CHAPTER II

REVIEW OF LITERATURE

This chapter contains a literature review about conversation partner program. A summary of conversation partner program are presented in this chapter.

2.1 Conversation in English Communication

Communication is one of component in human daily life. It talks about both spoken and written (explicit language) and people sefl-attitude (implicit message). According to Keytone in Fred C. Lunenburg (2010) communication is process of delivering information, idea and general understanding from one self to other. Deetz (1994) defined communication as an activities between some people which is contain planning, controlling and managing.

Shannon's (1994) developed the model of communication process like :
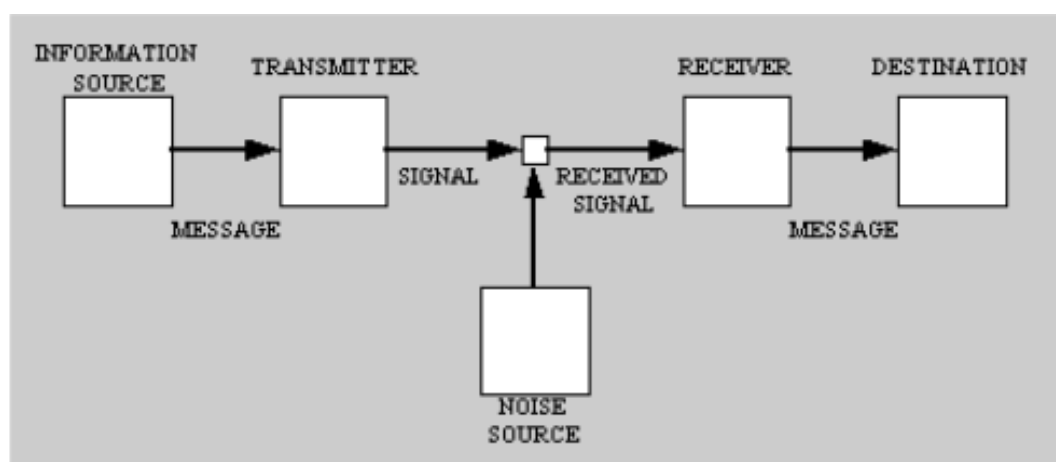
From the diagram above, Shannon's (1994) divided communication in eight stages which is explained as follow :

1. **Source of information**. It refers to who creates the messages.

2. **The message**. It contains information and idea which is sent by information sender and received by destination.

3. **A transmitter**. This part of communication process defined face to face communicatin which has two transmitter veins such as mouth and body language also channel (air and gesture).

4. **The signal**.   It is flowing through the channel. There may be some parallel signals in one on one interaction directly where transmitter made different signals.

5. **A channel**. In the diagram above, channel described as a little box. It is where the transmitter associated with channel.

6. **The noise**. It represents to noise which is divest signals in the channel.

7. **A receiver**. Shannon's defined receiver as media to receive the message and continued to destination.

8. **The destination**. This last part refers to people who receives and process the message.

In English communication conversation is part of communication it self to deliver the message. It seems ways to communicate with others. Conversation has been the effective way to communicate with others directly by using English. Word conversation means the way to explain and learn something (Pask, 1967). According to Pangaro (1996) explained that conversation is doing agreement also

communication between two people or more. In addition, based on Gilly-Elle Wiltshire and Carolyn Ehrlich (2014) in their research journal the definition of conversation is important part of communication process which has big effects or contribution to social human life.

In line with those statements above, Baker A.C. et al (2002) stated that conversation is a process of achieving comprehension by interacting between opposites and contradictions. Supporting those statement, Hugh Dubberly and Paul Pangaro (1996) referred that conversation is conveying existing knowledge and generating the new one. Klemm (2002) also explained that conversation is main interaction of human communication which contains message, idea, information or thought that organized by topics.

Therefore, according to some statements above we can summarize that conversation is central way in communication between two people or more that contains message, ideas or knowledge which is mostly used in communication.

