CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature and describes some theories. They are the definition of speaking skill, teaching speaking, eaching speaking in senior high school, contextual teching and learning, direct method, and previous studies.

A. Speaking Skill

This section discusses about definition of speaking, and the elements of speaking.

1. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking skill is the capacity to use sound, articulation, or words to express ideas, feelings, and other concepts. Speaking is a useful ability when using the oral style. Speaking is more challenging than it first appears and, in contrast to the other talents, entails more than just saying words. Students can communicate with others and express themselves through it, as well as their ideas, motives, hopes, and points of view. A person who comprehends a language is also referred to as a "speaker" of that language. According to S. A. Torky (2006), speaking is the language skill that is used the most in almost all situations. By using the ability to pronounce words, organize them into phrases or sentences, and choose words that are relevant to the topic at hand, speaking is a way to express thoughts, feelings, and ideas.

Using verbal and nonverbal symbols, speaking is the process of generating and exchanging meaning in a variety of contexts. Based on this description, we can verbally convey our ideas to others. Usually, we express our feelings to others through speech. By chatting, people can link their minds in all spheres of life. As a result, the kids' communicative fluency will rise. Because they are conscious of their ideas and feelings when they speak, but they are not conscious of your thoughts and motivations when you speak (R. Barrass, 2006).

The most effective ability is speaking. It was inextricably linked to listening. We create language when we talk, and that text need to be purposeful. Communication's inherent nature includes the speaker, the listener, the message, and the response. Speaking helps pupils acquire the English sounds, therefore pronunciation and speaking go hand in hand. According to Ladouse (1991), speaking is the act of accurately describing acts or situations, of being able to speak or communicate a string of thoughts fluently, or of being able to articulate oneself in the situation.

According to Brown (2001: 1), speech generates and receives information that may be comprehended, and this process is referred to as interaction. This knowledge might come through firsthand knowledge, the surroundings, or the topic under discussion. According to Fulcher (2003: 2), speaking is a verbal language used for interpersonal contact with the goal of conveying a meaning both orally and in writing.

Speaking is a real linguistic tool that people employ to exchange ideas and communicate. This relationship is known as the interaction process. The interaction process (Finocchiaro in Sukrianto, 2005: 22; Burn and Joyce, 1997: 63; Clark and Clark in Goga, 2004: 27; Burn and Joyce, 1997: 63) is the act of generating meaning through receiving and processing information.

Speaking can be broken down into two categories, according to Manser (1995: 398), namely speaking competency and speaking performance. Speaking performance is a person's application or manner of play. Speaking to someone directly is performance speaking. These goals can be categorized as imitative, intense, or responsive speaking performances, among other speaking performance kinds. When someone possesses knowledge and the capacity to talk in a structured manner, they are said to have speaking competency. One can consider themselves complete in terms of speaking ability. because a speaker has knowledge and speaking skills. In contrast to speaking performance, someone who can only talk but knows little about speaking.

Based on the aforementioned analysis, the researcher comes to the conclusion that speaking is what we say to what we see, feel, and think. When we are feeling anything, we want someone to hear us. As a result, we can describe this process as a two-party interaction.

2. The Elements of Speaking

There are some elements of speking skills are: pronounciation, vocabulary, grammar, comprehensibility and fluency.

a. Pronunciation

The majority of people, not only students, claim that learning English is quite tough, particularly in speaking. The most crucial aspect of speaking is being able to pronounce each word correctly. When learning, student's must pay attention and comprehend each word the teacher says. Due to the fact that the instructor would In the classroom, combine English and Indonesian (Nurhayati, 2015). Pitch, intonation, sound, spelling, and stress can all be referred to as aspects of "pronunciation or sound of language".

b. Vocabulary

Siska (2014: 8) states that whether someone speaks, reads, or writes, vocabulary is a little part of the information that will make up a sentence that will be discussed and that will be a part of comprehension.

c. Grammar

Grammar is the formula or style employed in a sentence, and the words within it might alter depending on the grammar used in the statement. Harmer (2001: 12) makes the claim

d. Comprehensibility

According to Hornby (2014: 37), comprehension is the ability to understand, comprehend, or get speaker points from others.

e. Fluency

Fluency is described by Hornby (2014: 37) as having good speaking quality or being skilled in speaking.

