

Chapter II

Theoretical Foundation

This chapter reviews the basic theories of the research related to speaking skill, definition of speaking skill, types of speaking skill, the importance of speaking skill, teaching speaking in general, teaching English based on CLT in the Indonesian Context, Contextual Teaching and Learning (CTL), definition of CTL, characteristics of CTL, principles of CTL and Neighborhood Walk Technique.

2.1. Speaking Skill

Studying English always involves four language skills, they are listening, speaking, reading and writing. Students have to learn these skills to know the use of the language. One of these skills is speaking and it is the most difficult skill to be learned by students.

2.1.1. Definition of Speaking Skill

According to Oxford Advanced Dictionary (1995), speaking is to express or communicate opinions, feelings, ideas, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. Then, Chaney (1998) states that speaking is the process of building and sharing meaning

through the use of verbal and nonverbal symbols, in a variety of contexts.

Brown (2004), speaking is productive skill that can be directly empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. While he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

Speaking skill is a potential and capability to utter articulation sounds to express or to deliver thought, ideas, opinion and wish to other person and not all of people can have it. Brown and Yule (1983) states that speaking is one of skills that have to be mastered by students in learning English. It is important for students to know definition first. It means that if students do not know the word or vocabulary, they cannot know the meaning of the subjects. Speaking is also cannot be happen one and another if one and another person not making communication.

Relating to speaking ability, Tarigan (1983) says that *“berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata yang mengekspresikan, menyatakan,*

serta menyampaikan pikiran, gagasan, dan perasaan”.

Ladouse (1961) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

From the definition above, it can be concluded that in process of speaking, a speaker has a thought, opinion or idea that she or he want to deliver to the listener. It means that the speaker should have sufficient vocabulary and have good structure of language to convey his or her ideas in a certain situation and choose the correct word that fit into it.

2.1.2. Types of Speaking Skill

In addition relate to speaking process, Brown (2004) says that there are six types of speaking performances. They are:

- Imitative

This type of speaking performance includes the ability to practice an intonation and focusing on some particular elements of language form. This is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

- Intensive

This second type of speaking frequently used in assessment contexts in oral production. It is designed to practice some phonological or grammatical aspect of language.

- Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and do not extend into dialogues.

- Transactional (dialogue)

Transactional language has the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

- Interpersonal (dialogue)

Interpersonal dialogue has the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

- Extensive (monologue)

Oral production task include oral reports and presentations, storytelling, summaries, or perhaps short speeches. These monologue can be planned or impromptu.

It can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation. Then, there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.3. The Importance of Speaking Skill

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

According to Celce and Murcia (2001), for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Speech in oral communication has two basic language functions which is stated by Brown and Yule (1983) that the use of distinction between two basic language functions are the transactional function, which is primarily concerned with the transfer of information and the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

Another basic distinction in speaking skill is between monologue and dialogue. According to Oxford Advanced Dictionary (1995), monologue is a long speech by one person during a conversation that stops other people from speaking or expressing an opinion such as oral presentation, and dialogue is a formal discussion between two groups or countries, especially when they are trying to solve a problem, end a disagreement, etc. Native speakers can and do use language interactions, but not all native speakers have the skill and ability to be extemporaneous on a given subject to group of listeners.

Furthermore, Brown and Yule (1983) suggest the most language teaching is concerned with developing skills in short

intersectional exchange in which the learners is only required to make one of two utterance at a time.

2.2. Teaching Speaking in General

According to Thornbury (2004), there are some things should be done by the teacher in the teaching speaking skill, such as; the target language is always used, ask the students some questions to test their abilities, not interrupting the students, give the students tolerate silences time to try speaking, give them a long chance to speak, pay attention to the message than the structure of language and give them comment at the end, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not over-praise them, the latter is an obvious compliment of their efforts as an example to others.

We know that in teaching speaking skill there are some materials that can be taught. Thornbury (2004) gives an overview of materials that can be done as some activities in teaching speaking skills, including; presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate, conversation, chat, and outside-speaking class. Those activities can be some inspirations for the teacher to teach speaking skill which is more, enjoy, meaningful, and improving.

In addition, Nunan (2003) says that teaching speaking is to teach English language learners to :

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thought in a meaningful and logical sequence.
5. Use language as a mean of expressing values and judgements.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It means that learners should learn speaking skill step by step and understand the function of speaking, because speaking is used for many different purposes, and each purpose involves different skills.

2.3. Teaching English Based on CLT in the Indonesian Context

Teaching English is not easy. Teacher must ask students to repeat the words that they can remember those words. Then teacher should teach the students based on CLT in Indonesian context. CLT is recommended to be applied by teachers of English (Department of Education, 2004).

