II. LITERATURE REVIEW

This chapter discusses about concept of speaking, concept of contextual teaching learning, elements of contextual teaching learning, approaches for implementing of contextual teaching learning, concept of teaching speaking, teaching speaking through CTL, procedure of teaching speaking through CTL, advantages and disadvantages of CTL explained like the following.

2.1. Concept of Speaking

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

Scott in Johnson and Morrow (1981) typifies speaking is 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 contributions at high speed. In other words, each participant must have an intention or set of intention she/he wants to achieve in the interaction. Each participant has to be able to interpret what is said to

him/her, and reply with the language he/she has which reflect his/her own intention.

Speaking is an 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. 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 massage to others (listeners). 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 immidiate communication.

Brown (2001:250) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In line with this ideas, there are three important points that must be occured to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them that is, producing, receiving,and processing information.

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 process of giving idea or making the listener understand, while the latter leads to the process of getting the idea of the speaker. Through these processes, people inteact with other Bunkart (1998:2). Speaking must fulfill these following aspects, they are:

2.1.1. Fluency

Harris (1974:81) defines that 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.

2.1.2. Grammar

Heaton (1978:5) 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 in conversation.

2.1.3. Vocabulary

One can not 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).

2.1.4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. Syakur (1987). Meanwhile Harris (1974: 84) defines pronunciation as the intonation partterns.

2.1.5. 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 a person can answer or express well and correctly, it shows that she/he comprehends or understands well.

2.2. 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 reason, 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 felling to other people. The goal of teaching speaking skills is to communicate efficiently. 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 pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation Burnkart (1998:2).

Moreover, Japerson in Marians (1978) says that the essence of human language is human activity on the part of individual to make him understands what was on the first. Then, he adds that the languages 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 sudents so what the ideas have an oral command of the language need to describe the topic.

In this action research, the students worked in group to gather some information by observing or collecting data about school facilities, then the teacher gave a model in the form of a dialogue, and continued by students to transfer the information or data about school facilities to other students by doing speaking activities.

2.3. Concept of Contextual Teaching Learning

The majority of students in our school were not able to make connections between what they were learning and how that knowledge should be used. This was because the way they process information and their motivation for learning were

influenced by the traditional methodes of classroom teaching. Therefore, the English teacher should made 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 variety of in-school and out-school setting in order to solve simulated or real-world problems.

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

According to contextual learning theory, learning occurs only when students 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 learning and teaching assumes that the main naturally seeks meaning in context by searching for relationships that make sense and appear useful. Contextual teaching and learning is considered as the convicing 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 process so that the students know the benefits of learning in the classroom.

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 life, that is, with context of their personal, social, and cultural circumtance.

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 life by implementing all seven main elements in teaching learning process (Diknas 2002). The seven main elements are Constructivism, Quesioning, Inquiry. Learning community, Modelling, Self Reflection, and Authentic Assessment.

2.4. Elements of Contextual Teaching Learning

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

2.4.1. 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 concept of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if some one faces a new problem and can overcome it by using his/her previous experience. It means that in this stage students are actively

involved in learning process based on the previous knowledge (entry behavior). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

2.4.2. 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 describe the phenomenon being observed. Then, based on their observation, they try to test what they have observed and finally make conclusion.

2.4.3. 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 make 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 the teacher and students to students.

2.4.4. Learning Community

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

2.4.5. Modelling

Giving example plays or that we called as modelling is an important role in teaching learning process. Diknas (2002) states that modelling can be in the form of something that can be imitated by the students, 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 for the classroom activities. It means that the teacher is not the only person who is responsible for giving the model or the example.

2.4.6. Reflection

Reflection is a way of thinking about what we have learnt. Students and teacher review and respond the event, activities, and experiences. They also record what

they have learnt, felt and appeared new ideas. This elements 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 introspectived, where the learner is asked back on his foreign language experience.

2.4.7. Authentic Assessment

Authentic assessment is the multiple form of assessment that reflects students' learning achievement on intructionally relevent 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 kind of effective assessment since is not only done at the end period, but it is 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, and project. From the seven elements of CTL describe 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 precentage of the useage is emphasized more on learning community and inquiry.

