CHAPTER II

REVIEW OF RELATED LITERATURE

To make the research can obtain good and objective result; in this chapter the researcher will present several review of related literatures of this study, they are speaking, media technologies in teaching, conversational strategy in teaching speaking, and conversation strategy using Crazytalk 6.

2.1. Speaking

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (Boston: Allyn & Bacon, 1998).

While another expert, Theodore Huebner said "Language is essentially speech, and speech is basically communication by sounds" And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages. (Theodore Huebner, Audio Visual Technique in Teaching Foreign Language, (New York: Cambridge University Press, 1960). From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to

persuade, and to entertain that can be learnt by using some teaching learning methodologies.

2.1.1. Teaching Speaking

Speaking is a crucial part of second or foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. The teaching speaking is not only asking the students to only speak orally, but in nowadays the student must be able to express and understand the meaning of what they speak. In the teaching learning process the students should be more active in speaking than the teacher. The teacher is only as the guider and the students are as the main actor in speaking.

2.1.2. The Goal of Teaching Speaking

Teaching speaking has several purposes to be reached. Teaching speaking for the beginner is different with teaching speaking for the advance learners. What is meant by teaching speaking is to teach English language learners to:

- Produce the English speech sounds and sounds patterns.

- Use words and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Nevertheless, when the learners are first time in studying English, the students should not be forced to speak like advanced learners. The teacher should accord their students speaking ability with the appropriate materials related with speaking.

2.1.3. The Way to Teach Speaking

When teaching young learners the teacher constantly has to keep in mind the fact that what the teachers have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, the teacher need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything the teachers say and how the teachers say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and

rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Now many linguistics and English as foreign language (EFL) teachers agree on that students learn to speak in the foreign language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

2.1.4. Teaching Speaking at Junior High School

Vale and Feunteun (1998: 2) stated that children have many special characteristics in learning. They as young learners have specific learning needs. They learn best when they are involved and their works are valued, and they have opportunity to experience and experiment for themselves. Young learner's attention span is limited. Therefore, tasks should be short, varied, motivating and interesting and should offer "concrete perceptual support". The experience and

environment at school and how language is taught and practiced play a vital role in language acquisition.

2.1.5. Guidance for Teacher in Teaching Speaking

According to Nunan, the teacher should have the pattern in teaching speaking. Here is some guidance which should be paid attention by English language teachers while teaching oral language or speaking:

a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

d. Indicate positive signs when commenting on a student's response.

e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

i. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.2. Media Technologies in Teaching

The availability of a variety of media technologies allow users to record audio and video files in a reasonably short amount of time leading to the increased use of technology media in the classroom and other learning environments (Odhabi & Nicks-McCaleb, 2009). Increasingly, researchers have begun to explore the benefits of recording learning activity as well as student speaking to make them available for students to access in many different formats including video (Chandra, 2007; Christel & Frisch, 2008). Hence, the use of a video is increasingly finding its way into CALL contexts.

The literature on integrating video-recording of student speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Similarly, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin & Stempleski, 1990). In addition, students have the opportunity to view the recording on video more than once. Thus, recordings allow students to replay the video as many times as they need; so, they can make self-evaluation of themselves as well as their fellow friends. As a consequence, students become self-critical, because they can see their problems and trace their improvements.

2.3. Conversational Strategy in Teaching Speaking

According to Riggenbach (1998), conversational strategies are certain conscious ways to help maintain communication (as cited in Walter, 2008). Dörnyei and Thurrell (1994) took these strategies to mean "an invaluable means of dealing with communication 'trouble spots', such as not knowing a particular word, or misunderstanding the other speaker" (p. 44). Finally, Kehe and Kehe (2004) proposed that conversational strategies are helpful methods for speakers and listeners who wish to continue a natural flow of conversation.

Conversational strategies are also viewed as a sub-division of communication strategies; sometimes the two terms conversational strategies and communication strategies are believed to be interchangeable. The term conversational strategies indicate those strategies which help speakers to maintain a conversation and to achieve their communicative goal.

Conversational strategies could be divided into nine types in order of significance: message adjustment or avoidance, paraphrase, approximation, appeal for help, asking for repetition, asking for clarification, interpretive summary, checking (for comprehension and confirmation), and use of fillers/hesitation devices (Dörnyei & Thurrell, 1994).

Conversation is a natural part of life in which people exchange information and create maintain social relationships. However, not many English learners can make sense of conversational rules or patterns; hence, they face trouble in keeping their conversations going (Walter, 2008). Using conversational strategies has been suggested as one effective way to overcome problems in maintaining

speaking skill. Dörnyei and Thurrell (1994) proposed that with these strategies, learners are well equipped to handle instances of naturally arising conversations. Walter (2008) also claimed that conversational strategies help raise learners' awareness of both form and function of the language. In short, conversational strategies are worth attention because they can facilitate interaction and fluency.

2.3.1. The Procedure to Implement Conversational Strategy

Conversations create contexts where students can make their thinking and understanding visible a cross a variety of subjects. The potential is tremendous for teachers and students a like to use success criteria to move thinking, listening, speaking and presenting to high levels.

