students who knows. In line with this, Freeman (1986) states that in group, students can learn from each other as well as the teacher. Coorporation is encouraged.

5. Modelling

    Giving example plays or that we called as modeling is an important role in teaching learning process. Modelling can be in the form of something that can be imitated by the students (Diknas, 2002), for example do the task by what the teacher already give the example for them. Contextual teaching and learning requires either the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not the only person who is responsible for giving the model or the example.

6. Reflection

    Reflection is a way of thinking about what we have learnt. Students and teacher review and respond the events, activities, and experiences. They also record what they have learnts, felt and appeared new ideas. This element

usually occurs in post activities. Self assessment (to borrow Underhill's term of reflection) occurs to enable learners to take more responsibility to help their progress. Further, Underhill (1987:23) states that self assessment can be introspective, where the learner is asked back on his foreign language experience and rate him self againts some kind of state.

7. Authentic Assessment

Authentic assessment is the multiple form of assessment that reflects students' learning achievement on instructionally relevant classroom activities (Suyanto:2002). It is used to describe the real competence of students to subject matter. Contextual teaching learning is intended to build knowledge or skill in meaningful ways by engaging students in real life, or authentic context. Authentic assessment aims at evaluating students' ability in real world context. Authentic assessment is a kind of effective assessment since it is not only done at the period, but it also integrated together with teaching and learning activities. There are many ways how to do authentic assessment. For example, discussion or debates, expressing idea of the text, project.

From the seventh elements of CTL described above, the teacher was only focused the research by emphasizing two of them, they were learning together and inquiry. It was done since the researcher wanted to focus the research into more specific area. It does not mean that other elements were not used in this research, but the percentage of the usage is emphasized more on learning community and inquiry.

2.3. Approaches for implementing CTL

To implement CTL, a variety of teaching approaches may be used (Berns and Erickson:2001). Over the years, five teaching approaches have emerged that include context as a critical component. They engage students in an active learning process. These approaches are not discrete. They can be used individually or in conjunction with one or more of the others. Although varying in the literature, the following definitions are intended to capture the essence of the concepts as means for implementing CTL:

1. Problem-based learning. It is an approach that engages learners in problem solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to others (Moffitt in Berns and Erickson:2001)

2. Cooperative learning. Cooperative learning is defined as an approach that organizes instruction using small learning groups in which students work together to achieve learning goals (Holubec in Berns and Erickson: 2001).

3. Project-based learning. Project-based learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products (Buck Institute for Education in Berns and Erickson:2001).

4. Sevice learning. It is an approach that provides a practical application of newly acquired (or developing) knowledge and skills to needs in the

community through projects and activities (McPherson in Berns and Erickson:2001).

5. Work-based learning. It can be defined as an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students an often business (Smith in Berns and Erickson:2001).

In this research, the researcher chose Cooperative learning as the approach for implementing CTL. The researcher focused the lesson plan on cooperative learning strategy. The strategy of cooperative learning that was chosen is Learning Together (LT). Then the researcher picked one or more competence that could be implemented by using this strategy. In other words, the researcher emphasized Learning Together strategy in doing the research since learning together is appropiate with the elements of CTL that were chosen by the teacher, they were learning community and inquiry.

2.4. Concept of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Scott in Johnson and Morrow (1981) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In

other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan, 1987:5). 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, 1986:130).

We try to communicate with each other and use our language to make other people understand. Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listener). Webber (1981;3) defines speaking as an expressive sound counterpart to audience which requires somewhat more complex abilities. He adds that oral language of speaking is the immediate communication.

Meanwhile, Lado (1961:240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations 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 exspression, report, etc with the language he has.

From the definition above, it can be said that speaking is two-way process between speaker and listener and it involves both encoding and decoding process. The former leads to the process of giving idea or making the listener understand, while the latter leads to the process of getting idea of the speaker. Through these processes, people interact with other.

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 a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81). 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 (1978:5) defines grammar as the students' ability to manipulate structure and to distinguish appropiate grammatical form in appropiate 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 appropiate diction which is used in communication as what is stated by Syakur (1987).

4. Pronounciation

   Pronounciation refers to the ability to produce easily comprehensible articulation (Syakur:1987). Meanwhile Harris (1974:81) defines pronounciation 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, 1991:35). This idea means that if person can answer or express well and correctly, it shows that he/she comprehends or understands well.

2.5. Concept of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this resaon, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. 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. They should try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkat, 1998:2).

Moreover, Japerson in Marians (1978) says thay the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of understands what was on the first. Then, he adds that the language as an activity that permits people to communicate with each other. So it is clear that language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

2.6. Teaching Speaking Through CTL

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

Tarigan (1990:3-4) defines that 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.

