

II. FRAME OF THEORIES

This chapter discusses several points, i.e. literature review that deals with definition of speaking, aspects of speaking, function and purpose of speaking, type of classroom speaking performance, delivery and assessment method of speaking, concept of contextual teaching and learning, seven components of CTL, teaching speaking through CTL, and procedure of teaching speaking through CTL. They are explained in the subtopics a follows.

2.1 Speaking

Speaking is one of the central forms of communication. It is a skill that needs special attention and interaction. 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 a 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.

According to Webster (1841), speaking has a variety of meanings:

- a. To tell, to say, to make known or as by speaking, to declare; to announce
- b. To proclaim; to celebrate

- c. To use or be able to use (a given language) in speaking
- d. To address

As one of the language skills, speaking has a tight connection to life and human activities because it is one of the main element of communication. According to Lado (1961: 35) speaking is a productive skill in which the speaker produce and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message accross. Meanwhile, Bryne (1984) states that, oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

In addition, 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 she/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/she has which reflects his own intention.

From the explanation above, it can be concluded that speaking is the process of sharing with other person, one's knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings are some important aspects of the process of speaking which a speaker's idea become real to him/her and his/her listeners.

2.2 Aspects of Speaking

Harris (1974: 45) says that speaking has some aspects as described below. All of which must be learned intensively to improve students' ability in speaking English.

1. Fluency

Richards, Platt, and Weber (1985: 108) define fluency as follows: "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking. It means that, fluency is needed to produce speech in the language and be understood by the speakers.

2. Grammar

Heaton (1978) defines grammar as a students' ability to manipulate structure and to distinguish appropriate grammatical from inappropriate ones. Meanwhile, Coghill and Magendanz (2003) define grammar of a language as the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.

3. Vocabulary

Hornby (2005: 1707), gives definition that vocabulary is as a collection or list of words with brief explanations of their meanings. If we have learned and known the meaning of word, the sentences is easy to understand but when we never heard, seen and learned the vocabulary, it will be difficult to understand.

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur:1987). Meanwhile Harris (1974:81) defines pronunciation as the intonation patterns.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that require a subject to respon to speech as well as initiate it. It means that if the person can answer or express well and correctly, it shows that he/she comprehends or understand well.

So, the researcher tried to analyze whether the teacher considers these aspects or not such as grammar. The researcher analyzed how the teacher made the students aware in grammar during learning speaking.

2.3 Function and Purpose of Speaking

a. Speaking as a Language Skill

Language skill is human ability to produce, receive and use a language properly through five senses which is processed in human brain. It can only be achieved through training and practice. Human speaking skill is influenced by many factors, such as the development of vocabulary acquired, listening activity, and reading activity. According to Tarigan (1981) speaking ability is acquired naturally after infants have listening ability then people commonly acquired reading and writing ability orderly in formal study.

b. Speaking as Communication Tool

To be realized or not, people in the world are living in scope of language. Everything in the world is defined and communicated by language. Imagine if there is no language, we can not buy rice in market, we can not call a thing or say a name, we can not build relationship or get a help. As social member, human need each other to survive. One of tools for people to survive is maintaining a relationship, in which they need language there.

As one of communication tools, speaking is happened when people in contact. The communication is success when someone who has intention decides to express or share his/her feeling orally then it is received or understood by listener. Basically the main purpose of speaking is for comunication. To encourage and to achieve the speaking purposes. It is needed for speaker to understand what they want to speak. On the other hand, hearers also have to understand what they have listened. So the speakers and the hearers should at least know the principal of speaking genarally or personally.

2.4 Types of Classroom Speaking Performance

In speaking there are some types of speaking performance, Brown (2001) provides types of classroom speaking performance, there are:

1. Imitative

Teachers usually ask students to drill word, phrase or sentence when teaching speaking. For example, students practice an intonation form or try to pinpoint a certain vowel sound which aimed at focusing some particular elements of language forms.

2. Intensive

It is one step beyond imitative. It is designed to practice some phonological or grammatical aspects of language. It can be conducted by self-initiated or pair work activity.

3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher-or-students-initiated questions or commands. These replies are usually sufficient and do not extend into dialogues. For example:

T: "How are you today?"

S: "I'm fine, thanks."

T: "What is the title of the short story?"

S: "the cracked pots"

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purposes of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.:

T: "Some people in the small villages tend to study in the city. What do you think?"

S: "You are right. I think they want to study in the city for some reasons for example, there are many state universities and many accesses to get information then in village."

T: "I see. As in our city, there are many state universities like Unila, UBL, Teknokrat, Darmajaya and other reliable one.

5. Interpersonal (dialogue)

Interpersonal dialogue is aimed at maintaining social relationships than for the transmission of facts and informations. These exchanges are little tricker for students because it includes the following factor: a casual register, colloquial language, emotionally charged language, slang, ellipsis and sarcasm. For example:

Ami : "Hi Bob what's going on?"
Bob : "Oh nothing"
Ami : "Not a great weekend, huh?"
Bob : "Well, far be it for me to critics, but I am pretty miffed about last week."
Ami : "What are you talking about?"
Bob : "I think you know perfectly well what I am talking about."
Ami : "Oh, that...how come you get so bent out of shape over something like that?"
Bob : "Well, whose fault was it, huh?"
Ami : "Oh wow, this is great, wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?"

6. Extensive Monologue

Finally, students at intermediate to advanced level are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short story or speech. Here, the register is more formal and deliberative. These monologue can be planned or impromptu.