To help strike fine balance between prompting and directing student responses in implementing conversational strategy some procedure to implement conversational strategy are suggested below:

- The teacher asks the students to make conversation with their friend with certain topic.
- The teacher monitors the students' engagement as they prepare for the conversation.
- The teacher listens to the students' contribution with an open mind (conjectures and misconceptions are valuable in moving thinking).
- The teacher acknowledges or paraphrases the students' contributions (withhold evaluation).
- The teacher asks the students to restate a speaker's ideas/reasoning.

- The teacher clarifies by asking students to explain their thinking or explain it another way.

- The teacher asks questions to surface discrepancies between what students are saying and information.

- The teacher prompts the broader students' participation in conversation.

In addition, to move the student thinking forward, the following procedure of the strategies might also be considered:

- The teacher uses wait time to allow for students' internal dialogues.

- The teacher turns the thinking back to the students.

- The teacher asks the students about what might happen next as a result of an action to prompt further thinking on a problem.

    (Adapted from Aukerman, 2006; McKeown and Beck, 1999, p.27; Smith et al., 2009; Wells, 2007; Lucky West at http://edugains.ca)

2.4. Conversational Strategy Using Crazytalk 6

Teaching speaking through conversational strategy using Crazytalk 6 can be beneficial for students. Firstly, "editable picture (included video) can give the students realistic model to imitate for role play and can increase awareness of other cultures by teaching appropriateness and suitability" (Arthur,1999, as cited in Cakir, 2006, p.68). Moreover, it is stated that only 7% of information is sent through words; the remaining 93% of communication is non verbal (Mehrabian, 1972). Swan (1996-997) proposed videos display a range of verbal and non verbal behaviors that may make the material more meaningful to learners. Likewise,

Gower, Phillips, and Walters (2005) stated additional information, provided by facial expressions, gestures, and physical backgrounds, make the material easy to understand. In addition, when seeing real object or watching videos, learners can become more inquisitive and intellectually stimulated (Denning, 1992).

Apart from the benefits, by using technology (Crazytalk 6), the researcher may face some difficulties. According to Cakir (2006), the main disadvantages are cost, inconvenience, maintenance, and in some cases, fear of technology. Moreover, the sound and images, or quality of the copies, may not be ideal. Researcher should be especially well trained in using and exploiting the media then train the students to use the media (Crazytalk 6) to be analyzed. Otherwise, their usage may become purpose less for the students.

2.4.1. The Procedure of Conversational Strategy Using Crazytalk 6

CrazyTalk 6 is an application which focuses on speaking and animating the faces and gives the power to import any photo or image into the fitting wizard and bring it to life with easy auto lip-sync. In this strategy the students are forced to be active in speaking. The main actor of this activity is the students. The teacher only gives the guidance when the students run the application. In Crazytalk 6 the students can add emotion to the actor with emotive one-click mood animations and have full control of custom facial expressions with a few clicks. Crazytalk 6 is a great match for beginners, students, educators and all users that need an easy to create solution with instant results. Crazytalk 6 focuses on total speaking animation production with actors, props, scenes, camera and a complete time-line

for precision animation. So, the teacher can implement the conversational strategy using Crazytalk 6 in their teaching, especially in teaching speaking.

This application is little bit same with video recorder, but in this application the operators (students) can make their self as if they were an actor or other famous person, or even the students can make their own characters with interesting animation. The students can make their self to be another person by lip-sync in this application. They can make conversation with their friend by using Crazytalk 6, so they will be the dabber in the conversation. In the implementation of conversational strategy using Crazytalk 6 the students can totally explore their speaking abilities. In Crazytalk 6 application provides the speaking tool so the students can easily know the pronunciation of English words which they want to say.

Conversational strategy using Crazytalk 6 learning model is the intergration between conversational strategy and Crazytalk 6 application. While in the conversational strategy the action is performed in real action and with the real performer, but in this strategy the conversation is performed through Crazytalk 6 application, so the students can know their mistakes while they speaks in conversation and they can imagine as if they were in the real situation. Each student in the group accidentally asked to choose the picture in the computer to be performed in Crazytalk 6, and then they are asked to perform that in conversation with their friends in the group. In simple steps that can be done in implementing these learning models are:

1. Students are divided into several groups and each group consists of two students. Student in each group will get their role in the group which determined.

2. Teacher gives task in the work sheet and each group working on issues given

3. Teacher provides some picture which related with the topic of the task in the computer and lets each group to choose one of these pictures freely

4. Teacher asks the students to do the conversation using Crazytalk 6 application based on the work sheet and the picture which they choose

5. All of the procedure here is using Conversational strategy; the different is the use of media in doing conversation.

The implementation of the procedure above is integrated with the procedure of implementing conversational strategy. The researcher integrate the conversational strategy in the real action with the conversational strategy using Crazytalk 6 as the expert state that the teachers can use video or media of technology to help students become better speakers in English (Lonergan, 1984; Tomalin & Stempleski, 1990). So, the integration between conversational strategy and the use of Crazytalk 6 application will be applied in this research.