

CHAPTER II

REVIEW OF RELATED LITERATURE

Speaking is important to be learned because if the students can speak well, they can also have better understanding in English, not only in grammatical aspect. In this case, teacher should help students to speak English in a limited time.

2.1 Speaking

Speaking is important in English language and it is as a means to communicate with others. According to Halliday (1964), expressing linguistic in meaning, between talking and writing is different. Brown (2001) stated that when someone can speak the language it means that he can understand conversation suitably. Harmer (1998; 95) said that speaking is formed by what have been read or listened and it often provides relief from formal communication. In addition, according to Bygate, speaking is an interaction that can be done in routines and in conventional ways focusing on information or interaction (Nunan, 1989).

From some definitions above, it can be concluded that speaking is one of the linguistic skills used to communicate with others to get some information directly. So, speaking directly is very important to people to get the meaning in the point.

According to Brown (2004; 141) there are three basic skills. First, imitative, which is to get feedback in words, including phrase in a sentence. Second, intensive, which is to produce in grammatical, phrasal,

phonological or lexical in relationship. Third, responsive, which is an interaction in limited level includes short conversation, simple request, greeting, etc.

2.1.1 Activities for Speaking

1) Group interaction

The purpose is to make the English learning become more enjoyable in practicing speaking by using interactive strategies.

2) Discussion

Discussion is one activity in speaking skill. It helps the students to practice thinking about the lesson and to apply it in other context.

3) Dialogue

Dialogue is used to practice speaking skill such as speech, pronunciation, intonation, and stress. In dialogue, the students ask and answer questions to reach new level and understanding.

4) Role Play

Role play in the classroom involves student energetic in learning process which makes them possible to do the obvious scenario. According to Richard (2003), role play interests students because it let them to be creative.

5) Interview

Interview is the chance for students to practice their speaking skill with other people inside or outside the classroom. It also helps the students to get information and experience. After doing the interview, each student presents the result to the whole class.

6) Reporting

Reporting is training the students' speaking skill. The students are asked to report the interesting news.

7) Presentation

Presentation is other activity to improve speaking ability. Teacher gives students opportunities to present in front of the class, for example teacher brings something and asks the students to share it.

2.2 The Interactive Learning Media

2.2.2 Definition of Media

The meaning of the media relates to communication. The term media often refers to the instrument used for sending information from the sender to the receiver. In daily life, we can see examples like computer, book, video, recording, and picture. Media is as the tool for the instructor to transmit students' skills, attitudes, knowledge, appreciation and additional materials using teaching method to make easy learning. Roblyer (2010) stated that media such as slides and video bring the information more evidently and more effectively than lecture and book.

According to Kamaluddin (2009), media is a facility, source, or instrument to express art. Related to students, the definition of media can extend into instruction that motivates them to study. Media is a part of communication. Media is always used in each communication, using media is exactly needed as the effective way of communication in order to develop the influence of the instruction. In learning process, media is as the way for teacher to communicate with students. It helps teacher to communicate and send message for students.

2.2.3 The Nature of Interactive Learning Media

Learning media is a part of learning process used to make students learn more effectively. Media is the facilitator for teacher who has knowledge and skill about learning media. Teacher should give the appropriate media for students because with the learning media students can learn more interactively. Also, media is as the message conductor to students in the learning process.

2.2.4 Kinds of Interactive Learning Media

The different authors (Borich, 2002; Brown, Lewis, Harclerod, 1998; Kemp, 1998; Mehra, 1992; Chandra, 1989; McArteney, 1973) gave classifications of media in different ways on the basis of those classifications a common grouping of media: printed media, like newspapers, magazines, journals, bulletins, poster, etc.; photographic media such as slides, motion pictures, multi-Images, etc.; audio media, like audiotape, audio-cassette, recordings, radio, and telecommunication.; television/video such as broadcast television, cable television, video-cassette (videotape); computer, like minicomputer, microcomputer etc.

A teacher can make the use of media more effective if students understand the underlying concepts about teaching-learning process. Behaviorist stresses external control over a learner's behavior. So, behavioral (performance) objectives specified into instructional design and media are highly structured. While cognitivists stress internal or learner control over mental process. So, specified cognitive objectives allow learners to employ their own cognitive strategies.

Instructional design and media are less structured (Hoban, 2002, Klein, 2002, Wisker and Brown, 1996, Ausubel, Novak and Hanesian 1978).

