

CHAPTER II

LITERATURE REVIEW

A. Contextual Teaching and Learning Approach

The word “contextual” is derived from the term context. It means that the directions of thinking toward experience. “when we are experienced, and use in context, they have meaning” (Johnson,2002:10). Contextual in term of teaching and learning means the teaching itself should be conected with the daily lives of students, for example: their personal, social environment and their circumstances.

Added Bern and Erickson (2001:2) “Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; motivates s to make connections between knowledge and its applications to their lives as family members, citizens, workers and engage in the hard work that learning requires.” This concept allows teacher to connect their subject matter with nearby environment of the students.

The Washington State Consortium for CTL (2001)

“ 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 setting in order to solve stimulated or real world. Contextual Learning occurs when the students apply and experience what is being thought referencing real problems associated with their roles and responsibilities as family members, citizens,

students and workers. CTL emphasizes higher-level thinking, knowledge transfer across academic disciplines and collecting, analyzing and synthesizing view points.

So, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context - that is, in relation to the person's current environment and that it does so by searching for relationships that make sense and appear useful.

Further, Johnson (2002:4) said that "contextual approach enables students to connect the content of academic subjects with the immediate content of their daily lives to discover meaning." It means that the materials that are used to teach students have to be real and near the students' environment so that they can connect it in their daily lives.

From the experts explanations above, we conclude that Contextual teaching and learning approach is the concept of teaching and learning in which teachers relate subject matter to real world situations of learners . It motivates students to apply what they learn to their lives as family members, citizens and workers.

Kasihani (2002) stated that to achieve this aim (CTL aim) system encompasses the following seven components that will be explained briefly as follows:

1. Constructivism

It is the basic principle of contextual teaching and learning. It means that the students can construct their own understanding based on their prior knowledge. Teachers are seen as facilitators.

Zahorik (1995) explained that knowledge is constructed by human. Knowledge is not a set of facts or laws waiting to be discovered. It is not something that existing independent of a knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made, knowledge grows through exposure. Understanding becomes deeper and stronger if one tests it against new encounters.

In short, characteristic of constructivism are the students activities and participation in learning process based on their ability, existing knowledge and their own learning styles.

2. Questioning

It is used by the teachers to prompt, guide, and assess the students' thinking. This is used to motivate the students to learn something, to guide the students to find information, to assess the students' ability in critical thinking, and train them for critical thinking, and to train them for critical thinking. This is used by students throughout an inquiry-based activity.

It is considered as teacher's thinking activity to motivate, to guide, and to assess the students thinking ability. Oka (2002) stated that questioning is the basic of students curiosity in order to be a critical and creative learner. Questioning can be applied by: students to students themselves, teacher to students, students to teacher, students to the other invited in teaching and learning process.

In CTL approach, teacher and students themselves should be able to give question. The teachers goals in questioning are:

1. To know the learners' existing knowlegde
2. To increase the students' curiosity
3. To focus the students' attention to the lesson being learned
4. To stimulate the students response
5. To invite the other questions
6. To know whether or not the students understand the material they have just learned.

3. Inquiry

This begins with observation and progress toward understanding a concept or phenomenon. It is a cyclical process of observing, questioning, investigating analyzing and theorizing both individually and with others. It is the cycle where the students find the knowledge from observation, asking, and making conclusions whether in groups or inddividually.

Oka (2002:3) stated "inquiry give the teacher chance to know their students, who are the students? What do they know? How d o they think?"

This knowledge help the teacher to be more effective facilitator in teaching learning process.

4. Learning community

It means that the students provide a community in learning where they can communicate with each other to share ideas or experiences, work together to solve problems, and they can ask each other questions in order to get the knowledge. Learning community can happen if there are two ways communications, for example work in pairs, in small or big groups. They can collaborate with others to create learning that is greater than what might exist if they worked alone.

In CTL approach, the teachers are suggested to create cooperative learning group in their teaching and learning process such as:

- Speak and share ideas
- Collaborates with others to create learning that greater that if we work alone.

5. Modelling

The teacher should think about their own learning process. Then, the teacher should demonstrate how he/she wants the students and do what he/she wants them to do. This means in the teaching and learning process there is a way that should be foolowed by students to do the exercises by following some examples given.