The six types of the classroom speaking performance help the teacher to analyze the students' performance in speaking, i.e. responsive. When someone asked a question to his/her friend, the other directly responds by giving possible answer depended on the real situation of the matter.

2.5 Contextual Teaching and Learning

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 exist independently of a knower. Human create a construct knowledge as they attempt to bring meaning to their experience. But the majority of students in Indonesia have difficulty to make connection between what they are learning and how the knowledge to be used.

Contextual teaching and learning involves making learning meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching situates learning and learning activities in real-life and vocational contexts to which students can relate, incorporating not only content, the "what" of learning but the reasons why that learning is important.

According to contextual teaching theory, learning occurs only when students process new information or knowledge in such away that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This method 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 a convincing alternatives in English teaching (Depdiknas, 2002).

According to Johnson (2002) on her book “Contextual Teaching and Learning” states that CTL as a learning system is working as nature does, it is appropriate to human inner which always try to find meaning. CTL also can satisfy brain needs in connecting new information with an available knowledge with stimulates the physical brain improvement in order to respond environment.

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 student relate their knowledge in their daily life by implementing seven main elements in the teaching learning process (Depdiknas, 2002: 34). There are constructivism, inquiry, questioning, learning community, modelling, reflection, authentic assessment.

2.6 Seven Components of CTL

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

a. Constructivism

Constructivism is building a knowledge known by the student. Education is student-centered; students have to construct knowledge themselves. Constructivism is a theory, a tool, a lens for examining educational practices. The characteristic of constructivism learning is active students, they involve in learning process depend on their ability, knowledge and style of learning. They are guided by teachers as a fasilitator; teacher will help them if they get learning difficulty.

b. 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 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.

c. 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 have a live teaching learning atmosphere because students are supposed to ask questions either to their teacher or friends. The process of questioning can be created between the teacher to the students, students to the teacher, and students to students.

d. Learning Community

The concept of learning community is that learning in group will give better result than learning alone. The result of teaching and learning is gained in students group-working. The product of learning is gained of sharing between

friends. Students will interact with one another in sharing the information/ideas that they get from the text, or the students who do not know will ask the students who know. Cooperative is encouraged here.

e. Modeling

Modeling is one of the components of CTL method in learning skill or specific knowledge. Modeling is offering behaviour for imitation. In any certain lessons there is a model to be imitated by students. For example, in English speaking lesson, teacher is not the only one source or model. Students can imitate or learn speaking from other students or source in or out of class.

f. Reflection

Self assessment (self reflection) can be introspective where the students are asked to reflect back on their foreign language experience and rate themselves against some kind of scale. Reflection is a way of thinking about what students have learnt. Teacher and students review and respond the activities and experiences they have done. They also record what they have learnt, how they feel, and appeared new ideas.

g. Authentic Assessment

In this process the teacher collect the data to get information about the students' development in learning. It is used to describe students' real competency to the subject matter. The aim of authentic assessment is to

provide valid information about the students' progress and evaluate the students' activities in a real world context. Authentic assessment can be described as the result of students learning and motivation. It motivates students to be able to use their knowledge achievement in a real life. Assessment places the need of students at the center of teacher's planning.

These seven components make CTL different from other methods. It is also clearly seen that these seven components asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, being creative and critical thinking, asking the students to be responsible for their own learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept or principles for themselves. Once these components applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

2.7 Teaching Speaking Through CTL

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

Tarigan (1990: 3-4) states 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 for speaking ability.

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 a real life; it is only a type of simulating real life in a simulated environment.

Before applying CTL, the teacher should prepare Lesson Plans. According to Rusman (2008), there are some steps to develop each components of CTL: First, developing students' thinking to make learning more meaningful. Second, doing inquiry activities for all topics taught, developing students' curiosity through questions, creating a learning community, such as through group discussion and presenting model as an example of learning. Third, doing reflection of learning activity that has been performed and doing authentic assessment to measure students' ability.

From the statements above, it can be concluded that teaching speaking through CTL is the way of the teacher teaches the students how to communicate by using simulated situation and environment 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 material. Here, the teacher also give model to the students. But the model is not only coming from the teacher, the students is also can be give a model about material. In

inquiry, the students have chance to find out something related to the material by them. In learning process to CTL there is questioning that is seen as a 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 occur 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.

2.8 Procedure of Teaching Speaking Through CTL

According to Johnson (2002), there are several procedures that should be done to implement CTL in teaching speaking by the teacher. Each step contains some elements, which is relating each other. Below are the procedures how to apply CTL, including speaking class activity, in the classroom teaching learning process.

Activities:

Pre activity

- a. Teacher greets the students.
- b. Teacher checks the attendents list.
- c. Teacher gives some question about the topic that will be learnt.

(Constructivism, Questioning)

While activity

- a. Teacher asks the students to read the book and write down the information based on the topic learnt. (Inquiry)

- b. Teacher gives sheet of dialogue and read the dialogue that related with the topic. (Modeling)
- c. Teacher asks the students to read the dialogue with their friends. (Learning Community)
- d. Teacher invites students to correct their friends' wrong pronunciation if it happens. (Learning community, Modeling).
- e. Teacher asks the students to do the tasks by the teacher already give the example for them. (Modeling)
- f. Teacher asks the students to practice the tasks given with their friends. (Learning community)
- g. Teacher asks the students to tell their own information and their friends' information about the topic being learnt today. (Authentic assessment)
- h. Teacher asks students to make their own dialogue with their friend. (Learning Community, Auhentic Assessment)

Post activity

- a. Teacher asks the students' difficulties during the learning process.
- b. Teacher gives comment and conclude the material (reflection).
- c. Teacher closes the meeting.