CHAPTER II
LITERATURE REVIEW

Chapter II presents the detail explanation about some literature reviews. These are about speaking, contextual teaching and learning, e-booklet, and previous study.

A. Speaking

1. Definition

Language learning and speaking cannot be separated. When someone learn particular language, his main goal is to speak the language fluently. Speaking makes people understand to each other through communication. According to Oxford Dictionary, speaking is "the action of conveying information or expressing one's thoughts and feelings in spoken language". In speaking, someone produces some lexicon from their mind and transfer the meaning to others. That is why speaking is always side by side with listening. While one of the experts, Thonburry (Sari, 2019), stated that speaking is when some people communicate orally and there are two role in their communication, hearer and speaker. His statement indicates that the speaking activity needs more than one person to be involved. Based on the article written by Anizar, Saragih, and Sinaga (2019), there are three main point to define speaking completely. The points are information transferring, verbal and nonverbal symbol, the number of people involved. In complete definition, speaking is the process of data transferring through verbal or nonverbal symbols with at least two people included in the speaking activity.

2. Teaching Speaking

As one of the main skills that should be mastered by English learners, speaking is also taught in the process of teaching and learning. Teaching speaking is quite challenging since speaking is a productive skill. The teaching and learning process in speaking emphasize on developing ability to produce some words in English. In teaching speaking, the teachers should always control the situation in the class and conduct several interesting activities in order to make the process of learning speaking runs well (Erfiani, 2017). It means that the teacher, in English speaking learning, has a significant role in increasing student's speaking ability. Erfiani, in his article, also mentioned 7 activities by Riddle statement which are very popular in teaching speaking. Those activities are ranking, balloon debate, debate, questionnaire, describing visual, student talks, and discussion. According to ThiTuyetAnh (2015), there are two main principles in teaching speaking. Those key principles are expected to make the student's ability better. The first principle is, ensure that the activity used by the teacher is highly proposed to create student's motivation in learning speaking. The second principle is, giving the students opportunity as much as possible. When the students are motivated enough, the teacher should give them opportunity to speak, emphasize on the fluently then the accuracy.

There are several points to measure speaking skill. These points should be noticed by the teachers either the students. Those points are accent, grammar, vocabulary, and fluently (Wijaya, 2018). Accent

includes vowel, elemental characteristic, and note indicator. Grammar is the rule in producing sentence, spoken or written. Vocabulary is what the speaker or writer produce to employ the information. Without vocabulary, there is no communication. In fluency point, the speaker is considered to have good ability in speaking. However, almost all speaking teachers emphasize on the fluency first, then continue to the students accuracy in speaking.

B. Contextual Teaching and Learning (CTL)

1. Definition

All educators always have different teaching style. Many various types of teaching style are used with any hope to make student's ability raised. One of the most used teaching strategies is CTL or Contextual Teaching and Learning. This strategy is not a new method in teaching process, but still effective in increasing student's skill (Khaefiatunnisa, 2015). CTL is a good teaching method for both the teachers and students.

Contextual Teaching and Learning (CTL) built any possibility for students to always remember the material since it can be related with the student's daily life. Firdaus & Dewi (2018) define CTL as a teaching method that is used make the students understand the materials and can apply it in their real life. So, when the students could implement the materials to the problem or situation around them, it indicates that the CTL is successfully applied. In line with the definition of CTL by Firdaus and Dewi, an article written by Mahmud, Warto, and Sariyatun (2021) defined CTL as active learning where the students could relate what they know

and what should they learn in the school materials. So, when the teachers implement CTL in the teaching and learning process, the students hold an active role in the class. They are not only listen to the teacher's explanation and memorize it, but also could connect the materials to their real life activities.

2. **Principles**

There are several principles that should exist in CTL strategy. Based on Firdaus and Dewi (2018) the principles are:

First, the process should make the students understand both the materials and its meaning. Second, the students have to find the connection between the materials and their real life situation. Third, the students are expected to be able to apply the materials in a particular problem around them.

