

CHAPTER II

OVERVIEW OF SPEAKING EXERCISES AND EXPLANATION ABOUT TELL ME MORE SOFTWARE

A. An Overview of Speaking Exercises

1. Definition of Speaking

Speaking derived from the word "speak" means "talk to somebody about something; use your voice to say something; to express your opinion openly"¹. Speak is how to pull out or express an opinion, the words we want to say. That is the simple definition of speaking in terminology definition. However, in a broad definition, speaking has a big enough coverage in our lives. In daily life, lot of people in this world issued his opinion. So that we can listen, summarize and also take a stand on what they express.

Speaking is key to communication. It requires the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce

¹ Hornby, *Oxford Learner's Pocket Dictionary, Third edition*, (New York: Oxford University Press, 2005), p. 426

language (*sociolinguistic competence*).² Finally, speech has its own skills, structures, and conventions different from written language.

2. Elements of Speaking

Spoken language is different from written language. It will be awkward when a person speak to another person using written language just like he read a book with a complete grammar. Here the line for many differences between spoken and written language according to M. Bailey in his article from van Lier (1998):

Spoken	Written
Auditory	Visual
Temporary; immediate reception delayed reception	Permanent;
Prosody, (rhythm, stress, intonation)	Punctuation
Mediate feedback	No Feedback
Planning and editing limited by channel planning, editing, and revision	unlimited

Those are the differences between spoken language and written language that must be understood by everyone who learns to speak English well. There

² www.area.dge.mec.pt/gramatica/whatspeakingis.htm, accessed November, 25th 2015

are also some linguistics elements of speaking that has to be known:

- a. Connected speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contraction and stress patterning).
- b. Expressive devices is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
- c. Grammar and lexis are described as people live in different ways, places, and environments causing different mindset too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when students have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.

- d. Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.³

Now we know that those units of language are complicated. Doing a conversation is not as simple at all. All of those units always appear when we speak. However, a good speaker will synthesize this array of skills and knowledge to succeed in a given speech act.

3. Function of Speaking

Mastering speaking skills become the main priority of the language learners. The capability to speak fluently becomes a standard to evaluate how far they study a language. Students should know the different function of speaking in daily activities or purpose they need to speak.⁴

³ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed. (London: Pearson Education Limited, 2001), p. 269-270.

⁴ Jack C. Richard, "Developing Classroom Activities: From Theory to Practice", <http://www.professorjackrichards.com/articles/>, downloaded September 12th 2014. p. 1-6.

a. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

These functions of speaking are important for teacher to know the implication of teaching. Where the teacher should bring the students in the speaking

lessons, would it be as interaction, transaction or performance.

4. Definition of Speaking Exercises

Exercise means "activity intended for training or testing".⁵ By the definition of speaking and exercise, speaking exercise means activity of speaking intended for training or testing. In this definition, speaking exercise means exercise that is needed in speaking a foreign language.

Like a child who started to practice walking or cycling training, speaking a foreign language is an activity that should be done regularly. To determine the levels that have been obtained in speaking a foreign language, it needs speaking exercises.

5. Types of Speaking Exercises

Before we start directly to the kinds of speaking exercises, Brown has reviewed some of the current issues in teaching oral communication that will help to provide some perspective to the more practical considerations for teachers:⁶

⁵ Hornby, *Oxford Learner's Pocket Dictionary*, p. 149

⁶ H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 2000), p.267-268

a. Conversational discourse

The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The goals and the technique for teaching conversation are diverse, depending on the student, teacher, and overall context of the class.

b. Teaching Pronunciation

Teaching pronunciation becomes an issue in teaching oral communication. The reason is because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, a language program that emphasizes whole language, meaningful contexts, and automaticity of production should focus on the tiny phonological of language.

c. Accuracy and fluency

Accuracy and fluency are both important goals in communicative language teaching. While fluency be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

d. Affective factors

Job as a teacher is providing the kinds of warm, such as language ego that informs people that “you are what you speak”, learners are reluctant to be judge by hearers. Students that has affected by those words are accustomately prefer to be doubt or keep silent because they do not want to be judged by another people. As a teacher, we should encourage student to speak.

e. The interaction effect

The interactive nature of most communication is the greatest difficulty that the learners encounter in attempts to speak. The learners are confused to face the matters, such as what to speak, when to speak, how to say things, etc. They are belonging to the person he or she is talking with.