In learning activity, there shoud be a model to be imitated or followed. A teacher may give a model of “learning how to learn”. But in CTL

approach, teacher is not only one model to be followed. Here we can invite the real person to the classroom activities such as doctors, nurses, and other people or object which are related to the topic being learned.

Moreover, sample of native speaker voices which is related to the topic can be used as a model for the listening activities.

6. Reflection

Reflection is a method of thinking about something that has been learned. The teacher should know whether students have learned correctly, and have understood the lesson or still need to be given some remedial lessons. In addition, the teachers can help students to solve their problems in comprehending the lesson.

Furaidah (2002:1) stated yhat in reflection activity students can reflect about specific performance related to a certain tasks or assignments or reflect about their general performance in learning English, find the their strenght and learning problem and actively seek for the solution.

7. Authentic Assessment

It is the product of gathering the data that can give the results or describe students' development in learning. It can be seen from students' worksheets, homeworks, or performances.

Kasihani (2002:2) "stated that authentic assessment is an assessment to measure students' knowledges and skills. The knowledges and skills must be applied that is assessed students' product and the task related to its goal and context".

The learning improvement can be assessed in whole of teaching learning processes and using various ways such as tests, students portofolio, students participation, and action in learning process. Test is one of the way.

Based on the explanation above, it can be seen that Contextual Teaching Learning involves constructing students own understanding, questionig to know students' prior knowledge, inquiring to get students in deep understanding, cooperating to help students build their social interaction in learning, giving examples as model to get students understand well, reflectin to make students realize their lack and have attempts to fix. Moreover, according to Johnson (2002:24), Contextual Teaching and Learning enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning.

B. Teaching Listening

Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." Morley (1991:82).In addition, Brown (2006: p.4) listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is also important for obtaining comprehensible input that is necessary for language development.

Wallace, Stariba and Walberg (2004: 7) stated:

“Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in

communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Teachers can show students why good listening is useful and even crucial in some situations. Poor listening can lead to unnecessary arguments and problems. As in the case of doctors, careful listening and questioning might even save lives.”

So, if ones want to be success in every aspect of life especially in language learning you have to listen more.

Gebhard (2000:144) states that listening comprehension activity involves two distinct processes, bottom-up and top-down processing. Bottom-up processing in listening refers to a process of decoding a message that the listener hears through the analysis of sounds, words and grammar. Top-down process in listening refers to the process of using background knowledge to comprehend a message. It is clearly stated that listening materials have to be related to learners’ background experiences and life.

Gebhard (2000) is of the opinion that listening is not a passive skill but an active one because we need to be receptive to others, which include paying attention to explanations, questions, and opinions. Through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important, for some language learners it is considered to be the most difficult language skill.

Brown (2001:249) also defines that listening is an interactive process involving a number of different cognitive, psychomotor, and affective

mechanisms. Communication happens if there is an interaction between the speaker and the listener. Therefore, listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as the knowledge of the language and background knowledge.

Developing the listening comprehension skill is important for students, especially in a communicative language environment where activities often revolve around interactions between English language learners. According to Brown (2001), “students with well-developed listening comprehension skills are able to participate more effectively in class”. For this reason, listening comprehension practice positively influences second language learning, and lessons based on this skill are regularly taught in the English as a Foreign Language classroom.

Yagang (1993:4) stated that the following tips that show that listening is important to develop.

1. Listen

Listening skill development means that when we listen we need to make sure we are hearing what the person is saying, paying attention to the person who is speaking and making conscious effort to hear their words. When we do this we will be in better position to understand what is being said.

2. Understand

After hearing what a person has to say, we can apply listening skill development and begin to understand it by using our personal knowledge to evaluate what we heard.

3. Ask Question

Asking questions is the key of listening skill development and will allow us to be better understood what we heard and allow us to evaluate what we heard as well.

4. Judge

Finally, after we have gone through the above processes we will be able to judge how we feel about all information we heard. Basically, we will either believe or disbelieve what we heard based on what was said and how it compared against our personal knowledge as well as the information provided in the follow up responses. All of these factors will help in our listening skill developments.