B. Teaching Speaking

This section explains about the nature of teaching speaking, and principles of teaching speaking

1. The Nature of Teaching Speaking

The goal of teaching, according to Brown (2001: 271), is to direct students, provide a conducive environment for learning, offer them instructions they don't yet grasp, tell them what to do, and equip them with resources that are held by educators. Thus, passing on everything a teacher knows or has learned through experience, knowledge, or other ways can be said to be the process of teaching. Prior to studying, this procedure needs to be prepared.

Thus, it is crucial that educators concentrate and give speech instruction more attention. Therefore, the classroom setting must be conducive to learning speaking in order for student's to absorb and comprehend it, and when the teacher instructs them to memorize it, they will do so without difficulty.

2. Principles of Teaching Speaking

Other principles should be known to the teacher. According to Nunan (2003: 54–56), there are five principles for teaching speaking, including being able to distinguish between the second language and the foreign language used in the context of language learning, giving students opportunities to always learn to speak so that they can speak clearly and fluently, having students work in pairs or small groups, and giving them the chance to practice speaking with their group or part.

Based on this objective, the teacher can create a variety of engaging activities to help students hone their basic speaking abilities in social situations and become enthusiastic learners. In order to encourage student's to practice speaking in their

second language, the teacher must be able to give them a range of tasks. Brown (2001: 275276) categorizes a few design principles for speaking approaches that can pique students' interests as follows:

a. The methods employed must be in line with the requirements of the student's, including the accuracy and level of the language used, the level of interaction required, and the level of meaning and fluency required.

b. The teaching strategy must inspire kids to learn.

c. Use of authentic language is required in the technique.

d. Give the kids the proper comments and criticism to aid in their learning.

e. Use the knowledge the instructor has to give corrective feedback, but only with the current methods that are appropriate.

f. Utilize the innate relationship between speaking and listening.

g. gives student's the chance to practice imitating spoken communication by asking them to do so.

The reasoning provided above leads one to the conclusion that teaching speaking involves guiding and instructing student's on how to develop their thoughts, communicate their emotions, and so forth while yet adhering to established principles.

C. Teaching Speaking in Senior High School

The subject of this research was the firts grade students at SMAN 1 Grogol. The first step in helping the student's was for the teachers to understand their traits. Additionally, it will assist teachers get kids ready to help themselves. In order to enhance their own learning, students should learn the best techniques. According to Spratt (2005: 53), senior high school students have the following traits: they can sit still for longer periods of time, they can concentrate for longer periods of time, they can learn in more abstract ways, they can typically control and plan their own behavior, they are less likely to make mistakes or take risks, they are aware of themselves and/or

their actions, they pay attention to the form and meaning of language, and they have life experience.

Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

a. They are capable of thinking abstractly.

b. They can draw from a wide variety of life events.

c. They have expectations for the learning process and can even already have established learning patterns of their own.

d. Adults are typically more disciplined than some teenagers, and significantly, they are frequently willing to persevere despite being bored.

e. They have a wide range of experiences when they enter the classroom, allowing teachers to engage them in a variety of activities.

f. They frequently understand exactly why they want to leave it, unlike small children and teenagers.

The key is for teachers to engage student's in communicative speaking activities that promote indirect learning. They also provide children the freedom to employ their intellects to intentionally learn when it is suitable. They encourage their student's to incorporate their own life experiences into their studies.

According to School Based on Curriculum, the goal of the senior high school English course is to foster communicative competence in spoken and written English through fostering relevant abilities. Because of this, it is expected of school graduates to have a certain degree of information. The students' capacity to communicate in English will enable them to support their next academic level.

