

## CHAPTER IV

### THE REASON WHY SPEAKING EXERCISES OF *TELL ME MORE* FACILITATES STUDENT'S SPEAKING

In the previous chapter the researcher has concluded the main contents of speaking exercises of *Tell Me More* software which can facilitate student's speaking:

1. Consisting of several levels (Beginner, Advanced Beginner, Intermediate, Independent, and Advanced).

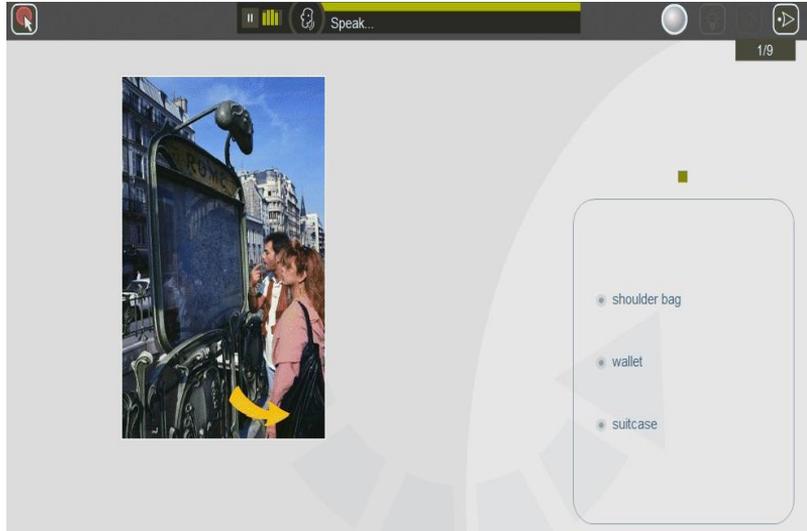
It means students get the material gradually from the beginner, advanced beginner, intermediate, independent, and advanced. It is good for language learners, since they are learning step by step will help them easy to understand.

2. Consisting of vocabulary practice (Picture/Word Association with Speech Recognition, and The Right Word with Speech Recognition).

Vocabulary is important to be learned. Vocabulary means list of words with their meaning.<sup>1</sup> The more the students have vocabularies, the more they can say anything to express their feeling. By doing the exercises in Picture/Word Association, the learners can increase their vocabulary easily through the picture. For example:

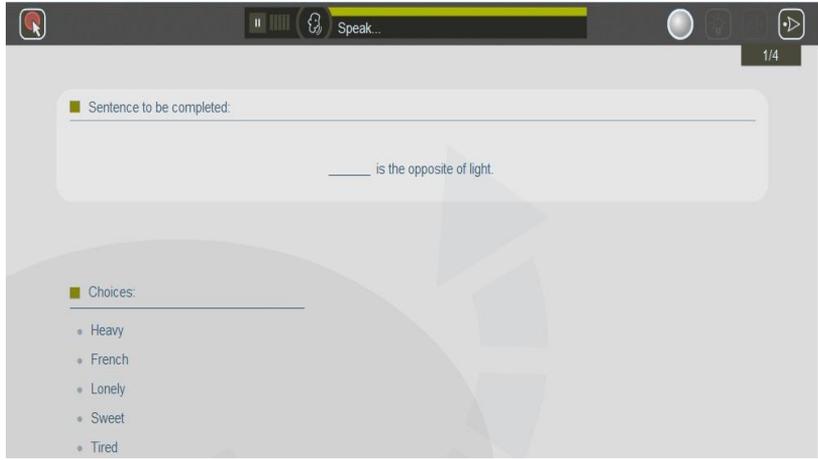
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<sup>1</sup> Hornby, *Oxford Learner's Pocket Dictionary, Third edition*, (New York: Oxford University Press, 2005), p. 495.



On the picture above, the learners can see a girl brings a bag. They have to guess what type of bag that the girl bring is. The learners should choose one from three choices. Is the bag a shoulder bag, a wallet, or a suitcase. If the answer is correct, the word will change into green color. By this way of learning, students can diferentiate many types of bag and add their vocabularies.