Based on the explanation above, the writer concludes that definition of listening is the process of hearing and understanding the meaningful sound of words that requires the listeners' attention to listen correctly in order to catch the message they hear, then produce responses that show they have understood.

C. **Materials for Teaching Listening**

Before planning the lessons for listening classroom instruction, it is important to discuss several types of spoken language. (Nunan, 1991 cited in Brown 2001: 251) suggested a diagram to differentiate types of oral language as follows;

1. Monologue

In monologue the listener does not require to respond to message. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten material or unplanned such as description of something, emergency announcement etc. Monologues are example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those which exchange expressions that promote social relationship (interpersonal) and those which purpose is to convey propositional or factual information (transactional). Both types of dialogues can be between or among familiar people or unfamiliar.

Dialogue requires listeners to respond to what is being communicated. The goal of dialogue is to develop interaction between people. The listener communicates something back to the speaker. For example, greetings between friends, a discussion at a business meeting, and giving or receiving instructions at work.

From those kinds of listening types, the researcher wants to design monolog texts of listening comprehension. According to the syllabus of Senior high school, there are three types of monolog texts which are taught in the second semester of eleventh grade of SMA, they are narratives, spoofs and hortatory expositions.

1. Narratives

The purpose

- To amuse or entertain
- To deal with the actual/imaginative experience in different ways

Text Organization

- Orientation
- Complication
- Resolution

Language Focus

- Focus on specific and individualized participants
- The use of material processes (action verbs)
- The use of some behavioral and verbal processes
- The use of relational and mental processes
- The use of past tenses

2. Spoofs

Purpose: To tell an event with humorous twist

Text Organization

- Orientation : who involved in the story, when and where
- Events : tell what happened in chronological order
- Twist : provide the funniest part of the story

Language Features

- The use of action verbs (e.g. walked, laughed, ran away)
- The use of connectives (e.g. first, then, finally)
- The use of adverbial phrases of time and place (e.g. in the garden, two days ago)
- The use of the simple past tense (e.g. he walked away from the village)

3. Hortatory expositions

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

The purpose of this text is to persuade the reader or listener that something should or should not be the case.

Generic Structure of Hortatory Exposition

1. Thesis
2. Arguments
3. Recommendation

Language Feature of Hortatory Exposition

1. Focusing on the writer
2. Using abstract noun; policy, advantage, etc
3. Using action verb
4. Using thinking verb
5. Using modal adverb; certainly, surely, etc
6. Using temporal connective; firstly, secondly, etc
7. Using evaluative words; important, valuable, trustworthy
8. Using passive voice
9. Using simple present tense

source : Look Ahead 2

D. Designing Material

Schultz (2003: 79) “Listening to the wider contexts of students’ lives includes learning about students’ cultural backgrounds, in order to understand their proclivities, strengths, and stances toward learning.” It means that students will easily understand materials that relates to their real life .

Peters (2010: 1) stated that “the schools are given the freedom to develop and implement the curriculum that is relevent to the needs of the pupils and students.” It means that the school or the teacher of each subject can modify the materials or the activities in teaching and learning process based on the students’ need or environment.

1. Curriculum

Some definitions of curriculum proposed by the experts are as follows:

- 1) Curriculum is the set of courses, and their content, offered at school or university. As an idea, curriculum stems from Latin word for race course, reffering to the course of deeds and experiences through which children grow an mature in becomin adults (Bobbit:1990).
- 2) Curriculum is defined as all the planned learning opportunities offer to learner by the educational institution and the experiences learner encounter when the curriculum is implemented (Print, 1993 cited in Sanjaya, 2008: 8)
- 3) Curriculum is an education plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation (Wojtczak, 2002:2).

In the history of ELT curriculum, it has changed and developed for several times and existed in different names, such as:

- 1) Curriculum 1975 Traditional Approach
- 2) Curriculum 1984 Structural Approach
- 3) Curriculum 1994 Communicative Approach
- 4) Curriculum 1996 Meaningful Approach
- 5) Curriculum 2002 Contextual Approach
- 6) Curriculum 2004 Competence Based Approach
- 7) Curriculum 2006 School Based Approach

Recent curriculum namely School Based Curriculum (SBC) or KTSP requires the school to modify the materials of teaching based on contextual situations of students at school.