The Standard of Content in the English subject, specifically the English speaking lesson to the tenth grade students of the second semester at SMAN 1 Grogol, is the emphasis of the research. Standard of Competence and Basic Competency are also covered. Additionally, it is restricted to the realm of meanings expressed in

interpersonal and transactional communication in the course of daily living. The table

below shows the level of Competence and the Basic Competency:

Table 2.1

The Standard of Competence and the Basic Competency

Standard of Competence	Basic Competency
9. Communicating meaning in the context of everyday life through transactional and interpersonal interaction.	9.1 Using spoken language accurately in the context of daily life and including expressions of asking and offering opinion to convey meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue.

BSNP, 2006 (adapted)

D. Contextual Teaching and Learning (CTL)

This section discuss about contextual teaching and learning, characteristics of contextual teaching and learning, strategy of contextual teaching and learning, the component of contextual teaching and learning, the advantages and disadvantages of ctl.

1. Contextual Teaching and Learning

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We can observe that the majority of children in our schools learned a lot of information out of context. As a result, Their inability to make the connection between what they are learning and how they will use it in their daily lives was a problem. Teaching methods used in a classroom do not always directly affect how students learn. Children rarely have the opportunity to learn via doing.

Today's instructors feel it is important to consider their teaching methods. According to recent thinking, learning only happens when students digest new information or knowledge in a way that allows them to make sense of it within their existing frameworks or frames of reference. In order to make the learning process effective, the right strategy should be applied.

Today, Several strategies have been put out in order to accomplish the study's objective. Each strategy had significant advantages. One of the suggested ways is contextual teaching and learning. John Dewey, a progressivist who believed that students would learn best if their new knowledge was related to what they already knew, first proposed the concept of contextual learning at the turn of the 20th century. Dewey also believed that active student participation in the teaching process would lead to more effective learning.

According to the contextual approach to education, students learn best when they can connect new information with what they already know and have experienced in order to make sense of new activities and material. According to neuroscience, students learn best when they can relate the subject matter of academic lectures to the context of their own daily life.

As part of the contextual Teaching and Learning program, university researchers are working on a range of projects to research the teaching and learning process in conjunction with P-12 educators. They also keep researching the best ways to arrange the diverse bodies of knowledge that cover different facets of teaching and learning. The Contextual Teaching and Learning (CTL) approach was first introduced in the US.

It has its roots in John Dewey's perspective, who in 1916 advanced the theory of curriculum and instructional strategies based on students' experiences and interactions. As to this theory, students learn more effectively when they actively engage in classroom teaching and learning activities and the subject matter is relevant to their experiences (Nurhadi, Yasin, Senduk, 2004). The main benefit of this concept is that it helps teachers inspire their students to relate English to their personal experiences and vice versa. Because of this, students and teachers participate in educational activities that are relevant rather than learning impersonal, easily forgotten abstract concepts.

The Office of Vacational and Adult Education of the U.S. Department of Education recently sponsored eight initiatives, the first of which involved cooperation between The Ohio State University and Bowling Green State University. This study produced a working definition of CTL (Contextual Teaching and Learning 2000). By enabling teachers to relate subject matter material to actual situations, the theory of contextual teaching and learning motivates students to make connections between knowledge and its applications to their lives as workers, citizens, and family members as well as to put in the effort necessary for learning.

CTL aids students link the concepts they are learning and the possible applications in the outside world. The student's comprehension of the learning process then deepens. They draw on prior experiences and add to their existing knowledge as they work toward learning objectives. They are able to apply the knowledge and abilities they have learned through learning subjects in appropriate circumstances (Berns and Erickson, 2001).

2. Characteristics of Contextual Teaching and Learning (CTL)

There are various aspects of ctl that set it apart from other forms of instruction. Johnson (2002) enumerates eight crucial components.

a. Making Meaningful Connections

There are numerous ways to integrate teaching and learning into students' daily life. The most effective strategies, according to Johnson (2002), include: relating the academic material to students' experiences,

a. Making connections between the study content and the students' life,

b. Introducing content from the students' other academic fields of study

c. By merging different courses and sharing with other classes to form links between them,

d. Combining two or more disciplines into a single lesson to integrate courses,

e. Combining the two will help students succeed in their studies and develop personally by forming partnerships between classrooms and businesses, and

f. Service learning strives to give students specialized knowledge while also assisting others. It connects schools and nonprofit groups.