According to Richards and Rodgers (2001), the communicative approach in language starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred as communicative competence. While Kimtafsirah (2011) said that CLT has become umbrella term, it is not only one approach but it is a set approaches

which have similar belief that the goal of language teaching is communicative competence.

In Indonesian context, English is taught as a Foreign Language whereas in Western countries English is taught as a second language. As stated by Kimtafsirah (1997) there are some characteristics of CLT in Indonesian context, those are;

1. CLT is used for teaching English as a Foreign Language.
2. Students should work in the group.
3. One of the objectives of CLT is to make students able speak and write in English.
4. CLT in Indonesian context adapts in Western context.
5. In CLT in Indonesian context teachers teach communicative competence to students.
6. Teachers teach language as communication.
7. Teachers teach communicating in the target language.
8. Most teachers are not native speakers.
9. Communicative activities and tasks are underlined.

CLT in Indonesian context has five components, those are discourse competence, actional competence, socio cultural competence, linguistic competence and strategic competence. The goal of CLT in the Indonesian context context which is designed based on Celce and Murcia covers:

1. Discourse competence means many kinds of text.
2. Actional competence means speaking and writing in English.

3. Socio cultural competence means formal and informal language.
4. Linguistic competence means grammar, vocabulary, and structure.
5. Strategic competence means the way how to start the conversation.

The implementation of CLT in Indonesian context is adjusted to students' background, level, and needs. The students of kindergarten need vocabulary and picture, and the students of Junior High school need more specific English and also students of Senior High School need many kinds of text.

The following lines describe the use of CTL in teaching English especially in teaching speaking.

2.4. Contextual Teaching and Learning (CTL)

The reason why the writer put forward CTL because when teaching English based on CLT the teacher can implement other theory as the defined of CLT describes that the teacher can apply any approaches long as the students can achieve the goal that is C.C or Communicative Competence.

2.4.1. Definition of CTL

The philosophy of CTL is rooted from progressivisms of John Dewey, an expert of classical education, who proposes the theory of curriculum and teaching methodology relate to students' experience and interest (Nurhadi, 2004). Principally, students will learn effectively if they are able to make a connection between what they are learning with the experience

they had, and also they actively involve in learning process in the classroom.

CTL is an approach of teaching and learning that relates the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critical thinking, problem solving and being able to apply their knowledge in their daily lives. (US Department of Education, 2001 in Suyanto, K. K. E. 2003).

Meanwhile, several attempts have been made to define the meaning of CTL method. In the process of searching the meaning of CTL, the researcher has found several definition about it from different resources.

Elanie B. Johnson (2002) defined CTL as follows:

“CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.”

In addition, Bern and Erickson (2001) state that:

“Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers and engage in in the hard work that learning requires.”

Meanwhile, the Washington State Consortium for Contextual Teaching and Learning, as cited in Nurhadi (2004), Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real world problems.

Based on previous definitions, it can be concluded that CTL is the way or the concept of teaching that helps teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspects of learning into their roles in real life. In the classroom teaching, CTL means that a teacher should present the students' real world inside the classroom.

2.4.2. Characteristics of CTL

Characteristics of CTL, as it is explained by Elaine B. Johnson (2002), are categorized into eight important elements. Those elements are discussed briefly in the following explanations. Those are:

- Making meaning connection.

In term of this query it is expected that students can organize themselves as learners, who learn actively in improving their interest individually, a person who can

work individually or collectively in a group, and a person who can do learning by doing.

- Doing significant work

Students can make relationship among schools and the various existing contexts in the real world as a business maker and as a citizen.

- Self-regulated learning

It proposes students to do the significant work. Significant here means that certain work has to have purpose, it has connection with others, it has connection with decision making, and it has the concrete results or products.

- Collaborating

Collaborating encourage students to be able to work together. Teachers help students in order to work effectively in a group and teachers help them to understand the way to persuade and communicate each other.

- Critical and creative thinking

In this term, students are able to apply higher level thinking critically and effectively. They are able to analyze, tackle the problem, make a decision, and think logically.

- Nurturing the individual

In this elements, students are expected to be able to carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students cannot reach the success without any supports from the adult. Students should respect their companion and senior citizens as well.

- Reaching high standards

It expects students not only to know but also in really to reach their high standards. It identifies their purpose and motivates them to reach it. Thus, a teacher has to show students how to reach what called 'excellent'.

- Using authentic assessment

Students are urged to use academic knowledge in the real world context for the meaningful purposes. For example, students may describe the academic information they have learnt in subject of science, health, education, math and English by designing a car, planning the school menu, making the serving of the human emotion or even telling their experience.

