

CHAPTER II

THEORETICAL FRAMEWORK

A Definition of Participation

Participation in learning is defined as every action taken by students in participating in learning activities. These actions are activities that make students obtain the material taught. Zolten and Long stated that participating in the classroom activities provides a critical opportunity for learning new skill. Participation helps students to make deep, meaningful connections in the mind that are important in learning.¹ Students' awareness in participating can help them become active students who are also able to develop their skills.

Broadwell establishes that participation is any observable student activity.² In addition, Reid et. al stated that participation is central, as 'people flourish more fully when they have a rich range of opportunities to realise their capabilities, and their capabilities include seeing the environment accurately and knowing how to take effective action in response'³

Davis cited in Quay stated that learning is coming to be understood as a participation in the world, a co-evolution of knower and know that transforms

¹ Namini Devi D/O Simanjalam, Students' Participation in English Language Classroom. Universiti Malaysia Sarawak, 2008, p. 18

² Patricia Alfonso Delgado, Et. Al., *Students' Participation Promoted By Teachers' Discourse: Reflecting on An English Class In Corporación Unificada Nacional De Educación Superior -Cun-* Universidad De La Salle, 2013, p 18

³ Alan Reid, Bjarne Bruun Jensen, Jutta Nickel And Venka Simovska, *Participation and Learning Perspectives on Education and The Environment, Health and Sustainability* (UK and Denmark: Springer, 2008), p. 8

both.⁴ This statement explains that participation is in the form of learning where a student takes education and follows a series of processes that must be done to gain more knowledge.

According to Lave “participation in every day life may be thought of as a process of changing understanding in practice, that is, as learning”. According to Dewey, Participation and learning are thus equated in a defined way, as experience and education have been.⁵ From the statement, the writer wants to link participation theories with this research. As we know that participation is learning itself, the writer, therefore, uses the notion of participation in the context of student learning experiences.

B Definition of Learning

Kimble and Garmezy stated that learning is one of the most important individual processes that occur in organizations, higher education, and training programs. Learning is defined as a relatively permanent change in an attitude or behavior that occurs as a result of repeated experience.⁶ This behavior is the

⁴ John Quay, “Experience and Participation : Relating Theories In Learning”, *The Journal of Experiential Education*, Fall 2003, Vol 26 No. 2, p. 106

⁵ Quay, “Experience and Participation : Relating Theories In Learning”, Vol 26 No. 2, p. 108

⁶ Ronald R. Sims and Serbrenia J. Sims. 1995. *The Importance Of Learning Styles: Understanding the Implications for Learning, Course Design, and Education*. (London: Greenwood Press Westport, 1995), p. 2

influence of the cause and effect of activity, thus providing development of the knowledge and feelings of an individual.

Learning is a process that takes place in a participation framework, not in an individual mind.⁷ it means that someone will experience understanding when a person does an activity either in the form of daily interactions or following activities guided by a tutor or teacher. So it can be said that a person will not get a lesson if he does not do something because he/she does not experience it.

According to I Illich, learning is a human activity which least needs manipulation by others. most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.⁸ While Pritchard stated that learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom to the wide open spaces of the

⁷ Jean Lave and Etinne Wenger, *Situated Learning Legitimate Peripheral Participation*, (New York: Cambridge University Press. 2008), p. 15

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (Pearson: Longman, 2001), p. 70.

countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.⁹

From the definitions of some experts above, the writer has a conclusion that learning is the effort of every individual to get behavior change by increasing knowledge both in attending education and based on personal experience. Learning departs from someone as part of his initiative to cultivate reason, seek and use the knowledge gained. The learning process is directed so that humans are able to develop talents and be able to overcome every life's challenges.