2.2 Conversation Partner Program

2.2.1 Definition of Conversation Partner Program

Conversation partner program is one way to learn English and use it communicatively. According to Center for Language teaching Advancement (2013) conversation partner is learning how to speak English, technique, understand the meaning while talking to someone in second language. Supporting

this statement, Lynne Weintraub (2012) explained that conversation partner is giving opportunity to students to use their English in ordinary life with sub-group of students to increase their speaking through understanding what is other said and express what they like.

In line with statements above, based on www.mun.ca/esl/conversation conversation partner is having conversation with international students in second language to understand English and culture. In Emory university's website oisl.emory.edu also explained that conversation partner program is a program which is pairing students with others and matched to one of them to relieve also develop their English conversation skills and develop cross cultural relationship.

Meanwhile according to www.towson.edu, Townson University's site conversation partner program is a program which is developed for providing and give chances to students to practice their English and learn other's culture.

Accordingly to some statements above, we can conclude that conversation partner is a program for students and volunteers which is paired them up to have conversation together to improve their speaking skills.

2.2.2 The Advatages of Conversation Partner Program

Conversation partner has many advantages for students and volunteers who applied this program. It gives chances to use their English and practice

speaking with others. In having conversation, they have to use English as native language. So, it is really good for students to improve their speaking skills.

According to American English Institute (2013) conversation partner gives a lot of advantages. Through conversation partner program students can have some new friends from different area and culture. So, students can learn new culture from partner and share their own culture. They can practice speaking and listening at the same time also colloquial languange or slang which can not used in class. The students also can speak with native speaker directly and freely.

Based on Wallace and Bradshaw (2011) explained that conversation partner program can help people increase their communication outcomes. Emory University (2015) provides some reasons for students why are they suggest them to join conversation partner. This program can improve their speaking ability. Not only English skills but also different culture from their partner. They also gets new friends to share culture each other and know more about something that their partner talking. Furthermore, the purpose of joining conversation partner program is to help students speaking, listening and communication abilities with native speaker through practice by using second language (www.dartmouth.edu).

In having conversation, there are various topics to talk such as family, foods, social life, daily activities, culture and other. They can use simple topic as that or the difficult like technology, politics, education and economy. Students can choose the topic moreover create their own topic to talk with their partner. They also can arrange their schedule and place to talk with.

Hence, conversation partner program is an effective way to improve students speaking, listening skills and cross-cultural knowledge. This program lets them talk whatever they want and create their own schedule to meet their partner to practice English without any charge.

2.2.3 The Effect of Conversation Partner Program

Conversation partner program gives effects to the students and volunteers. There are many campuses was implement this program to enhance students speaking skills. According to www.englishandculture.com, a website which has some speaking programs for students, there are many students influenced by conversation partner program. After implemeted the program, students' speaking skills was increased. They learned some information from their partner and got direct correction. Students cross cultural knowledge and relationship to others is improving well. It has been the effective and fastest method to improve students speaking.

Other university which is implement conversation partner program is Boston University as explained in their website www.ecenglish.com, student's speaking are improved well and they enjoyed the program because they can practice English with native speakers while sharing their interest based on schedule which is made by them. As same as those two statements above, conversation partner program at Baruch College which explained at it's page, students who was join conversation partner has many good new friends. Their

speaking skill also increased well. Students also learned something new and share each others. They also have opportunity to speak with native speaker.

2.2.4 The Common Procedure of Conversation Partner Program

During the implementation of conversation partner program, there is common procedure which must be followed by participants. The procedure which is explained in this research is the procedure of conversation partner program which is implemented at University of Muhammadiyah Gresik during the first periode 2014-2015. Those procedure will be explained as follow :

1. Registering

   The first step of conversation partner program is registering. In this step participants who interested to join this program have to register themselves to be part participants. Students registers themselves at lecturer who handles this program by filling form of conversation partner program participants. To know what time this program will be implemented, usually lecturer make an announcement to students at college related to its' implementation.