b. Doing Significant Work In the CTL classroom,

According to Johnson (2002), students are capable of producing noteworthy work that will help them find value in their academic pursuits. These acts will direct students in discovering how the knowledge acquired and actual life circumstances relate.

c. Self – Regulated Learning

Self-regulated learning is a method that involves students working individually or in groups and is intended to link academic information with the students' daily life in order to accomplish a meaningful goal (Johnson, 2002). Students must have a certain set of knowledge and abilities. They should have a particular set of abilities in order to act, ask questions, decide for themselves, and think critically and creatively.

d. Collaborating

Collaboration, in general, can overcome mental blinders caused by limited experience and knowledge, and it also stimulates students to respect others, listen to

others, and build agreements, According to Johnson (2002). Collaboration can also help students overcome mental blinders caused by lack of experience and knowledge.

e. Critical and Creative Thinking

CTL is a method of intellectual success that begins with active participation in meaningful experiences, claims Johnson (2002). To solve problems, make judgments, persuade people, evaluate assumptions, and conduct research utilizing scientific evidence, one must engage in critical thinking. Additionally, the process of thinking creatively requires uniqueness and insight.

f. Nurturing the Individual

According to Johnson (2002) adds that CTL requires instructors to recognize and comprehend other students' interests, abilities, learning styles, emotional temperaments, and peer interactions. shortcomings of the student's teachers. If teachers can reduce these restrictions, learning in school may be enjoyable.

g. Reaching High Standards of Performance

The primary goal of CTL is to inspire student's' academic success (Johnson, 2002). Students should be able to grasp concepts and carry out tasks, complete assignments, etc. These are designed to help the children become good citizens, thoughtful decision-makers, and hardworking employees.

h. Using Authentic Assessments

Last but not least, according to Johnson (2002), authentic assessment forces students to use newly learned academic knowledge and skills in actual contexts for predetermined goals. It emphasizes goals, involves experiential learning, calls for collaboration, and calls for making connections. As a result, through authentic examinations, students may show that they have a firm grasp of the course material and a deep understanding of the objectives, all while expanding and improving their knowledge. According to Nurhadi and Senduk (2003:13–15), the Northwest Regional Education Laboratory USA identified the following six elementary CTL keys:

a. Meaningful of learning: comprehension, relevance and assessment of person strongly connected to importance of learners in studying lesson items content.

b. Applying knowledge: The capacity of students to understand what they have learned and put it to use in their present-day or future lives.

c. High level thinkers are encouraged to use their critical and creative thinking skills while gathering facts or analyzing a problem.

d. Developed curriculum based on standards: subject matter must correspond to local, provincial, national, and technological and scientific advancements.

e. Being sensitive to culture requires teachers to comprehend and value the beliefs, customs, and practices of their students, friends, colleagues, and the community in which they were raised.

f. Genuine assessment: The use of various assessment strategies (such as the evaluation of a project or assignment, a learner-led activity, etc.) will represent the outcomes of learning.

3. Strategy of Contextual Teaching and Learning (CTL)

There are five strategies proposed by Crawford (2001) as follows:

a. Relating

The most effective component of a contextual teaching technique is relating. Additionally, it implies that students learn best when put in the context of their own experiences or prior knowledge (Crawford, 2001). Teachers relate new ideas to their student's through this process. This response was referred to as "felt meaning" by Caine & Caine (1993). That response can be monumental, such as when a student solves an issue after putting in a lot of time and effort to do so.

b. Experiencing

A contextual approach links many tactics together. The aforementioned sentence seems to imply that connecting links new knowledge to past knowledge or life experiences that students bring to the classroom. With the aid of hands-on activities that take place in the classroom, teachers are able to overcome this challenge and assist students in building new knowledge. This tactic is known as experiencing. Through investigation, discovery, and innovation, kids learn by doing when they are experiencing (Crawford, 2001).

c.   Applying

By using the principles, one may learn by applying strategy (Crawford, 2001). It is obvious that when they are involved in practical problem-solving tasks, students can apply the knowledge. By giving students assignments that are pertinent and realistic, teachers may also encourage a need for mastering the topics. Insight, perceived meaning, and understanding may be developed by relating and experiencing. A contextual teaching and learning method called "applying" fosters a better understanding of meaning.