2.5. Approaches for Implementing CTL

Holubec in Benrs and Erickson (2001) defined cooperative learning as an approach that organizes instruction using small learning groups in which students work together to achieve learning goals. Before implementing CTL, the researcher asked the learners to make a group of four and the leader of group. So, there were eight groups in this class. After that, the researcher distributed the student's work sheet to each group, which cotent about the school facilities that was incloud; *the object, location, width, function, and the condition of the object. The grid can be seen as follows:*

Object? (school facility)	Location? {situated)	Width? (size)	Function? (the use)	Condition? (what is it like)
……………………… ………………………	……………… ………………	……………… ………………	……………… ………………	………………… …………………

Moffitt in Berns and Erickson (2001) presented problem-based learning approach that engages learners in problem-solving investigations that integrates skills and concept from many content areas. This approach includes gathering information around a question, synthezing it, and presenting findings to others.

In line with the approach above, the reseacher as a teacher told the learners that they were going to gather information related to the school life by observing the

certain school facilities and school environment .They had to complete the observation sheet based on the instruction given by the tearcher in limited time, it is about 15 minutes.

For example;   - *group 1 visited to the library*

                - *group 2 visited to the laboratory*

                - *group 3 visited to the multimedia's room*

                - *group 4 visited to the teacher's room*

                - *group 5 visited to school yard*

                - *group 6 visited to the basketball court*

                - *group 7 visited to the mosque*

                - *group 8 visited to the canteen*

And one of the result of the learners' observation can be seen as follows:

Object?(school facility)	Location? (situated)	Width? (size)	Function? (the use)	Condition?
Library	Beside the Staffroom	56 m²	To keep, to read, and to borrow books	Clean and comfortable

McPherson in Berns and Erickson (2001) presented serving learning. It is an approach that provides a practical application of newly acquired (or developing) knowledge and skills to need in the community through projects and activities.

In this stage, the learners sit face to face with other group and made activities in turn by asking and answering about the shool facilities had been observed. Before doing the speaking activities the teacher asked two students from the difference group to go in front of the class to act out the the dialogue as a model of the other learners related to the observation sheet they have filled in.

Example of the speaking activity in the classroom:

> *Fani* : *Hi Alvi...What school facility have you identified?.*
>
> *Alvi* : *I have identified a school yard.*
>
> *Fani* : *Where is it located?.*
>
> *Alvi* : *It is in front of the school.*
>
> *Fani* : *How width is it?.*
>
> *Alvi* : *It is about five thousand meters square.*
>
> *Fani* : *What is the function of the school yard?.*
>
> *Alvi* : *We can use the school yard to play foot-ball or to have flag ceremony every Monday.*
>
> *Fani* : *What is the condition of the school yard?.*
>
> *Alvi* : *Oh..... It is very large and clean.*

After giving a model the teacher asked the learners to continue their speaking activity together face to face at the same time related to school facilities. Hopefully, by implementing a such speaking activity could create the information gap which involves the learners doing the speaking activity activelly. Meanwhile,

the teacher controled the speaking activities and recorded the learners' voice to assess the students' speaking achievement.

2.6. Teaching Speaking Through CTL

Teaching means giving instruction to a person or give a person knowledge skills, 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. Swain (1985) in Lawtie (2004) states that we learn to speak by speaking. The more students practice the more they will improve their own skills. In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom.The goal of teaching speaking skills is to communicate efficiency. Learners, should be able to make themselves understood, using their current proviciency 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 or reference (their own inner world of memory, experience, and response). This approach is done by learning and teaching assumes that the main naturally seeks meaning in context, that is, in relation to the person's current environment and that is 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 life by dealing the students with it through constructivism, and then the teacher let the students to do the learning community in order to make them easy in mastering the material. Here, the students also give a model to the students. But the model is not only coming from the teacher but also coming from the others students. In inquiry, the students have chance to find out something related to the material by themselves. In teaching learning process through CTL there is a questioning that is seen as a teacher's activity to motivate, provide and assess thinking ability.