2. Interviewing

   After collects data of students who are attracted to become conversation partner participants, lecturer interviews them by asking some questions to know their level of English which are mastered by them. At the end of interview session, lecturer gives score which is appropiate with their answer

and write it at conversation partner program participants registration form to match them with partner who has nearly same level in English.

3. Partnering

The next step of conversation partner program is partnering. In partnering, lecturer matches students to another students who has same or nearly similar level of speaking competences in English which mastered by them. Beside that, lecturer also matches them based on their available time so that they can arrange schedule easily as they fill at registration form.

After matching them with appropiate partner based on those two things, lecturer who handles conversation program announce or tell students' partner by showing them partners' phone number. So, they can contact their partner easily to arrange schedule of meeting. Partnering demans for a month. Lecturer will jumble or re-arrange new partner for them. It means that in every month they will have new partner.

4. Conversing

In conversing with partners, students firstly must contact them to introduce theirselves and arrange schedule which is suitable for them. Then, they have to make appointment to meet and have conversation directly on time and at place where is ratified by them both.

After meet and know each other, they must practice speaking by having conversation minimally 30 minutes by talking a topic or more which are planned in previous meeting. At that time, they also can discuss and arrange schedule or topics which will be talked by them for next meeting.

During conversing, participants must talk about a topic or more which they like. They can use web-base dictionary, web-base grammar correction or another aids which can help them having meaningful conversation in each meeting. So, their speaking competence will improved well.

5. Reporting

The last step of conversation partner is reporting. After have meeting with their partner, students obliged to fill conversation partner program report form. The report form contains some questions related to students meeting. This report aim to know students progressions and how does their meeting ran. Each student should copy report form by themselves and give it to lecturer to be summarized. Through it, lecturer can handle and control the implementation of conversation partner program and oversee the participants.

2.3 The Model of Conversation Partner Program

Conversation partner program has been one of effective program for enhancing students speaking skills. Nowadays, there is same program which has similar strategies with conversation partner program called peer tutoring.

2.3.1 Peer Tutoring

Peer tutoring is high ability students to teach lower students about materials in class wide setting under the teacher control (Michele Nguyen, 2013). In line with him, in a journal which is written by Jane (2010) Peer tutoring is

when someone get paired up with others and he can help you answer your questions and being as your second teacher who does not have a degree yet.

Supporting those statement above, Brittany Hott *et al* (2012) peer tutoring is a strategy which concerns students serving as tutor and tutees. Peer tutoring refers to teaching and learning strategy which is learned by students from and to others without intervene from teacher (Boud et al., 1999 :413).

According to Goodlad and Hirst (1989) peer tutoring is peer assisted instructional strategy which provides students to learn in partnership by being teacher and learner. Peer tutoring has been an effective way to offer timely feedback and as big sibling to oversee students progress in English. Goodlad and Hirst (1990), Goodlad (1995), Lake (1999) in Chiu Suk M. E. and Wong Pik L.M. (2011) said that there are many studies which are reported that peer tutoring is effective to improve students competence in learning. In speaking English, peer tutoring synonymously as teaching speaking by having conversation to improve students speaking skill. Colvin (2007) explained that peer tutoring helps students in small groups discuss materials which are learned by them in class, developing competences, evaluating work, resolving problems and learn independently.

2.3.2   Benefits of Peer Tutoring

Peer tutoring has many benefits for students in learning both tutees and tutors. Colvin (2007), Falchikov (2001), Goodlad (1998), Boud et al (2001) explained that the benefits of peer tutoring are :

1. Improvement in learning strategies and skills. Tutees can learn materials from tutors and they can imporve their competences and skills through peer tutoring.

2. Developing good communication. It has been other benefit of peer tutoring program because tutees can expand their communication and speaking with tutors.

3. Interpersonal skills. Learners can develop how to make good relationship between interpersonal.

4. Confidence. It can come forth during tutees learning materials from tutors.

5. Passing rates. From peer tutoring tutees can get good score and rate in their class. Moreover, they also can graduate easily with best score.