d.   Cooperating

When working alone, students cannot significantly advance the class project. However, students who work in small groups may solve that challenging issue without much assistance from outside sources (Pintrich & Schunk, 1996). Teachers use the cooperative learning technique by assigning students to work in groups to complete exercises or hands-on tasks. According to Crawford (2001), this tactic deals with learning how to communicate with other students. When working with peers in a small group conversation, most students feel less self-conscious and may express questions without feeling ashamed. Cooperative learning can also backfire, which is another reality. For instance, some students can dominate group activities while others might not engage at all. Group members might also refuse to take ownership of or share responsibility for the group's work.

Leading researchers in cooperative learning, Johnson and Johnson (1990), have produced recommendations to assist instructors in avoiding such unfavorable situations and creating settings where students may be expected to acquire topics at a greater level of comprehension. The guidelines are broken down into five points: creating learning groups where students have positive interdependence; having students work together on assignments rather than relying too heavily on others' work; teaching students how to work in small groups and with others; and making sure that learning groups discuss how well the group functions.

e. Transferring

In a typical classroom, students' duties are to memorize the information and practice the skills by completing word problems and skill drills. The role of the instructor is enlarged in a contextual or constructivist classroom, in contrast, with a focus on understanding rather than memory (Crawford, 2001). We describe the teaching technique of transfer as the application of information in a fresh setting or circumstance that has not previously been encountered in class. According to Bransford, Brown, and Cocking (1999), it implies that student's who learn with comprehension may also learn to transmit information.

4. The Component of Contextual Teaching and Learning

Constructivism, inquiry, questioning, community learning, modeling, reflection, and genuine assessment are the seven guiding concepts of CTL. Seventh of the components should be used in a CTL-using class's learning process. This is seven principles of CTL by DEPDIKNAS, 2002: 10) in

a. Constructivism

Constructivism is a cornerstone of CTL's ideology. It implies that humans construct knowledge in a methodical manner, and that the results are indirectly expanded by the environment in which they are used. Knowledge is not only prepared information that may be taken in and retained. People need

to use this information constructively and give it context by drawing on own experience.

b. Inquiry

A fundamental component of contextual teaching and learning is inquiry. The knowledge and skills that students acquire are not the predicted outcomes of taking into account a set of facts, but rather are the outcomes of the students' own research. Here, it is the teacher's responsibility to develop innovative teaching and learning strategies. Cycles of inquiry include:

1) Observation

2) Questioning

3) Hypothesis

4) Gathering data

Conclusion Process in investigative activities includes:

a) Problem formulation

b) Observation.

c) Analyzing and presenting the results in the form of articles, pictures, reports, schemas, and tables.

d) Communicating with the reader, a classmate, or another audience to present the paper's results.

c. Questioning

A fundamental method of contextually-based teaching and learning is questioning. To encourage, direct, and evaluate a learner's capacity for thought during the learning process, teachers use questioning. For students, asking questions is a crucial part of the learning process since it allows them to confirm knowledge that is significant, find out what they have already verified, and draw attention to what they don't know.

d. Learning Community

The idea of a learning community emphasizes that collaboration with others is how you get the results of your studies. Learning occurs as a result of sharing among friends, a group, the knowledgeable, and the experienced. Learning communities can arise if there are two-way communication processes in place, allowing participants to share knowledge with their learning friends as needed. As a result, CTL professors always advise students to work in study groups. Therefore, through the learning community, these students may share with one another. It provides certain benefits for student's to develop and enhance their speaking ability.

e. **Modeling**

Modeling calls for the imitation of specific knowledge or skill acquisition. Modeling will be more beneficial for learning when combined with a contextual teaching and learning strategy. With a model, you may create some processes and come up with fresh ideas.

f. **Reflection**

Reflection is a method of considering what the new learner or our previous actions were. Reflection is a reaction to a situation, an event, or new information. Self-evaluation, self-correction, self-improvement, and restoration are all achieved through reflection. Reflection may be acts, according to the preceding explanation. It's important to remark how much more proficient the speaking content has become after mastering the speaking method.

g. **Authentic Assessment**

A CTL accomplishment technique is authentic assessment. The method of gathering information that might describe a student's learning growth is known as authentic assessment. It serves a number of functions, including summative evaluation of instructional outcomes and formative evaluation of progress. Young students may not perform to their full potential on formal

standardized tests because of time and pressure restrictions, as well as a general lack of exposure to this type of evaluation. This has been recognized in the literature.