C Learning Model

The model can consist of three elements such as an input state, a learning experience, and an output state.

a. The output state

The output state can be most easily defined as the goal (destination) or set of goals that you establish for each "learning experience." A "learning experience" may be a course, a topic within a course, a discussion within a topic, or a single answer to a student's question. In simple terms, the goal is

⁹ Alan Pritchard, *Ways Of Learning: Learning Theories And Learning Styles In The Classroom*, Second Edition, (USA and Canada: Routledge, 2009). p. 1

what you expect the student to be able to do upon completing the learning experience. Notice that we did not define this goal solely in terms of information that the student should acquire by the end of the learning experience. If the student has information but cannot use it appropriately, meaningful learning has not occurred, and acquiring the information has been of little value.

b. The Input State

If the output state defines the end of the educational journey, the input state describes the journey's starting point. If your job is to help the learner to learn, it is imperative that you have some idea of the knowledge and skills that the student brings to the educational component as well as the facility with which the student can use that knowledge and those skills.

c. The learning experience

The learning experience represents the set of activities, classroom experiences, and intellectual challenges that the instructor has designed to help students reach the desired output state. Each experience represents a leg of the route that the student will traverse on his or her journey from the point of origin to the destination. Depending on the students' input state and the desired output state, the learning experience might require students to engage in a debate, solve a particular type of problem, work with a computer simulation, or conduct an experiment. If the learning experiences are designed without sufficient information regarding the input state, they

may not provide the appropriate "road map" to help the student progress from the starting point to the targeted end of the educational journey.¹⁰

The explanation above shows three important elements in interrelated learning. Learning must have a purpose, meaning what we want to get from the learning, then the results of the learning in the form of creativity or new knowledge can be used in the next experience to be developed.

D Formal and Non-formal Education

Learning is inseparable from the educational process that is a human need. Education itself has a variety of characteristics and roles in accordance with its scope. In this case, the author takes two types of education known as formal education and non-formal education

Miles contrasted ' formal educational systems' with ' non-formal educational systems'; the formal included "a wide range of schools and colleges", public and private, as well as other educational institutions at ' higher' and ' lower' level. Formal education was seen as being hierarchical. Non-formal systems include "educational programs of all sorts carried out by industrial organizations" and programmes run by government agencies such as the military and Departments of Agriculture, as well as commercial and voluntary bodies and "youth-serving organizations".¹¹

Harbison stated that formal education is thus easily defined its administration and control in most developing countries is lodged in a ministry

¹⁰ Joel A. Michael and Harold I. Modell, *Active Learning in Secondary and College Science Classrooms A Working Model for Helping the Learner to Learn*, London: Lawrence Erlbaum Associates, 2003), p. 28

¹¹ Alan Rogers, *Non-Formal Education: Flexible Schooling or Participatory Education?*, (: Kluwer Academic Publishers, 2005), p. 70

of education; its costs are measurable, and its outputs are easily identified, all of which can be said of any national adult literacy campaign. Bock and Papagiannis refer to formal education as "limited to those processes of teaching and learning carried on at specific times, in places outside the home, for definite periods, and by persons especially prepared or trained for the task. It is education that organizes its consumers by age-grading, grants certificates and degrees, and frequently requires compulsory attendance by pupils."¹²

Werquin said the formal education or formal learning is learning that occurs in an organized and structured environment and is explicitly designated as learning (in terms of objectives, time or resources).

Cedefop argued non-formal learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). It is intentional from the learner's point of view.¹³

Adishesiah defined non-formal education (NFE) as 'the organized provision of learning opportunities outside the formal educational system, covering a person's lifetime, and programmed to meet a specific need-remedial, or vocational or health or welfare or civic, political or for self-fulfillment'."¹⁴

Non-formal education takes many forms: part-time 'second chance education' for those unable to benefit from regular classes; youth clubs with

¹² Rogers, *Non-Formal Education*, p.77

¹³ Patrick Werquin, *Recognising Non-Formal And Informal Learning: Outcomes, Policies, And Practices*, (OECD, 2010), p. 22

¹⁴ Rogers, *Non-Formal Education*, p.79

substantial educational purposes; adult and continuing education; community education; personal development programmes such as cultural, language, fitness and sports programmes; and professional and vocational programmes for the unemployed and upgrading workforces.¹⁵ Non-formal education is provided by public institutions, public-private partnerships, employers, trade unions, media organizations, civic society groups, NGOs and international agencies.