2.2.5 The advantages of Interactive learning media

The advantages of Interactive learning media can be explained as follows:

a. Learning process can be more efficient and more interesting

Students feel enjoy with the media during the learning process. Feel confidence because the study not formal situation.

b. Learning process can be more interactive

The class situation is more interactive because with media the student donot afraid and not worried for raising hand to answer the question.

2.2.6 Functions of Media in Teaching and Learning Process

The function of using media is to deliver the material more clearly to students. Teaching by using the media can also make the variation in the learning process. The students will be more motivated in doing the activity. Smaldino (2007) explained five roles of media in learning as: thematic instruction, portfolios, distance education, instructor-directed learning, and learner-directed learning.

2.3 Developing Material

Allright (1990) claimed that learning material teacher should be taught to students using the resource book for ideas and learning process. Learning material can be used to deliver information and skills to others which include textbook, printed or non-printed materials, audio, and films. Through the learning material, the teacher can enhance teaching in an interesting way. Lecturers should provide

sources of language and information to support language learning (Tomlinson, 2003). So the material developer including the lecturers may bring the advertisements, pictures, textbook, worksheet, audio, film, reading a magazine or an article into the classroom.

The objective from the instructional design model gives a good step for education. A model can be used as the visual tool and communication to assist the instructional design process with steps or element which relates each other (Gustafson & Brach, 2002). According to Dick and Carey (2001), system approach is an influential instructional system design model. Dick and Carey ADDIE components are added to analyze discussion and claimed that systematic model is an effective approach because it focuses on the objective students before planning stage and implementation. This design can be used for a large number of students in different opportunities. Instructional design approach that focuses on curriculum planning is different from the traditional design practice. In determining the instructional design, need assessment and object analysis should be done to observe whether the instruction is required or not. This is the phase of problem identification (Morrison Ross & Kemp : 2004).

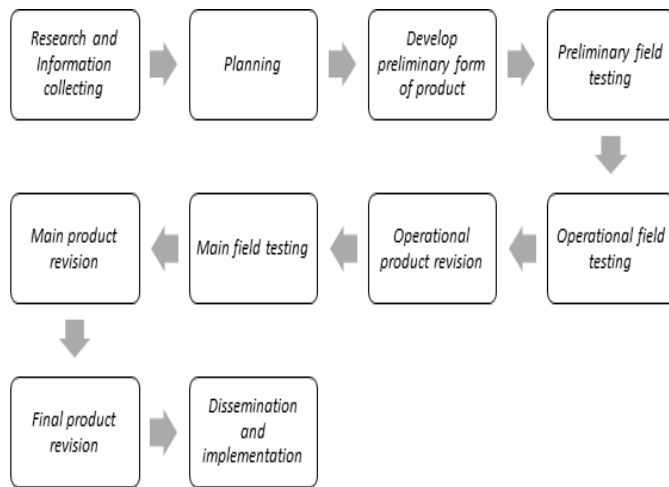


Figure of Dick & Carey ADDIE model

According to Borg & Gall (1983), educational research and developing (R&D) is a process that is used to develop and validate educational product. From this process mentioned, R & D cycle consists of research study, field testing in arrangement will be used, and revising to minimize mistake or lack. Suppatseree (2005) (SREO) model developed from many instructional designer model, such as Dick and Carey, Kemp.