The last, the teacher can describe the real competence of the 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 CTL

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:

a. Pre-activities:

- Teacher greets the students.

e.g Teacher   :" Good morning class"

Students   :"Good morning, Sir"

Teacher   :" How are you?"

Students   :" Fine,Sir"

- Teacher checks the students attendant list.

e.g. Teacher   :" who is absent today?"

Students   :" Andi, Sir. He is sick"

Teacher   : "OK,I hope he will get better soon"

" Well...let's continue our English lesson"

- Teacher asks the students some questions about the topic being learnt at that day (**questioning, constructivism**).

e.g. Teacher   : " Can you mention some of our school facilities?"

Students   :" Yes, Sir they are ;Library, Laboratory, Basket ball court, Mosque"etc

Teacher   :" Yes, you're right. Now, we are going to study about our school facilities, hopefully at the end of the activities you can make conversation with your partner".

b. While-activities

- Teacher asks the students to mention their own information based on the topics learnt today (**Contructivism, Inquiry**).

e.g. Teacher   :" What do you think about our library?

Students :" It is large, clean, and comfortable, Sir.

Teacher   :" Good"

- Teacher gives a student's work sheet and asks the learners to observe the school facility based on the task given (***Questioning, Inquiry***).

e.g. Teacher :" OK class, please make a group of four, and then take

the observation sheet the next go to the school

facilities stated on the paper (e.g, library,

laboratory,school yard,mosque, canteen etc).The

next observe it and find the information to fill the

table based on the location,

size, function, and the condition of your observation

in limited time (it is about 15 minutes) Do you know

what should you do?"

Students:" Yes, Sir"

(After about 15 minutes all of students enter the class, and the result of students observation we can see like the example on page 17)

- Teacher gives a sheet of dialogue and invites two members of the group to read the dialogue loudly in front of the classroom as a model (*Modelling).*

e.g, Teacher :" Well, class..., before performing the result of your work

with your partner, let's practice this dialogue as an

example"

(In this stage the teacher read the dialogue and followed by students after that ask two students to practice it).

- Teacher asks all of the learners to practice the dialogue with their pairs (*Learning Community,Authentic Assessment*).

e.g, Teacher :"OK, clas please practice the dialogue based on your

observation with your partner"

Students :" Yes, Sir"

(In this periode all of the students practice the conversation, while the teacher observe the activities).

c. **Post-activity**

- Teacher writes disordered sentence, words, or phrases that arouse in the teaching learning process.

*e.g. Fani   : Hi Alvi...What school **fasilitas** have you identified?.*

Alvi   : *I have identified a school yard.*

Fani   : ***Location where?***

Alvi   : *It is infront of the school.*

Fani   : ***Large how many?***

Alvi   : *It is about five thousand meters square.*

Fani   : *What is the function of the **yard school?***

Alvi   : *We can use the school yard to play foot-ball or to have flag ceremony every Monday.*

Fani   : *What is the condition of the school yard?.*

Alvi   : *Oh..... It is very large and clean*

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

e.g. Teacher   : *OK class, analyze the following expressions, are they true or false?*

- *Fasilitas*
- *Location where?*
- *Large how many?*
- *Yard school*

Students   : *They are false, Sir.The right ones are:*

- *Fasilitas*   → *Facility*
- *Location where?*   → *Where is the location?*
- *Large how many?*   → *How width is it?*
- *Yard school*   → *School yard*

Teacher   : *Yes. You are rigt.*

- Teacher summarizes the material by explaining what is being learnt today. **(reflection).**

  e.g, Teacher : Well, class... we have studied about school facilities by using cooperative learning approach, and contextual teaching and learning technique to improve yur speaking ability, and I hope that, all of you can increase your speaking achievement by exploring your real world as the main resources.

- Teacher closes the meeting.

2.8. Advantages and Disadvantages of CTL

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

2.8.1. The advantages of CTL

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 learning 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 result than learning alone, the students can help other friends who has difficulties. As a result, learning cooperation is encouraged.

e. The students have chance to observe something by themselves and finally make the coclusion 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.

2.8.2.The Disadvantages of CTL

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

b. It forces the teacher to make special preparation before teaching in the classroom because teacher needs appropriate kind of media.

c. It spends much time during the teaching learning process.