From the educational characteristics that have been explained before, the writer wants to connect the material with the object of research which raised in this study, namely the institute of courses as one of the examples of non-formal education. The course institutions has the role as a place for education that take place in outdoor or besides schools that have special programs.

E Definitions of Communication

Communication has been defined by many theorists; some of these definitions are quoted here.

1. Communication is a process of passing information and understanding from one person to another. - Keith Davis

¹⁵ Colin Latchem, "Informal Learning and Non-Formal Education for Development", *Journal of Learning for Development*, Vol. 1 No. 1 (2014)

2. Communication is any behavior that results in an exchange of meaning.- The American Management Association
3. Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings. - D. E. McFarland
4. Communication is the process by which information is passed between individuals and/or organizations by means of previously agreed symbols. - Peter Little

Communication is the transmission of information and meaning from one individual or group to another. The crucial element is meaning. Communication has as its central objective the transmission of meaning. The process of communication is successful only when the receiver understands an idea as the sender intended it. Both parties must agree not only on the information transmitted but also on the meaning of that information.¹⁶

These definitions show that communication involves the exchange of thoughts between two parties. In order to transfer an idea, we must use symbols (words, signs, pictures, sounds) which stand for the idea. The symbols must be understood by the person or persons with whom we intend to communicate. Both must assign the same meaning to the symbols used; otherwise, there is

¹⁶ Urmila Rai, *English Language Communication Skills-Revised Edition*, (Mumbai: Himalaya Publishing House. 2010), p.6

miscommunication. Unless there is a common understanding of the symbols, it is not possible to communicate.

According to Grauberg, communication involves comprehension and production, of spoken and written language or, in terms of the user's activity, listening and reading, speaking and writing. Each of the four modes or skills of communication has its own distinctive properties, which affect the way language is expressed.¹⁷

Two people are said to communicate when an interaction occurs where each of them takes action and reaction. Communication is a necessity that cannot be separated from various human activities because humans are social creatures who need to interact with each other. Then the communication process will continue to occur and move dynamically during the life process.

F Process of Communication

In order to analyze the activity of communication, we must know the process and the elements involved in the process of communication. There are seven elements or factors which make up the process of communication:

1. Source / Sender is the one who initiates the action of communicating
2. Audience / Receiver is the person(s) for whom the communication is intended

¹⁷ Walter Grauberg, *The Elements of Foreign Language Teaching, Vol. 7 Rn Languages in Practice*, (Great Britain: WBC Book Manufacturers Ltd. 1997), p. 181

3. Goal / Purpose is the sender's reason for communicating, the desired result of the communication
4. Message / Content is the information conveyed
5. Medium / Channel is the means or method used for conveying the message
6. Feedback is the receiver's response to the communication as observed by the sender
7. Environment / Context is the background in which the communication takes place.¹⁸

Young and Travis also argued that In order to understand communication, we must look at the parts that make up an interaction. Each interaction consists of *communicators, messages, a channel, circumstances, feedback*, and, in some instances, *noise*.¹⁹

The communication process is a way of how a message or information can be conveyed on target. This information can be received by others with the same meaning and in an effective way. As a sign of whether the message has been received by the receiver, a reaction or feedback will arise in the form of a response either directly or indirectly.

¹⁸ Rai, *English Language Communication Skills*, p. 7

¹⁹ Kathryn Sue Young and Howard Paul Travis, *Oral Communication: Skills, Choices, And Consequences*, Third Edition, (The United States of America; Waveland Press, Inc, 2012), p. 4.