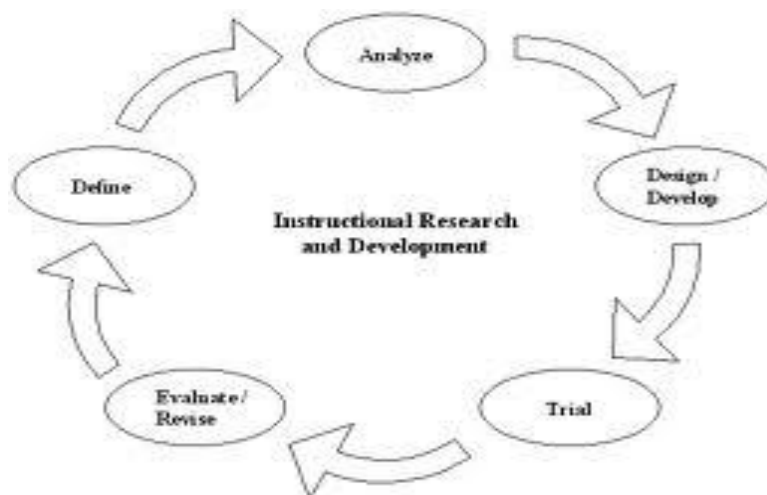


Figure of Burg & Gall's ADDIE model

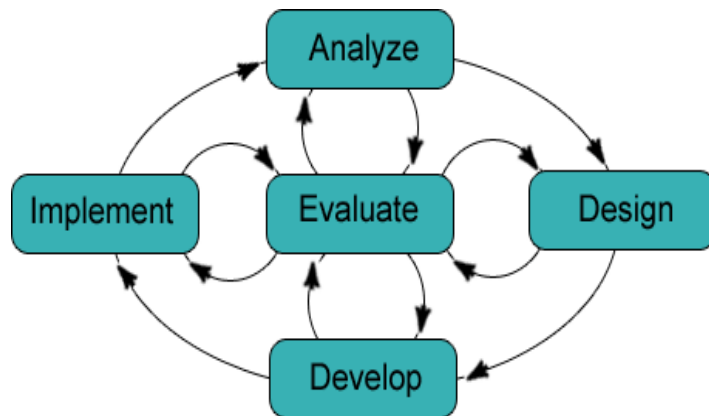


Figure of Suppasetree's ADDIE model

The fourth pictures ADDIE model adapted from Steven J McGriff which stands for analysis, design, development, implementation, and evaluation.

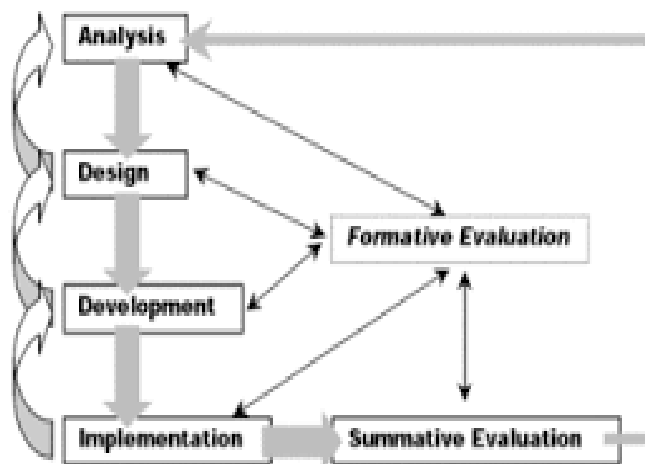
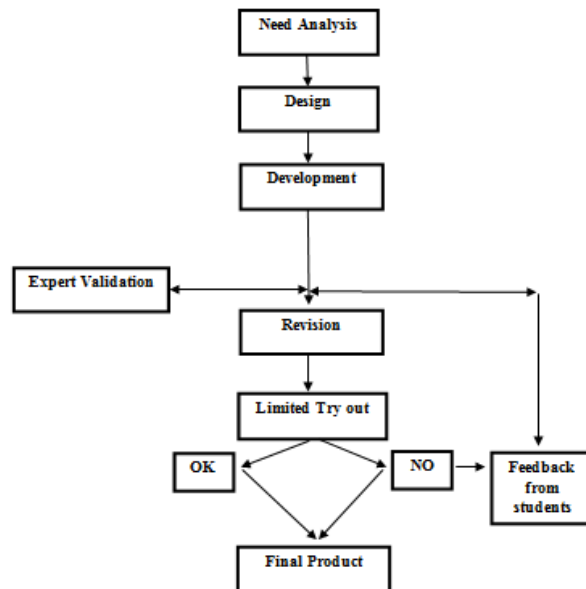


Figure of Steven J. McGriff's ADDIE model



The last ADDIE model by Chandra Hadi Asmara's,2011. Among the fourth ADDIE model above, the researcher uses Chandra Hadi Asmara's model.

Figure of Chandra Hadi Asmara's ADDIE model

This model of research will be used in this developmental study, it will be explained in the procedure of developing English speaking material for students in the eighth grade of MTs. Al-Muniroh.

2.3.1 Analyze

Need analysis is a process to identify and evaluate needs as the procedure to establish the language context to learners. Need analysis can help teacher to comprehend the students in classroom activities. Based on Rethrich and Chancerel (1987) inKuter (1999), need analysis should be used in every course.