6. Developing enthusiasm of students and their own identity.

In line with those statement, Loh (1993) referred the benefits of peer tutoring shows learning improvement, confidence, leadership, group management skill and presentation ability.

2.3.3 Models of Peer Tutoring

According to Brittany Hott, *et al* (2012) peer tutoring has five models which are consist of classwide peer tutoring (CWPT), cross-age peer tutoring, peer assisted learning strategy (PALS), reciprocal peer tutoring and same-age peer tutoring which explained as follows :

2.3.3.1 Classwide Peer Tutoring (CWPT)

This peer tutoring model developed by Delquadri et al (1986) in Kansas City. According to Brittany Hott *et al* (2012) Classwide peer tutoring is dividing students in a class into two or five students in a group based on their ability level and choose them to be tutees or tutors morover both of them. U.S. Department of Education, Institute of Education Sciences (2007) defined classwide peer tutoring as instructional peer-assisted strategy which is developed to be integrated for existing curriculum. This model of peer tutoring provides students with opportunities to learn and improve skills.

Maheady, Harper & Mallette (2001) referred that classwide peer tutoring concerns procedure which is highly structured, direct exercise, competitive teams and score posting. According to Harper and Maheady (2007) students from a class must be join and give their participation in peer tutoring at least two or more in a week during 30 minutes. Based on the founder of this peer tutoring model, Delquadri et al (1986) after students work together while 30 minutes, they gain points to competite other group to responsible with their task and job as tutor or tutee in class.

2.3.3.2 Cross-age Peer Tutoring

As its' name, cross-age peer tutoring is partnering older student with younger student to improve their skill and review materials (Brittany Hott *et al* : 2012). Cohen, Kulik, and Kulik's (1982) conducted cross-age peer tutoring in prior to past decade by using meta analysis.

Different with classwide peer tutoring which inlvolves students to be tutor or tutees alternately, cross-age peer tutoring involves the older student to be tutor and the younger one to be tutee. Although they have different skills and competences, they can be paired up even they have different age.

According to Wright, J. & Cleary, K.S. (2006) cross-age peer tutoring allows students to practice material and improve their abilities. Tutees can improve their academical skill levels. This peer tutoring model is good for students who have different learning style and velocity. Wright, J. & Cleary, K.S. (2006) also conducted procedure to implement cross-age peer tutoring which is explained as follow :

1. Teacher chooses two different classes from different grades to be paired up. For example grade 2 and grade 4.

2. Pair each student together from each class.

3. Recognize their academic skills and competences which is need to improve for each mate.

4. Every mate may have different task to be worked together.

5. Choose the older student as tutor and younger student as tutee.

6. Teacher controls students' work and walking around class to check them by giving questions also provides feedback regarding their job.

2.3.3.3 Peer Assisted Learning Strategies (PALS)

Peer assisted learning strategies was provide in early of 1990 to student (Rust & Wallace,1994). In 1997 Fuchs modified peer assisted learning strategies.

According to Fuchs,Fuchs,& Burish (2000) peer assisted learning concern students partnership who needs additional instruction and help them by giving partner solving their academical problem. Based on Fuchs *et al* in Institute of Education Sciences (2007) peer assisted learning divided pupils based on their abilities.

In whole class teacher divided students into some groups which is flexible. So, students can be paired up with another based on the skills and subjects. In the peer assisted learning teacher can use cue cards which is printed and contains list of tutoring steps to help students in doing their assignment (Mastropieri et al : 2003). All of students has opportunity to be tutor and tutee at differing times.

2.3.3.4 Recriprocal Peer Tutoring (RPT)

This model of peer tutoring conducted by Fantuzzo et al (1992) for low abilities students in elementary school. Reciprocal peer tutoring is peer tutoring technique which has benefits for both tutors and tutees. According to Pigott et al in Kent A.R. & Bryan W.G. (2001) reciprocal peer tutoring gives students chances to be tutors and tutees alternately. It also allows students to derive advantages from preparing material and instruction to teach another students when you being a tutor.