G Kinds of communication

1. Verbal Communication

The term 'verbal' is colloquially used to mean oral but in communication studies, 'verbal' means by using words and language. It includes both written or oral. According to Rai, most of our communication is done by using language; we speak and write whenever we have to convey information and ideas, to discuss, to motivate, to appreciate, or to warn, reprimand, complain, and so on. We may do any of these things orally or in writing.²⁰

During verbal communication, an individual uses spoken and written words. Communication through spoken words is oral communication and communication through written words is written communication.

a Oral Communication

During oral communication, there is a face to face interaction between the sender and the receiver. In this type of communication, there could be two or more than two persons who use spoken language as a medium of communication. When we make presentations, deliver speeches, participate in group discussions, appear for interviews, or simply interact with somebody, we are involved in oral

²⁰ Rai, *English Language Communication Skills*, p. 11

communication.²¹ There is a high level of understanding when doing oral communication because it is interpersonal. In addition, responses can be received more quickly and spontaneously.

b Written Communication

In written communication, the sender uses written mode to transmit the message. Reports, proposals, letters, books, e-mails etc are the examples in this category. This type of communication is used for documentation in organizations.

2. Non-Verbal Communication

Non-verbal methods of communication include all things, other than words and language, that can convey meaning. For example, graphics like pictures, maps, charts, graphs and diagrams in a written document, and body language and voice qualities in speech, are non-verbal communication.²²

A message that is communicated without words is an example of non-verbal communication. This process requires non-verbal cues to be transmitted and received. It can be further categorized into two parts 1) Body language and 2) paralinguistic features.²³

- a Body language e.g: Personal appearance, walk, gestures, facial appearances, posture hand- movements, eye contacts etc.

²¹ C.K Ahammed, and M.Phil, Adib-i-Fazil, *Communication Skills in English: Common Course in English*, (India: the University of Calicut, School of Distance Education, 2012), p. 150

²² Rai, *English Language Communication Skills*, p. 16

²³ Ahammed and Phil, *Communication Skills in English: Common Course in English*, p.

- b Paralinguistic features e.g: person's voice, volume, pitch, rate, pauses, articulation modulation etc.

H The Communicative Competence

Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions
2. Knowing how to vary our use of language according to the setting and the participants (e.g. Knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g. Narratives, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).²⁴

From the explanation put forward by Jack C. Richards, the writer concludes that communication competencies must meet the indicators of each aspect above. That is good communication using grammar, clear pronunciation

²⁴ Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006), p. 4.

and appropriate word formation so that language can be understood by people in various social contexts.

I Definition of Speaking

According to Brown, speaking is a productive skill that can be directly and 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.²⁵

Speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. Speaking in an L2 has occupied a peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning, and testing in its own right, rarely focusing on the production of spoken discourse.²⁶

In addition, related to speaking ability, Nunan (2003) states that speaking ability is the ability of the speaker to convey information, express ideas, thoughts, feeling and reaction, appropriate structure, speech sound, and sound

²⁵ H. Douglas Brown, *Language Assessment Principle And Classroom Practice* (New York: Pearson Education, 2004), 140

²⁶ Ronald Carter and David Nunan, *Teaching English To Speakers Of Other Languages* (New York: Cambridge University Press, 2001), p. 14

pattern, appropriate vocabulary, according to situation and subject matter and used the language quickly and confidently.²⁷

From some of the speaking meanings above, the writer concludes that speaking is a way to interact with someone orally. good speaking is required in oral communication, both in pronunciation, the structure of the words and how to convey our mind so that what we want to convey can be understood.

J Components of Speaking Ability

Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process:²⁸

1. Pronunciation (including the segmental features—vowels and consonants—and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.

²⁷ Ikramah, *The Effects Of Video Recording On Students' Speaking Ability*, Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam-Banda Aceh 2017, P. 17

²⁸ David P. Harris *Testing English As A Second Language*, (United States: McGraw-Hill, 1969), p. 81

Based on the statement above, it can be concluded that the aspects of the speaking ability in this research are pronunciation competence, grammatical ability, vocabulary mastery, the fluently of speaking, and the understanding of the topic of speaking.