Additionally, Firdaus and Dewi also mentioned that after CTL is implemented, there will be seven components in the process of teaching and learning, as follow:

a. Constructivism

This is the process of constructing students' cognitive in learning based on what they are experienced. It will help the students build their critical thinking and new knowledge.

b. Questioning

By questioning about something happens around them, the students have knew different view and wide scope in science. Always being curious makes the students learn more about anything.

c. Inquiry

Inquiry refers to an activity in having a new experience or get new knowledge by discovering particular point with systematic process. The process of inquiry helps the students to think critically and creatively.

d. Learning Community

When the students are faced with a specific problem, some involvement of friends are needed. Here, the learning community not only helps the students to solve the problems rapidly, but also give them an opportunity to work with full of responsibility.

e. Modeling

Using this component, the students are expected to imitate what they see, such as how to create something, how to use something, or else. So, the students are able to learn systematically.

f. Reflection

This component is considered as the most important component. It is because the students can reflect their experience after learning.

g. Authentic Assessment

Authentic Assessment means that in CTL the teacher not only assess students outcome, but also the progress they have made. Students in CTL class always make a new progress, even it is only a little progress.

3. Impact on Students' Ability

Some reasearch about the effectiveness of CTL in the process of teaching and learning was conducted by several researchers. The results of those reasearch find that CTL gives significant improvement for students outcome. Khaefiatunnisa (2015) mentioned two major impacts of CTL to the students outcome. First, the CTL helps the students to have better understanding about their materials. Since the students could correlate the materials with their real life condition, the students have a good understanding about what they learn. Second, the use of CTL in the process of teaching and learning could give the students motivation in learning. By understanding the materials well, the students will have big motivation in learning next material. Furthermore, the CTL strategy provide the students strength in maintaining their knowledge. The students can always remember their materials and not easily forget it.

C. E-booklet

Book, teaching, and learning are an educational components that always exist side by side. Book is considered as an essential part of learning process. Book is the source of knowledge. Many books in every branch of science are built in order to share and maintenance the knowledge itself. Nowadays, book is not always printed, but also made to be able to open in many digital tools. This kind of book is called E-book or electronic book. According to Hardiyanto (2020), an e-book is designed as simple as possible to be opened in everywhere and anytime it is used. Electronic book, with very efficient in used, is recommended for all learners, teachers, researchers, and et cetera.

An e-book can be operated not only using PC, but also using mobile phone. The idea of E-book comes from the fact that many people still need some books as resources, but they do not want to bring some heavy stuff. So, the e-book comes as solution to solve this problem.

There are several kinds of book with different shape, purpose, and functions. Some of those books are encyclopedia, dictionary, novel, booklet, comio, drawing book, et cetera. Since this study only focus on booklet, the following explanation is about booklet. Booklet, as defined by Oxford Dictionary, is "a small, thin book with a paper cover that contains information about a particular subject". So, what makes booklet different is the shape and the information contained in this kind of books. Some articles state that booklet is usually used by a company to promote their products. According to Simamora (Putri, 2020), a booklet is a thin book or half of quarto which no more than 30 pages. However, some sources mention that a booklet has maximum 48 pages excluding the cover.

D. Previous Study

Some previous study with similar topic had been conducted by some researchers, as follow:

The first similar study was conducted by Dina Agustina (2021), entitled "*Developing English Speaking Module For Eight Grade Students at SMP S PELITA RAYA JAMBI*." The researcher create this research because she found that some teachers do not have proper book to teach their students. Consequently, the teaching and learning process does not run well. In

conducting a new speaking module, she expects that the student's ability will raised. The target of her product is eight grade students of SMP S PELITA RAYA JAMBI.

The second research entitled "*Developing E-Book For Pre-Intermediate Grammar in EFL Classroom*" was written by Asep Hardiyanto (2020). In conducting this study, the researcher used research and development (RnD) design. The process of finishing the product are preliminary study, prototype party and assessment stage. The target of this research is made a new e-book about grammar. This e-book aimed to make the intermediate students learn English grammar quickly, independently, and efficient. In the end of the research, the researcher show the comments from both the teachers and students should his e-book. This e-book is also recommended by the validator and the English Speaking teachers.

Another study was also conducted by Indah Binti Mahmudah, entitled "*Developing English Booklet for Freelancing Hotel Drivers in Surabaya*". The reason why this study was conducted is because the researcher found that the driver from a hotel should know and understand English well in order to have good interaction with the tourist from different countries. Additionally, the researcher could not find a suitable material in existed English book. She thinks that booklet with the practical shape and easy in use will help the drivers study English well and quickly. The product of English booklet for the hotel drivers is printed book so that the drivers could bring it everywhere and use it anytime.

While searching for some previous study, the researcher of this study found that booklet still become a rare choice to use in English learning. Many books about English are made in modul or textbook or even e-book. Based on the reason mentioned before, the researcher tried to make English speaking E-booklet to give a new innovation in the process of learning English, especially in speaking skill.