2.3.1.1 Target Need

Target need is identifying to know what the learner need to do in the target condition. The examination of target need includes identifying the language features of target condition added with the necessary, lack, and needs (Hutchinson and Waters, 1987).

a. Necessities

This aspect is about what the students need in the target situation. The student should be able to accept the topic of material from the teacher and the way to transfer the lesson.

b. Lack

This aspect is about what the students already know or do not know yet in learning process, the students donot focus about the material.

c. Wants

This aspect is about what the students want in target language. By understanding the students' wants, the teacher can give the material which is appropriate with the topic and can give the interactive learning media to make the learning process more enjoyable to the students which meet their wants.

2.3.1.2 Learner Need

Learners are the main system of the learning process. They only obtain the information or knowledge which is given by the teacher. Although, students can get the information based on their needs. Hutchinson and Waters (1993) in Kunter (1999) stated that learners' need should review the process of schedule in the language content.

2.3.2 Design

Design is the second step for ADDIE model. Instructional design in this step considers the way instructional design can be effective in facilitating learning and social interaction. Instructional design focuses on assessment design for researcher topic, chooses the course and creates strategy they need (Nada, 2015).

2.3.3 Develop

Development Phase starts the production and methodology testing used in the project. At this stage, the designer utilizes the data collected from the previous two stages, and uses this information to create a program that will convey what needs to be taught to the participants. If the previous two stages require planning and brainstorming, the Development stage is about implementing them. This phase includes three tasks, namely compilation, production and evaluation (Serhat Kurt, 2015).

2.3.4 Implementation

This phase is about changing the design into action. We should considering the third step which involves train the instruction, prepare the student, and organize study area. With this step we can do active course to achieve the implementation stage (Nada, 2015).

2.3.5 Evaluation

The last process in ADDIE model is evaluation. This process is very important to enactive the goal using instructional design and fulfil students' need. There are formative and summative evaluations (Nada, 2015).

2.4 Review of previous Studies

The previous study is made in order to avoid imitation. This study is designed for teaching speaking and the purpose of the study is to develop the interactive learning media in teaching speaking using CALL instruction on the 8th grade students at MTs. Al-Muniroh. The result of this study is a product in the form of computer program.

In the case of interactive learning media in teaching speaking, the researcher finds out some studies; first is *A study on interactive teaching methods in developing oral communicative competence in learners of English language in Trans Nzoia West, district of Kenya*. The study was conducted in 2013 by Jessica M. M'mbone, Gladys C. Kemboi and Nelly C. Andiemba. The aim of this study was to establish the methods used by teachers of English to teach oral communication skills, and the effect interactive teaching methods of English have in developing oral communicative competence in learners. The results of the study revealed that all the teachers involved in the study used varied interactive methods of teaching as the best way of teaching oral skills. This study adopted a descriptive research design under the qualitative approach. The study made use of Classroom observation, teacher interview, audio tape recording and document analysis as instruments for data collection.

The second study was entitled; *using a multimedia-based program for developing student teachers' EFL speaking fluency skills*. The study was conducted by Eman Aly Diyyab, Dr. Eman Muhamad Abdel-Haq and Dr. Mahsoub Abdel-Sadeq Aly in 2013. The objective of the study was to investigate the

effectiveness of using a multimedia-based program for developing EFL speaking fluency skills among second year, English section student teachers. The tool of the study was an EFL speaking fluency test with a rubric for assessing the participants' performance. The test was applied to the study sample before using the multimedia-based program in order to measure the level of the participants in EFL speaking fluency skills. Result of the study revealed that the study sample of EFL speaking fluency skill was developed after using the program.

The implementation of interactive multimedia learning materials in teaching listening skills by Andi Tenri Ampais the third study that researcher found. The study was published in English Language Teaching, Vol. 8, No. 12; 2015 by Canadian Center of Science and Education. The aim of this study was to implement and evaluate the interactive multimedia learning materials using Wondershare Quiz creator program and audio materials in teaching 'English listening skills. The results of statistical analysis (SPSS) showed that there was no significant difference between the results of pre-test of the two groups, but there was a significant different between the results of post-test of experimental and control groups.

The differences of this study with the previous studies above are; the researcher uses Research and Development design (R&D). The researcher will develop interactive learning media in teaching speaking by using CALL (Hot Potatoes and Longtion Autorun). Based on the studies above there was no studies using R&D design and using CALL program.

The similarities of this study and previous study is developing interactive teaching methods in speaking skills; oral communicative and speaking fluency skills. According to those previous, the researcher will develop interactive learning media in teaching speaking.