School Based Curriculum is an operational curriculum which is arranged, developed and implemented by every education unit through concerning standard competence and base competence which is developed by Badan Standar Nasional Pendidikan (BSNP). It consists of the target education of level based education, structure, and contents of curriculum in education unit level, educational calendar and syllabus.

Ur (1996: 176) stated that

“ a syllabus is a document which consist essentially of a list maybe either content items (words, structures and topics) or process ones (tasks, methods). The syllabus generally has explicit objectives usually declared at the beginning of the document on the basis of which the component of the lists are selected and ordered.”

Syllabus is a learning plan on a subject matter that covers competency standards, base competencies, learning materials, learning activities, indicators, assessments and time allocations. It is a detailed explanations of competency standards and base competencies that are realized into learning materials, learning activities, and assessment indicators of competency achievements. From the syllabus the researcher can find the standard competence and base competence of listening in order to develop the listening materials.

Guideline for designing listening materials taken from syllabus for second semester of the eleventh grade students based on KTSP (School Based Curriculum) can be seen as follows:

Standard of Competence	Basic Competence
8. Listening Understanding the meaning of short functional text and monologue in the form narrative, hortatory exposition and spoof in daily life.	Responding the meaning of a monologue using spoken language accurately, fluently and understandbly in daily life in the form of narrative, hortatory exposition and spoof.

In designing the listening materials, the texts which were composed or adapted are narrative text, hortatory text and spoof text.

2. Material Design

Materials, according to Tomlinson (2007: 2) “could obviously be cassette, videos, CD-roms, dictionaries, grammarbooks, readers, workbook or photocopied exercise. They could be also be newspapers, food packages, photographs, the instruction given by a teacher.” In other word, materials

can be anything which is deliberately use to increase the learners' knowledge and/or experience of the language.

Design is the process of making and organizing components in order to fulfill a specific purposes. In this case, design refers to materials design especially listening material design. It means that the designer have to select materials for students and organize the elements of the materials based on the syllabus provided in teaching listening and the CTL approach. Tomlinson (2007:2) stated "materials development refers to anything which is done by writers, teacher or learners to provide source of language input and to exploit those source in ways which maximise the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning."

The materials designed should be appropriate with the learners' contextual situation. As Brown (2006 :7) stated "..... and it is motivating to find the words to describe your own culture in English". Therefore, the designer of which should be selective in collecting and gathering the data for designing the materials. They can be from several sources, for example from internet,newspapers or designer's own composition. Hence, the materials shoul be related to the learners' prior knowledge.

According to Huchthinson and Waters (1987:p.96) "there are three possible ways in designing teaching materials; they are materials evaluation, materials development, and materials adaptation or modifiation". The writer here uses two of three types of designing materials they are materials

development and adaptation. Hence, the writer should make her own materials and also modify existing materials.

Here are two stages of designing materials:

a. Making and Modifying Materials

In the process of making materials, there are some principles should be considered by the designer Nunan(1988, 1-14):

1. Material should be clearly linked to the curriculum they served.
2. Materials should be authentic in terms of test and task.
3. Materials should stimulate interaction.
4. Materials should be allowed the learners to focus on formal aspects of the language.
5. Materials should encourage learners to develop learning skills and skills in learning.
6. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

Furthermore, Hutchinson and Waters (1987:107) added some principles of material design. They are:

1. Materials provide a stimulus to learning. Good materials do not teach, they encourage learners to learn.
2. Materials help students to organize the teaching learning process by providing a path through the complete mass of the language to be learned.
3. Materials should embody a view of the nature of language and learning.
4. Materials reflect the nature of learning tasks.
5. Materials can have a very useful function in boardening the basis of teacher training, by introducing teachers to new techniques.
6. Materials provide models of correct and appropriate use.