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.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context-that is, in relation to the persons's current environment-and that it does so by searching for relationships that make sense and appear useful.

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 relating the material given to the students' inner world of memory, experience, and response. Teaching speaking by using CTL means the way the teacher instruct the students' mind through the elements of CTL itself. When teaching the students, the teacher connects the material given with the students daily live by dealing the students with it trough constructivism, and then the teacher let the students to do the learning community in order to make them easy in mastering material. Here, the students also give model to the students. But the model, is not only coming from the teacher, the students is also can give a model about the material. In inquiry, the students have chance to find out something related to the material by themselves. In teaching learning process through CTL there is questioning that is seen as teacher's activity to motivate, provide and assess thinking ability. Then the teacher and the students 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 to the subject matter through authentic assessment.

Authentic assessment is not only done at the end of period but also integrated together with teaching and learning activities.

2.7. Procedure of Teaching Speaking Through Contextual Teaching and Learning

There are several procedures that should be done to implement CTL in teaching speaking. Each step contains some elements, which is relating each other. 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 students some questions about the topic being learnt at that day. (questioning, constructivism)

While activity

- Teachers asks students to write down their own information based on the topics learnt today. (constructivism, Inquiry)
- Teacher gives a sheet of dialogue and reads the dialogue to the students. (Modeling)
- Teacher asks students to read the dialogue with their friends. (Modeling)
- Teacher invites students to correct their friends' wrong pronounciation if it happens. (Learning Community, Modeling)
- Teacher asks the students to do the tasks by what the teacher already give the example for them. (Modeling)

- Teacher asks the students to practice the tasks given with their friends. (Learning Community)

- Teacher asks the students to tell their own information and their friend's information about the topic being learnt today. (Authentic Assessment)

- Teacher asks the students to make their own dialogue with their friend. (Learning Community, Authentic Assessment)

Post Activity

- Teacher writes discordered sentences, words that arouse in the teaching learning process.

- Teacher asks students' to analyze whether the sentence are correct or not. (Self Reflection)

- Teacher summarizes the materials by explaining what is being learnt today. (Reflection)

- Teacher closes the meeting.

2.8. Advantages and Disadvantages of Contextual Teaching Learning (CTL)

As stated before, Contextual Teaching Learning helps the teacher to relate the material to the students' inner worlds or contextual situation. However, it also has some advantages and disadvantages. They will be as follow :

1. **The Advantage of Contextual Teaching Learning (TCL)**

   The advantages of CTL are:

   A. The students find the benefit of learning in the classroom because they can relate the subject to the real situation where they can make

connections between what they are learning and how that knowledge will be used.

B. The teaching circumstance will call upon students' active participation in the teaching process since the students are actively involved in learning process by awakening their entry behavior or schemata (previous knowledge).

C. The students have got no more difficult time in understanding the materials since they are provided many practices. This may result that the students are actively engaged and encouraged to speak up since they are free to say what they have in mind.

D. The students can share with their friends about the topic during the teaching and learning process in the classroom. Realizing that learning in group will give better results than learning alone, the students can help other friends who have difficulties. As a result, learning cooperation is encouraged.

E. The students have a chance to observe something by themselves and finally make the conclusion of what they have observes that result in finding something by themselves.

F. The teacher can find the students' abilities, problems in acquiring the knowledge during the teaching learning process so that the teacher can describe the real competence of students to the subject matter.

2. **The Disadvantages of Contextual Teaching Learning (CTL)**

   The disadvantages of CTL are :

   A. Self-discovery will not occur if the whole students in one group consits of weak students.

   B. It forces the teacher to make special preparation before teaching in the classroom beacuse the teacher needs appropiate kinds of media.

   C. It spends much time during teaching learning process.

Finally, the teacher will find it relatively effective to teach a language as means of communication.

2.9. Theoritical Assumption

Based on the frame theory above, the writer assumes that Contextual Teaching and Learning (CTL) is a good approach in teaching speaking. By applying Contextual Teaching Learning, students will get more exposure to the language beacuse the students become more actively involved during the teaching and learning by being provided by many speaking models, so that they could interact communicatively according to the provided models. In CTL, the students are the center of learning process. CTL requires the students to be more actively involved in teaching learning process. It will enable the students to comprehend the subject matter better. In CTL, the students are asked to construct their own sense of learning from new experience based on prior knowledge and motivates the students to make connection between knowledge that they get in the class and its application to the real situation. Moreover, in learning community, the students will share their knowledge with others. The students will help each other in

comprehending the subject matter. Therefore, the writer assumes that after doing, a deep process on the subject matter containts in the text and all seven components of CTL have been applied in teaching learning process, the students will get better in speaking mastery and the teaching learning process in the class will automatically improve.