The exercises in the right word association also helps students to increase their vocabulary treasure. There will be an uncomplete sentence and students should fill the blank word. Students should choose the correct word from the choices to complete the sentence. The picture above is the example of The Right Word Association exercise.



There is an uncomplete sentence “..... is the opposite of light”. The choices are heavy; french; lonely; sweet; and tired. The learners should choose the right word to fill the uncomplete sentence, it means they have to know all the meaning of the words written in the choices. They will find the meaning of the word through their dictionary and it can increase their vocabulary treasure.

3. Consisting of pronunciation practice (Phonetics Exercise, Word Pronunciation, and Sentence Pronunciation).

According to Brown, teaching pronunciation is one of issues in teaching speaking that need more practical considerations for teacher. Overcoming the habits of native language, especially in pronunciation, is not easy. It requires understanding, continuous practice, and the desire to change. Learning that are designed to help learners modify their speech

pronunciation patterns and develop effective language skills often describe an interaction of the learner-teacher partnership. In pronunciation, the teacher does not teach but facilitates learning by using learner-centered way.<sup>2</sup>

The students should practice by themselves. *Tell Me More* software help students in learning pronunciation by students-centered way. Students practice to listen what the native speaker says in the computer and repeat directly. Students also are able to know their pronunciation accuracy by looking at the score.

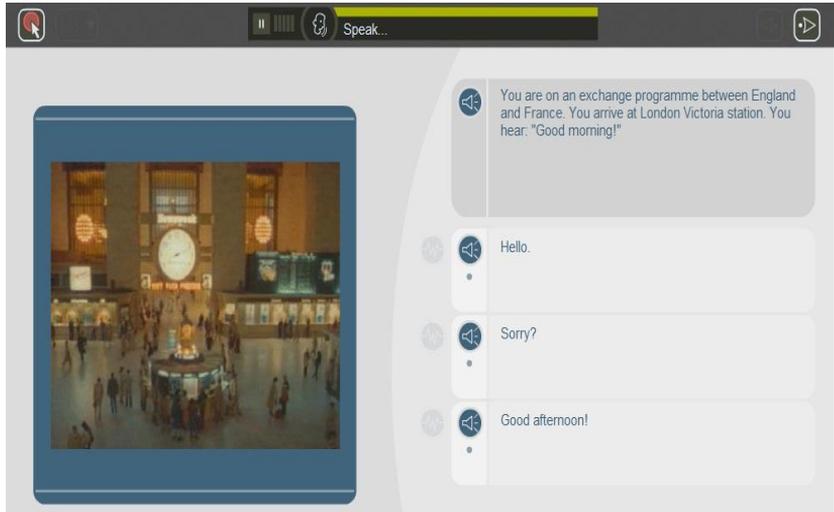
4. Consisting of conversational practice (Dialogue: Expression and Film set).

Conversational practice is important in learning oral communication. Students should learn to speak the second language by interacting to others. Therefore, doing the Dialogue Expression exercise of *Tell Me More* software can facilitates students to speak. Since students can interact with the native speaker's voice directly and completed with situations. Look at the picture bellow, the situation is written in the script "You are on an exchange programme between England and France. You arrive at London Victoria Station." Then, the question is 'Good Morning!'. By knowing the situations, learners can consider what

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<sup>2</sup> Joan Morley, *Pronunciation Pedagogy and theory: New Views, New Directons*, (Alexandria: Teachers of English to Speakers of Other Languages, Inc, 1994), p. 88.

to say. After considering what to say, the students can automatically choose the right answer to give feedback to the native speaker.