As the conclusion, based on three experts' statements above, in designing teaching materials samples especially in reading for the second

semester of eleventh grade students, it is clearly shown that the materials samples should be authentic and relevant to the students.

b. Evaluating Materials

After selecting the teaching materials samples, the researcher should evaluate them in order to get the appropriate material for the students based on contextual approach. Cunningsworth (1984:5) introduced several principles of material evaluation. They are as follows:

1. Relate the teaching materials to your aims or objectives.
2. Be aware of what language is for and select teaching materials, which will help equip your students to use language effectively for their own purposes.
3. Keep you students' learning needs in mind.
4. Consider the relationship between language, the learning process and the learners.

From those several principles, the writer concludes that the teacher also can take the authentic materials from other resources as a supplement for the lesson.

E. Designing Listening Materials Based on Contextual Approach

In Regulation number 19 of 2005 Section 20, hinted that teachers are expected to develop learning materials, which are then reinforced through Minister of National Education (Permendiknas) No. 41 of 2007 on the Standard Process, which among other things regulates the planning process requires learning for educators at all units education to develop a lesson plan

(RPP). One element of the RPP is a source of learning. Thus, teachers are expected to develop teaching materials as a source of learning.

In addition, Permendiknas No. 16 of 2007 on the Standards of Academic Qualifications and Teachers Competencies, also set about the various competencies required by educators, both core competencies and competency subjects. For teachers in the educational unit level High School (SMA), both in the demands of pedagogical competence and professional competence, closely related to the ability of teachers to develop learning resources and teaching materials.

Syllabus which was used by the researcher to design the listening materials is syllabus for the second semester of the eleventh grade of Senior High School or SMA based upon KTSP or School Base Curriculum.

Table 1. Syllabus for Second Smester of Eleventh Grade

Standard of Competence	Basic Competence
8. Listening Understanding the meaning of short functional text and monologue in the form narrative, hortatory exposition and spoof in daily life.	Responding the meaning of a monologue using spoken language accurately, fluently and understandbly in daily life in the form of narrative, hortatory exposition and spoof.

According to Tomlinson (2010) the materials should:

1. Expose the learners to language in authentic use
2. Help learners to pay attention to features of authentic input
3. Provide the learners with opportunities to use the target language to achieve communicative purposes

4. Provide opportunities for outcome feedback
5. Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
6. Stimulate intellectual, aesthetic and emotional involvement

The listening materials samples were designed based on three considerations. They were syllabus for the second semester of the eleventh grade of Senior High School or SMA, the result of the textbooks analysis and the last but not least is CTL approach concept.

In analyzing the textbook the researcher uses the following criteria:

Content

1. Are the topics familiar to the learner?
2. Are the texts suitable with the learner level?
3. Do the activities involve students' pair or group work?
4. Are the instructions clear enough for the teacher and the learners?
5. Do the illustrations attract the learners' attention?
6. Are the design and layout of the textbook appeal the learners?

(addapted from Tomlinson and Masuhara)

Syllabus

1. Are the materials suitable with the syllabus?
2. Do the text of materials meet the curriculum?
3. Does the the text coincide with the learning objectives?

CTL Approach

- 1) Constructivism
- 2) Questioning
- 3) Inquiry
- 4) Learning Community
- 5) Modeling
- 6) Reflection

7) Authentic Assessment

By analyzing with these criteria, the researcher knows the content of the textbook in terms of topic, texts, activities, instruction, illustration and the layout. The researcher also know whether or not the listening materials on the text book suitable with syllabus and curriculum of second semester of eleventh grader. Moreover, the researcher knows the aspects of CTL approach which already involved in the textbook and which were not.

In designing listening material samples, the researcher considered the Contextual Teaching and Learning Approach. Because it was obvious that by involving students in contextual teaching and learning process, they could acquire the language well.

After designing the listening materials, the reseracher will analyze them based on the Contextual Teaching and Learning Approach criteria above.

There are several procedures that the researcher has to put into practice in designing the listening materials, they are:

1. The researches asked the teacher about the syllabus and listening materials which are used by the teacher.
2. The researcher had an interview with the teacher and analyzed the listening materials in the textbook which is used by the teacher.

3. The researcher gathered all possible materials to design appropriate listening material.
4. The researcher designed appropriate listening materials based on CTL approach.
5. The researcher analyzed the listening material samples based on Cunningswoth theory and CTL components.

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