Participants in reciprocal peer tutoring have to provide instruction and evaluation each other. So, every student has same chances and portion both tutors and tutees. When students being tutors, they must be prepare the material and do the steps of peer tutoring well.

2.3.3.5 Same-age Peer Tutoring

Generally, same-age peer tutoring is similar with classswide peer tutoring but the procedure of this model is more simple than another one. According to Brittany Hott et al (2012) in same-age peer tutoring students which have same age is being paired up within one or two difference years to review key concept.

In same-age peer tutoring model, students who has advance abilities can be paired up with students who has low abilities. For students who has equal or same abilities they must have same understanding about the concept and content of materials.

When high abilities students is paired up with lower students, there is alternative in achieving the assignment. Lower students may give the higher abilities students quiz. But, answer must be provided before meeting. Same-age peer tutoring can implemented in across differing classess.

The model of conversation partner which is used in this research is peer assisted learning strategies (PALS) because the participants will be matched by the subject (English) and the participants are free to be tutor or tutee.

2.4 College Students

In teaching there are three components that must be exist such as teacher, students and materials . Students is one of important part in learning process. Based on Jeremy Harmer (2001) types of students according to the ages is

children, adolescents and adults. Students ages is a factor for they way and what teaching is. Because teacher have to know learners need, abilities and skills. college students catagorized in adult learners because their ages minimally eighteen years old.

According to Christopper Pappas (2013) in e-learningindustry.com, adults learners characterized by self convidence, making decision, matureness, experiences, motivation, and self directed. As explained by Christopper Pappas (2013) there are eight traits of adults as follows :

1. Adults learners has big responsibility in their life and desicion making.

2. They are interest into practical informations which can be applied for their career. Adult learner also prefer to practical knowledge which makes their work easy and improve their skills.

3. Matureness makes them less open-minded and stifnees.

4. In learning, they learns intergative knowledge even though slower learning that children.

5. Experiences which is gotten by them during life have been source for them. In class, they can share their personal life experiences to others.

6. Motivation to learn is choice from adults. It depends on the learner whether they want to learn or not.

7. Adults has big multilevel- resposibility. They focuses on many things in their life. Because of that, mostly they hard to focus in learning and make athmosphere for study.

8. High-expectation is one of characteristics of adults learners. Mostly, they are into practical knowledge which can be useful for their job without wasting money and time.

2.5 Previous Study of Conversation Partner Program

There are some studies which are involve about conversation partner program implementation and effects for students also volunteers. The research of Gilly-Elle Wiltshire and Carolyn Ehrlich (2014) did a study that conversation partner had enhance people speaking outcomes. In their research, conversation partner can help people with TBI (Traumatic Brain Injury) to speak.

Furthermore, after searching some related books about conversation partner, researcher found some books which are only cover the introduction and topics. The first book entitled Conversation Partner Guide written by Lynne Weintraub (2012). This book contains some informations about the introduction of the program, how does it work and how the participants do. There are also some books sources of topics for speaking. But there's no explanation and guide more about topics for speaking with partners.

Second book was found from Center for Language Teaching Advancement entitled Conversation Partner for Second Language Proficiency (2013). This book provides a few of conversation partner introduction, topics, role-play and situation for speaking. In this book there's no exercise and less of introductions. It contains most of questions list, pictures and situation below it.

Third book was Conversation Partner Program Guidelines and Suggestions Spring 2012 (2012) from Canisius College. As written in the title, this book provides goals, suggestions, tips and questions list for students and volunteers in speaking English. Next book which is found by researcher was Conversation Partner Volunteer Handbook (Intensive English Language Program Central Connecticut State University New Britain, CT 06050 : 2014). This book peculiar for the volunteers only which provides them with some introductions about conversation partner program.

From many books which are developed before, researcher tries to develop conversation partner module which contains introduction, topics, exercise and tips for students to make students and volunteers easy in speaking English because from previous book, the content did not complete yet. That is why students speaking will imporve well and lecturer is easy to guide and control their improvement.