Those issues affect the teachers to consider the types of speaking exercises or activities that suitable with the student’s need in speaking learning. Learning is more effective if the learners are actively involved in the process.⁷ Considering the type of exercises is needed to make the atmosphere of learning more

⁷ Friederike Klippel, *Keep Talking. Communicative fluency activities for language teaching*. (New York: Cambridge University Press, 1984), p. 5.

communicative and effective. There are many types of speaking exercises.⁸

- 1) **One-on-One Speaking (Student-Student or Student-Teacher):** Can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.
- 2) **Small-Group or Team-Based Oral Work:** Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.
- 3) **Full-Class Discussions (Teacher- or Student-Led):** Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

⁸ <http://www.speaking.pitt.edu/about/oral-comm.html>, accessed September 9th, 2015.

- 4) **In-Class Debates and Deliberations:** A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. Can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production. Can range from two participants to a lecture hall.
- 5) **Speeches and Presentations:** Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.
- 6) **Oral Examinations:** Can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range

of student knowledge and to stimulate high levels of preparation.

All kind of speaking exercises above are conducted in manual ways. Manual ways are needed in teaching speaking, but we can try another ways to teach speaking by taking advantages from computer software. For example, at the point (a) **One-on-One Speaking; Student-Student or Student-Teacher** can be replaced by student with the native speaker that is recorded in the software.

Brown categorize the types of speaking exercises into five categories; they are:⁹

a. Imitative

At one end of a continuum of types of speaking is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker ability to understand or convey meaning or to participate in

⁹ Brown, H. Douglass, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Longman Press, 2003), p. 141-143

an interactive conversation. The only role of listening are to retain the short stretch of language that must be imitated.

b. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.¹⁰

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. these replies are

¹⁰ Brown, H. Douglass, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman Press, 2003), p. 141-143

usually sufficient and do not extend into dialogues. Responsive assessment tasks include interaction and test comprehension but at the limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.¹¹

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.¹²

¹¹ Brown, H. Douglass, *Language Assessment Principles and Classroom Practice*, p. 141-143

¹² Brown, H. Douglass, *Language Assessment Principles and Classroom Practice*, p. 141-143

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountain, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

When a teacher teaches, he needs to give some exercises to students, however. The exercises should be designed begins with the needs of assessment situation. There are some important parts of spoken language to be implied in speaking assessment according to Sari Louma:¹³

a) The Sounds of Speech

The sound of speech is a thorny issue for language assessment, however. This is first of all because people tend to judge native/nonnative

¹³ Sari Louma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p. 9-19

speaker status on the basis of pronunciation. This easily leads to the idea that the standard against which learner pronunciation should be judged is the speech of a native speaker.

As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.

b) Spoken Grammar

Speech is organized into short idea units, which are linked together by thematic connections and repetition as well as syntactic connectors. The most frequent connectors are coordinating conjunctions (*and, or, but*, etc.). Some speaking situations call for more literate grammar with complete clauses and subordination.

For assessing speaking, it is in fact useful to see the differences between spoken-like and written-like language as a continuum, with highly oral language at one end and highly literate language

at the other (Tannen, 1982). In addition to grammar, oral and literate speech differ in their pronunciation and choice of vocabulary, among other things. Test designers can design tasks for various places on the oracy–literacy continuum by varying things like planning time and the kinds of speaker roles and role relationships that they include in the tasks.

c) Words, words, Spoken Words

These are typically formal speaking situations, which may involve prepared talk such as a presentation. Speakers may emphasize points by topicaliation, which means starting their turn with the main topic and making the word order unusual, or tails, which means using the natural emphasis of the beginning of their turn for a comment or an evaluation and putting the noun that they are making their comment on at the end of the clause. This gives talk a spoken flavor. It adds interpersonal and evaluative tones, which is typical for spoken discourse.

d) Slips and Errors

Assessment designers may have to provide special training to raters to help them outgrow a

possible tendency to count each ‘error’ that they hear.