Both practices Dialogue: Expression and Film Set complete the speaking function; they are talking as interaction, talking as transaction, and talking as performance. For example, in the advanced level, there are two film sets and the researcher choose the second speaking set. It consists of dialogue which fulfil the speaking function: talk as transaction. Look at the picture bellow:

| Script       |  |
|--------------|--|
| <b>Zita:</b> | Who wrote the last one?  |
| <b>Neil:</b> | What, the last scene?  |
| <b>Zita:</b> | Yeah.  |
| <b>Neil:</b> | I did.   |
| <b>Zita:</b> | Shoulda known.   |
| <b>Neil:</b> | What do you mean by that?  |
| <b>Zita:</b> | Well, come on, you did use circumstances in Rose's life to your own advantage, didn't you?                                   |
| <b>Neil:</b> | No, I didn't.  |
| <b>Zita:</b> | Yes, you did.  |
| <b>Neil:</b> | It wasn't to my exclusive advantage. Anyway, it's not as though you don't manipulate when you want something, everyone does. |
| <b>Zita:</b> | I don't have to express myself through other people like you do, Neil.   |
| <b>Neil:</b> | Oh, well, maybe I'm just not quite as perfect as you obviously seem to be, Zita.   |
| <b>Zita:</b> | No... No, I don't think you are.   |

This dialogue is an example of speaking function: talk as transaction, since talk as transaction refers to situations where the focus is on what is said or done.<sup>3</sup> The example above shows that Neil and Zita are in a transaction about an honesty of their feeling. This exercise let the learners know the differentiation of the speaking function and also practice to speak fluently and accurately since the students are mimicking the native speaker.

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<sup>3</sup> Jack C. Richard, "Developing Classroom Activities: From Theory to Practice", <http://www.professorjackrichards.com/articles/>, downloaded September 12<sup>th</sup> 2014. p. 1-6.

Fluency and accuracy are important in learning speaking. According to Brown, speaking accurately means clear, grammatically, phonologically and correct. Then speaking fluently means flowing and natural without any pauses, “ums” and “ers” when speak.<sup>4</sup>

Mimicking also the best way to practice speaking with good pronunciation. Those are the part of elements in conversational practice of *Tell Me More* software that can facilitates student’s speaking.

5. Consisting of spoken grammar (Word Order with Speech Recognition).

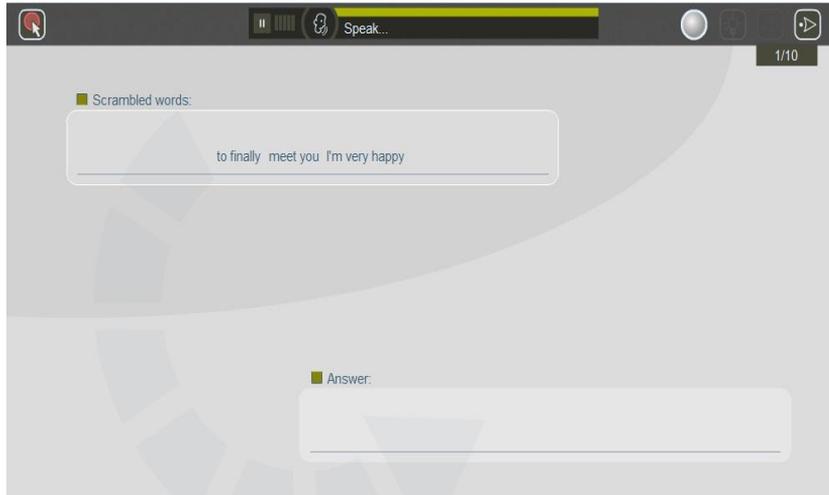
Grammar is one important aspect of speaking because an utterance has different meaning if the speaker uses incorrect grammar. Since the spoken and written grammar are different, the learners can get those different by using *Tell Me More*. The learners cannot speak the same as in the written form, they need to speak in the spoken form. For example when a student with his friend. They feel hungry, then his friend give an order, in written form: “How if we eat friedrice?” it will be awkward to be heard, since they are friends. In spoken form his friend can say, “Friedrice?” the students will directly understand the meaning. It

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<sup>4</sup> H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 2000), p. 268.

is important to know the different between spoken and written language.

The word order exercise in *Tell Me More* software is a grammatical exercise. The picture bellow is the example of word order exercise:



There are scrambled words “to finally meet you. I’m very happy”. To make the words become a sentence in the right order, the students need to know the rules of grammar. Then students would learn grammar through this exercise directly to complete their speaking elements.