5. The Advantages and Disadvantages of CTL

The initial benefits of CTL include Students become more engaged in class as learning becomes more genuine and meaningful. This means that student's must be able to understand how what they learn in school relates to their daily lives. The third is that learning is more effective since students may find the subject matter for themselves. As a result, the information is deeply ingrained in students' memories and is less likely to be forgotten.

Next, having a class discussion may help students gain confidence, train them to be more courageous when expressing their views and opinions in front of others, and develop their public speaking skills. When working with peers in a small group conversation, most students feel less self-conscious and may express questions without feeling ashamed.

The disadvantage of CTL, The first is that contextual teaching and learning is a time-consuming process since there are numerous actions involved as the instructor carries it out, and the last is that if the teacher is unable to keep control of the class, a negative situation may develop for the group.

E. Direct Method

In the direct approach, also known as the traditional technique, only the target language is utilized for instruction; the student's native language is avoided. The direct method's major goal is for student's to become fluent in a foreign language so they can converse in English. Students will practice comprehending word and phrase meanings through demonstration, demonstration, pantomime, and movement in order to accomplish this. This technique involves students actively participating in the usage of

the target language during the educational activities that take place in the classroom. In this strategy, discussion activities are crucial. According to Larsen-Freeman (2000, in Hafriana 2019), student's had a higher chance to think and talk in the target language when employing it in a real-world setting.

F. Previous Studies

The study used some previous studies. The first is the research performed by Umi Khulsum Nuraini (2009). Conducted a study with the title "The Application Of Contextual Teaching And Learning (CTL) For Teaching Speaking" with the goal of describing how CTL is applied to teaching speaking and increasing student knowledge. Contextual Teaching and Learning (CTL), according to their research, may have just been an alternate notion for teaching speaking. However, there were still a lot of media that could be used to implement CTL as a concept that aids the instructor and gives the students plenty of time to participate actively in the teaching and learning of English. The second previous study was carried out by Nia Agustriani Rambe (2018) with the aim of learning how to instruct students in speaking utilizing a contextual teaching and learning strategy. Because CTL increases students' speaking skills greatly, it can be suggested as a teaching strategy for SMA Negeri 11 in Medan because it increases teachers' passion for the classroom speaking-learning process. Additionally, teaching speaking to the student's will be simpler for the teacher. It is advised that English teachers employ the Contextual Teaching and Learning (CTL) Method while instructing speaking because it enables students to realize the connection between what they study in school and what they experience in real life, enabling them to get a deeper knowledge and be more engaged and effective.

The third is Budi Kadaryanto's (2017) investigation. Contextual teaching and learning (CTL), which places the students at the center of an active process and increases students' speaking achievement, is something the writer is eager to

incorporate into the junior high school speaking curriculum. The implementation of contextual teaching learning (CTL) in teaching speaking at the second grade of SMPN I Tanjung Bintang Lampung Selatan is the subject of the author's classroom action research. Students were actively involved and encouraged to speak up and communicate in the classroom using the Contectual Teaching and Learning technique, which led to an improvement in their speaking abilities.

The use of contextual teaching and learning (CTL) can raise students' English proficiency, particularly in speaking. The participation of the kids also improves. Through the use of CTL, students become more engaged in the lesson and more at ease when learning to speak. Since CTL gave the students the opportunity to collaborate in groups and share their views with friends, they were able to enjoy class time while the teacher was teaching them. Additionally, CTL has a beneficial impact on teachers' ability to instruct. As part of implementing CTL, teachers are required to develop a strategy that encourages student participation in the teaching and learning process.