These characteristics became the main components in applying CTL method. It can be understood that these eight characteristics ask students to be actively involved in

classroom activities. Collaborating, nurturing the individual, and creative and critical thinking ask students to be much responsible to their own learning. The role of teacher in CTL is to facilitate students finding the facts, meanings, concepts, and principles for themselves. Once these eight characteristics are applied in classroom, it will be a big help for both teacher and students in creating a good atmosphere where learners have a great responsibility in achieving their success in learning.

2.4.3. Principles of CTL

As Nurhadi (2004) acknowledges, there are seven principles of CTL which could help teachers to be more innovative as one of the characteristics of professional teachers. Those principles are:

- Constructivism

In the classroom teaching learning process, the application of constructivism is applied in five of steps of learning, they are: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting on knowledge. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

- Inquiry

Inquiry is asking, asking something valuable that relates to the topic discussed. In applying inquiry activity in classroom teaching, there are several steps that should be followed i.e formulating problem, collecting data through observation, analyzing and presenting data through written form, picture, report and table and finally communicating and presenting the result of data to readers, classmates, and other audiences.

- Questioning

In a productive teaching learning, questioning activity are useful to check students' comprehension to solve problems faced by students, to stimulate students' responses, to measure students' curiosity, to focus students' attention and to refresh students' prior knowledge.

- Learning community

Actually, learning community has the meaning as follows: (1) group of learning by which communication is the means to share idea and experience; (2) working together to solve problems; and (3) responsibility belongs to each member of learning group.

- Modeling

It is explained as the verbalization of ideas. Thus a teacher demonstrates the lesson to students by acting with a single purpose of implementing the idea of the lesson to students. Modelling can be summarized as demonstrating teachers' opinion and demonstrating how teachers want their students to learn.

- Reflection

The realization of reflection can be done by giving direct statements about information acquired in the lesson, some notes, materials on students' book, some impressions and suggestions uttered by students about the teaching and learning process and discussion.

- Authentic assessment

Authentic assessment is the process of collecting data that gives the description of students' learning development. Meanwhile, authentic assessment has some characteristics (Nurhadi, 2004) which are: (1) involving real world experience; (2) allowing access to information; (3) encouraging the use of computer, dictionary and human resources; (4) engaging students by relevance; (5) using open-ended format; (6) including self-assessment and reflection; (7) warranting efforts and

practices; (8) identifying strength to enable students to show what they can do; (9) making assessment criteria clearer to students.

Essentially, the question that needs to be answered by conducting this authentic assessment is “Do students learn something?” not “What have they already known?”

2.5. Neighborhood Walk Technique

At school, English classes are usually taught during the middle or even taught in the last hour, which usually makes the students feel lazy and bored. Therefore, it is needed the innovative teaching technique to make students more active in learning English.

Neighborhood walk technique is one of techniques belong to CLT (Contextual Learning and Teaching), it is an outdoor activities which encourage learners to collaborate with others to create learning working together and sharing experience will be greater than if we work alone (Kimtafsirah, 2003). Bryant (1985) introduced the Neighborhood walk as an interview technique for discovering how children experience supports or the lack of them in their social relationship.

In addition, Okka (2003) says that:

“Neighborhood walk adalah suatu aktivitas lingkungan. Dalam hal ini siswa diajak keluar ruang untuk mengamati suatu obyek yang menjadi hot spot. Mereka juga diharapkan untuk bisa menghubungkan materi yang sudah disampaikan dalam kelas dengan obyek yang sedang mereka amati. Hasilnya harus dilaporkan dalam suatu teks. Neighborhood walk bisa dilaksanakan 10-15 menit, 1 hari, atau 1 minggu, tergantung pada indikator yang sudah ditentukan.”

Neighborhood walk technique can encourage students to construct their knowledge based on their experience and prior knowledge. This activity make students work in groups, take a walk in the neighborhood, observe something and write something. For example, they have to write the poem, the report of the interview and write the descriptive text.

2.5.1. The Steps of Teaching English through Neighborhood Walk

There are some steps of teaching based on neighborhood walk technique, those are:

1. The teacher asks students to work in group consist of five or six students.
2. The teacher asks each group to interview people in school such as an English teacher, a security guard, supervising extracurricular and others
3. Student with his or her group made several questions for interviews
4. Student with his or her group collect and record data or information about the object

5. The teacher asks students to discuss, share and analyze it with group
6. The teacher asks students to write a report
7. The teacher asks students to present the report and display it with his or her group in front of the class.
8. The form of the report can be a dialogue, a short text, a poem, picture, poster, song, etc. In this study, the writer asks students to write the form of report as descriptive text.