

II. FRAME OF THEORIES

2.1 Concept of Speaking

Tarigan (18:1982) said that speaking is an ability to produce articulation sounds or words to express feelings, ideas and opinions. It means that to express feelings, to share or to deliver idea and to express opinion people has to be able to produce articulation sounds or words known as speaking to interact in their community.

Irawati (2003: 7) states that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate an information, ideas, and emotions to others using oral language. This statement also is in line with statement of Mulgrave in Tarigan (1985:5) who states that speaking is an instrument that reveals to the listener whether the speaker understand or not the material being explained; whether the speaker on calm position and integrate, when he deliver his ideas; and whether he is aware and enthusiastic or not. So, the situation of student's emotions affects their quality of speaking, whether it is fluency or structure. A main goal of speaking is to communicate. So, to deliver the idea effectively the speaker has to understand the meaning of all things that will be delivered; she/he has to evaluate the effect of communication toward the listener; and she/he has to understand principle that become the basic of communication.

According to Byrne (1984) speaking is oral communication. It is a two-way process between speaker and listener and involves productive and receptive skills of understanding.

From the statements above, we can conclude that speaking is an ability to produce articulation sounds or words to express feelings, ideas and opinion. The goal of speaking is to communicate to get the need. In speaking process, there will be two-way process and two roles they are as speaker and listener and involve productive and receptive skill of understanding to make the communication run well.

2.2 Types of Classroom Speaking Performance

In speaking, there are some types of speaking performance. Brown (2000) provides six types of classroom speaking performance, they are:

2.2.1 Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorded" speech, where for example, learner practices an intonation contour to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

T :Shoes (sʃu:s)

S :Shoes(sʃu:s)

T : I want to buy a shirt,....a shirt(sʃ :t)

S : sʃ :t

2.2.2 Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are “going over” certain forms of language.

2.2.3 Responsive

Many of students speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

T : How are you today?
S : Pretty good, thanks, and you?
T : What is the main idea of this essay?
S : The United Nations should have more authority.
T : So, what did you write for question number one?
S : Well, I was not sure, so I left it blank.

2.2.4 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 : What is the main idea of this essay?
S : The United States Nations should have more authority.
T : More authority than what?
S : Than it does right now.
T : What do you mean?
S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.
T : You don't think the UN has that power now?
S : Obviously not. Iraq is still manufacturing nuclear bombs.

2.2.5 Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than for the transmissions of facts and information. The conversations are a little trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally-charged language
- Slang
- Ellipsis
- Sarcasm
- A covert "agenda"

e.g:

Amy : Hi Bob how's it going?
Bob : Oh, so-so
Amy : Not a great weekend, huh?
Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.
Amy : What are you talking about?
Bob : I think you know perfectly well what I am talking about.

- Planned usually manifest little redundancy and are therefore relatively difficult to comprehend.
- Unplanned exhibit more redundancy, which makes ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

Dialogues involve two or more speakers and can be exchanged that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In this case, after researcher found that the learner is going to live in their environment the researcher intended to choose transactional types for her research.

Teaching speaking also needed the determination of which aspect of speaking will be focused to make speaking skills easier to be measured and in order to make the learning speaking in transactional form easier to be planned. In speaking there are some components to be considered. According to Haris(1974:84) there are five components they are, pronunciation, fluency, grammar, vocabulary and comprehension. Meanwhile in transactional speaking the components that can be reached according to Richards (2008:35) that an issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that students achieve when carrying out the tasks is accuracy. This statement also supported by Higgs and Clifford (1982:78) who states transactional speaking develops accuracy and fluency. We can see that if the students are able express their mind accurately and fluently the comprehensions also increase.