B. The Explanation about *Tell Me More* Software

When a student learns, teacher needs media to make the transferring-knowledge process more effective. The teachers can employ the technology to be integrated with daily classroom activities. However it is important for language teachers to be able to know what to do to make the integrating of technology in curriculum development and teaching materials success:¹⁴ *Know Your Students*; To successfully integrate technology into daily classroom learning, begin by getting to know your students’ skill levels. A most serviceable manner in which to do this by conducting a needs assessment of their computer skills. Teachers can construct a short survey or adapt one found online (see <http://www.mccsc.edu/survey.html>). the results of the needs assessment will facilitate the development of appropriate lessons that address both the students technology skills and language learning abilities. However, it is important to note that we cannot expect students to learn both technology and a foreign language at the same

¹⁴ Tony Erben, *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in The Classroom* (New York: Eye on Education, 2007), p. 19-20

time. Teachers should be prepared to monitor students work on classroom-based tasks and support students use of technology.

Choosing Materials; The type of purposeful and contextualized material allows students to apply their knowledge of the world to their language learning tasks. For novice language learners, choosing technology that supports text with images such as photos, graphs, or charts is highly advisable. Additionally, teachers can create materials that support and advance students development of electronic literacies. For example, using the Internet to research as well as write a report provides multiple sources of information that motivate students to learn more about topic.

Students Working with Technology; Technology-enhanced classrooms have been found to promote discovery learning, learner autonomy, and learner-centeredness. One avenue toward activating these skills is for teachers to allow students to work collaboratively in pairs or small groups in which they can engage in interactive problem-solving or cooperative projects.

Language Use; Creating an authentic language context by modeling and encouraging the use of the target language while working with technology in classroom setting has been found to be complicated because

technology use implies more autonomous learning or self-directed learning. However, research findings indicate that students tend to use the target language more if the teacher models and supports language use.

Computer is a facility that could give some media to make learning process more effective, application software can be a media to learn. On the background of the study, the researcher said that many people are already using *Tell Me More* software as a medium for learning, but many people are still not aware of this software. To make it clear, here are some explanations about *Tell Me More* software;

1. The Identity of *Tell Me More* Software

Tell Me More is a comprehensive approach to foreign language learning, combining rich, quality content with the flexibility and interactivity of multimedia.¹⁵ *Tell Me More* English offers comprehensive features and levels to help students learn English as a beginner, or to improve skills in complex English grammar, vocabulary and language. It also offers an arsenal of fundamental tools to guide the learners through learning

¹⁵ <http://tellmemore.com/methodology.aspx> Accessed September 3rd, 2015

English in an interactive, comfortable and easy-to-master fashion.¹⁶

2. The Purpose of *Tell Me More* Software

With the help of various types of activities, *Tell Me More* aims to develop communication skills that a learner must master: listening, reading, speaking, and writing. The content offered by *Tell Me More* purposed in particular to provide learners with the opportunity to practice their speaking skills. The learner is immersed in a training situation based on a real-life context, illustrating scenes from everyday and professional life. *Tell Me More* encourages learners to quickly familiarize themselves with the specific sounds of the learning language thanks to recording of native speakers.¹⁷

Content in *Tell Me More* English is organized into lessons. The learners can hear words are pronounced, practice pronouncing it, see its conjugation and translation, or access grammar explanations.

¹⁶<http://esl-software-review.toptenreviews.com/tell-me-more-premium-review.html> Accessed September 3rd, 2015

¹⁷ <http://tellmemore.com/methodology.aspx> Accessed September, 3rd 2015

This ESL application shows learner's recorded pronunciation as a sound wave on the screen, and can be compared to a sound-wave representation of the ideal pronunciation. This is a great tool because it lets the learner records and listens to their pronunciation and sees the corresponding sound wave to compare it to a sound wave of the ideal pronunciation.¹⁸ We know that pronunciation is important to develop speaking skills.

¹⁸<http://esl-software-review.toptenreviews.com/tell-me-more-premium-review.html> Accessed September 3rd, 2015