According to H. Doglass Brown, speaking assessments include five categories, which have been explained in the chapter II. Those five categories are *imitative, intensive, responsive, interactive,*

and *extensive*.<sup>5</sup> Speaking exercises of *Tell Me More* software can facilitate student's speaking because in its exercises include the five-categories of assessment according to H. Douglass Brown. However, during the analysis, the researcher found the contents just in four category:

1. Imitative assessment

Imitative assessment of speaking exercises of *Tell Me More* software are in the pronunciation practice. All of the activity of pronunciation practices are imitating the native speaker recording in the software. The imitation practices can be in word, phrase, and sentence form, depending what exercises are the learners taken, is it Phonetics Exercise? Word Pronunciation? or Sentence Pronunciation?

2. Intensive assessment

Intensive assessment of speaking exercises of *Tell Me More* software are in the vocabulary practice. Picture/Word Association with Speech Recognition and the Right Word with Speech Recognition are included to be the part of intensive assessment. According to Brown, reading aloud and limited picture-cued tasks including simple sequences are the example of intensive assessment. Both of the Picture/Word Association with Speech Recognition and the Right Word with Speech Recognition are conducted the learners to read aloud the text in the exercise.

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<sup>5</sup> H. Douglass Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practice*, (San Fransisco: Longman Press, 2003), p. 141-143

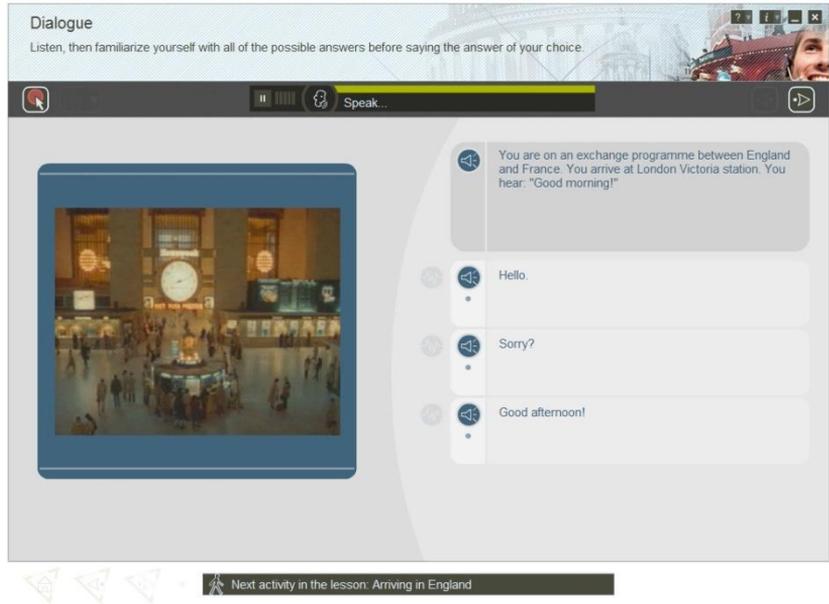
Picture/Word Association with Speech Recognition is also an exercise with limited picture-cued task including simple sequences.

### 3. Responsive assessment

Responsive assessment of speaking exercises of *Tell Me More* software are in the conversational practice of Expression: Dialogue. Expression: Dialogue exercise includes short conversations, standard greetings and small talks. For example the picture below is the Expression: Dialogue exercise of the beginner level of British English. The content of the dialogue is a standard greetings and small talk:

The learners will hear: Good Morning!

There are three choices that can be chosen by the learners to answer the native's greetings.



#### 4. Interactive assessment

Interactive assessment of speaking exercises of *Tell Me More* software are in the conversation practice of Film Set. Film Set exercise of *Tell Me More* software consist of interactive expressions, different from Expression: Dialogue exercise. Dialogue in Film Set exercises are more complex and longer than in the Expression: Dialogue exercises.

The explanation above shows that speaking exercises of *Tell Me More* software can facilitate student's because it consists of exercises that included in the four-basic assessment category of speaking.