According to Richards (2008:35) teaching speaking with transactional types can be arranged by determining the goal of speaking skill that consists of:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2.4 Concept of Contextual Teaching Learning

Here is the explanation of contextual teaching learning that will be used by researcher in solving students' speaking ability. According to Howey's (1998) operational definition of CTL is:

Contextual teaching enables learning in which students employ their academic understandings and abilities in a variety of in and out of school contexts to solve simulated or real world problems, both alone and with others. Teachers use contextual teaching strategies that helped students to make connections between their roles and responsibilities as family members, citizens, students, and workers. Learning through and in these kinds of activities is commonly characterized as problem based, self regulated, occurring in a variety of contexts including the community and work sites, involving teams of learning groups, and responsive to

a host of diverse learners needs and interests. Furthermore, contextual teaching and learning emphasizes higher-level thinking, knowledge transfer, and the collection, analysis, and synthesis of information from multiple sources and viewpoints. CTL includes authentic assessment, which is derived from multiple sources, ongoing, and blended with instruction

In short, Contextual Teaching and Learning (CTL) helps us to associate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

According to education council of Indonesia in Explaining Contextual approach (DEPDIKNAS 2005: 5) The fact of contextual (Contextual Teaching And Learning) is a concept that helps tie between teachers who taught the materials with real world situations and encourage students to make the relationship between students' knowledge of them with the implementation in daily life with the involvement of seven major components of effectiveness, here are the explanations:

a. Constructivism

Constructivism is a platform thinking (philosophy) of CTL approach, a knowledge that is built by human little by little, and the result is expanded.

Knowledge is not a set of facts or concepts that are ready to rule and to use.

Human must construct knowledge and give concrete meaning through experience.

Preferred strategies to obtain more than how much students gain knowledge and remembrance. For that, the task of teachers is to facilitate the process by:

1. Making knowledge meaningful and relevant for students
2. Providing students the opportunity to find and implement their own idea.
3. Ordering students to apply strategies in their own learning.

b. Inquiry

Inquiry is a part of the core activities of learning-based CTL. Knowledge and skills that students are not expected considering the facts, but find the results of its own.

- Observation (observation)
- Ask (questioning)
- hypotheses
- The data (date gathering)
- Conclusion

c. Questioning

Knowledge that belongs to someone from the beginning is got thorough questioning. Questioning is the main strategy of CTL. Asking question to the teacher is seen as the activities to encourage, guide, and assess students' ability to think.

Questioning for student activities is an important part in implementing the learning-based inquiry, digging information, confirming what already known and directing attention to the aspects that have not known yet.

Questioning can be applied, among:

- Students with student
- Teachers with teacher
- Students with teachers
- Students with the people who is brought to class
- And so forth.

d. Learning Community

The concept of community learning is learning from the cooperation with other people. Community learning can occur when there is a two-way communication process. In the CTL classroom, the learning always holds in the study groups.

e. Modeling

in a learning, modeling is a particular skills or knowledge of any model that can be imitated. In CTL approach, teachers are not the only model. Model can be designed by involving the students or bringing from outside the class.

f. Reflection

Reflection is a way of thinking about what is new to learn or recall on what we already did in the past. The key is a reflection of how the knowledge that the

students settle in the marrow. Students record what have been learned and how to feel the new ideas.

g. Authentic Assessment

Assessment is the process of collecting data that can give a description of student learning activity. Assessment is done together with the learning activities, the emphasis on the learning process. Therefore, the data collected must be obtained from activities that are students done during the learning process.

Study assessed the progress of the process, not only results, and in many ways, only one test. That is the assessment of the actual substance.

With authentic assessment, questions to be answered are "whether the children learn?" "What is done?". So the students assessed the ability in many ways, not only from the written test results (Contextual approach DEPDIKNAS 2005: 5). Researcher focused her research in measuring students' speaking achievement through authentic assessment.

According to Masnur there are some applicative authentic assessments that can be used in the classroom they are:

1. performance assessment

Performance assessment is based on student's activities in classroom. The assessment usually used to assess ability of student in public speaking, poem, discussion, and participation during discussion, problem solving, dance and etc., those are observable.

2. Class project assessment

Project assessment is assessment to describe the whole abilities contextually toward students' competence in application of a concept or understanding of the course. Assessing towards an assessment that contains investigation activity should be finished at certain time. The assessment contains some steps they are; planning, data gathering, data processing, and data delivery.

3. Product assessment

This assessment is assessing students' work, especially in controlling process and using material to produce something, practical work or esthetical quality of work from things that are produced.

4. Paper test

This assessment is assessing students' ability through written test. A test where questions and answers are given to student inform of written.

5. Portfolio

A portfolio is the whole work of students gathered in a circumstance of time. In other word, a portfolio is a private collection of students' work that reflects the achievement, learning activity, strength, and best work of the student.

(Masnur: 95:2007)

In her research, researcher tends to assess the sample by using performance assessment since the researcher wants to assess the speaking ability of students.

From some assessments above the appropriate kinds of assessment is individual performance that can inform the ability of students in transactional types of speaking.

2.5 Teaching Speaking Through Contextual Teaching Learning

According Richard in Jones (1996:12) in speaking and listening we tend to get something done, explore the ideas, work out some aspects of the world, or simply being together. In writing, we may create a record; commit events or moments to paper. This statement showed that in teaching speaking we should consider that in mastering the speaking skill we need to provide students a lot chance to practice, and also to collaborate or immerse in real aspect of students world since in speaking is the ability that we built is to express the feeling, share opinion and ideas. In line with this, contextual teaching learning with its concept that is to connect academic understanding to their real world whether it is in the class or in their society can provide students the lot of chance to practice.

William in Woolfolk (2004) says children and adults who learn language successfully outside of classroom context seem to share certain similarities. First of all, they are usually exposed to language which they more or less understand even if, sometimes, they can't produce the same language spontaneously by themselves. Second, they are motivated to learn the language in order to be able to communicate and a communication is mainly a matter of oral skill. Finally, they have opportunities to use the language they are learning. Thus, checking their own progress and abilities are important. This is supported by contextual teaching learning that in teaching students, contextual teaching and learning emphasizes

higher-level thinking, knowledge transferring, and the collecting, analyzing, and synthesizing of information from multiple sources and viewpoints.

(Howey: 1998) states that CTL includes authentic assessment, which is derived from multiple sources, ongoing, and blended with instruction. So, it can be assumed that contextual teaching learning helps teacher and students to run teaching learning in speaking class by providing many opportunities to practice and allowing students to gather the data from any sources. Then, the problem that merely happened in school that concerns with limited facility can be solved.

From those explanations researcher synthesizes that teaching speaking through contextual teaching learning can help in teaching speaking for it provides the students chance to practice English well, flexibility in using resources, and it is able to connect the real context in classroom and out of classroom.

Teaching speaking through CTL in this research can be arranged as such:

1. Pre activity

Teacher came to the class and greet student. Then, teacher asked students daily routines and recalled the last material. So, the teacher gave the trigger to student about new topic that is *My Favorite Artist* by showing the students a picture of an artist. Teacher asked student to give the example of an artist that they have ever seen and known. Then, teacher mentioned the objective of the lesson and gave them brief apperception about class project assessment as the step of constructivism.

2. Whilst activity

Teacher lists students' findings about example of biography on the whiteboard. Then, teacher gave them the adjustment about biography. Teacher just led the student findings into the conclusion as inquiry and modeling. Then, teacher asked students to make groups; each group consisted of four students in each group. Teacher gave them the class project. Teacher monitored student work and kept the student work to reach the objective of the lesson as the learning community and questioning. Student presented their group findings in front of the class and teacher became the resource if the students get rid of error or difficult question. The other students wrote the information and new words that they found based on question words. Teacher and student arranged the assessment rubrics. The last, teacher led students to write the news briefly.

3. Post activity

Teacher led students to discuss about their mistakes along the class project as reflection. Then teacher drew the conclusion as reflection. Then teacher gave other project that presented as the assessment.

2.9 Advantages of Using Contextual Teaching Learning In Teaching

a. Advantages of Contextual Teaching Learning

Contextual Teaching and Learning (CTL) has many advantages, they are:

- Showing learning process occurs faster and more thoroughly when what is being learned is presented in meaningful contexts, rather than as fragmented facts (Caine & Caine, 1991; Resnick, 1987)

- Introducing academic materials / lessons to students so that the students can acquire knowledge or the whole meaning of the lesson.
- Eliminating the duality of the concept and implementation, theory and practice, thought and action; that is not in accordance with the purpose of education to develop a competent person in the field, independent, responsible, happy, and different taste.
- Helping students to have broader idea in expressing their ideas.
- Maximizing students' chance to discover themselves without being forced by dogma from book.
- Activating students' critical thinking.
- Helping students to build loyalty and cooperation between students and their environment.
- Making the class more alive.
- Giving a lot of chance to student in improving self assessment and peer assessment.
- Making experience and lesson lasted longer.
- Building higher interaction among student and providing larger chance to speak.