CHAPTER II

REVIEW OF THE LITERATURE

This chapter review the understanding theory used study concerning with speaking and CALL in teaching speaking. To be more specific this review related discuss about:

A. Definition of CALL

CALL is software tools designed to promote language learning.¹ Levy describes in Egberts' book CALL as a field that covers "the search for and study applications of the computer in language teaching and learning".² Egbert and Hanson-Smith characterized the basis of CALL as optimal, technology-enhanced language teaching and learning environment; that is, language and content settings in which technology used as effectively as possible to support learning.³

Educators regularly introduce new terms to describe CALL, demonstrating that they are still exploring its boundaries and clarifying its components. Recent labels include computer-enhanced language learning (CELL), the more general technology-enhanced language learning (TELL), and specific applications such as computer-based language testing (CBLT) and computer-supported reading instruction (CRI). There are-other ways to look at CALL too. It began as software run on mainframe computers to provide learners with drills and other language practice.⁴

¹ Joy Egbert, CALL Essentials Principles...... 3

² Ibid

³ Ibid

⁴ Ibid. 4

B. History of CALL

CALL originates from CAI (Computer-Accelerated Instruction), a term that first viewed as an aid for teachers. Since the early days, CALL has developed into a symbiotic relationship between the development of technology and pedagogy.5

Computer-based materials for language teaching, often referred to as CALL (Computer-Assisted Language Learning), appeared in the early 1980s. 6 Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in graphed texts, matching sentences halves and doing multiple-choice activities.7 Probably one of the best-known early CALL activities is that of text reconstruction, where an entire text blanked out and the learner recreates it by typing in words.

For all of that the activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities.8 The CALL approach is one that still found on many published CD-ROMs for language teaching.

⁵ Laghos, (opcrit) 2

⁶ Gavin Dudeney, Nicky Hockly, How to Teach English with Technology, (England: Pearson

Longman, 2007) 7

⁷ Ibid

⁸ Ibid.

C. The Advantages of CALL

1. Experiential Learning

The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information presented is not linear, users develop thinking skills and choose what to explore.

2. Motivation

Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

3. Enhanced Student Achievement

Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

4. Authentic Materials for Study

All students can use various resources of authentic reading materials either at school or from their home. Those materials can be access 24 hours a day at a relatively low cost.

5. Greater Interaction

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people

they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

6. Individualization

Shy or inhibited students can be greatly benefited by individualized, studentcentered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

7. Independence from a Single Source of Information

Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfills the need for interdisciplinary learning in a multicultural world.

8. Global Understanding

A foreign language is study in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.⁹

CALL programs besides helping the learner to learn a foreign language or a second language, also provides some computer literacy which is becoming essential in a technological era, and could be of great help in the future training and career

⁹ Mor, Nili, Computers in the ESL Classroom the Switch from "Why" to "How", (1995)

prospects. CALL programs provide the information requested in a very short time, almost instantaneously¹⁰.

D. The Principles of CALL

According to David Nunan using technology to support language learning comprise four principles, they are:

- 1. Evaluate the appropriateness of the software program or Computer-based resource (e.g. game or websites):
 - a. Expertise, learners who determine what they know and do not know about a task are more likely to engage in productive work. Teacher can help in this process by identifying each learner's strengths, weakness and supplying appropriate software.
 - b. *Motivation*, learners are usually faced with extrinsic motivation and mafacture intrinsic motivation when it suits them. Teacher and learners need to create motivation through establishing goals and understanding how CALL activities can help achieve them.
 - c. Program objective, the program aim to accomplish in term of learning.
 - d. Target audience, CALL materials aimed at specific audiences, such as students.
 - e. Cognitive Overhead, how to use the program in learning process.

¹⁰ Kenning, M.J, M.M. Kenning. An Introduction to Computer Assisted Language Teaching, (London: Oxford University Press, 1984)

- f. Authenticity, the program make authentic materials and relate to the learners.
- g. Feedback, the program offer feedback to the learners. 11
- 2. Create an environment in which CALL is supported.
 - a. Arrange the CALL classroom to maxima interaction, CALL classrooms should be organized so that learners have opportunities to share computer screens and discuss their common progress.
 - b. Ensure easy access to CALL, engaging in CALL should be as painless as taking a book out library or using any other common academic resource. Too often computing time is restricted; access to software tightly controlled and budgets for very visible hardware not matched with funds for software, upgrades, and repairs. 12
- 3. Monitor learner participation in CALL programs and encourage autonomy.
 - a. Determine roles, when learners work together at the computer, they often select roles for themselves. Depending on the presentation of the software, learners may see the computer as a form of a television providing passive entertainment in which they do not need to engage, or they may see it as a teacher, or even a kind of fellow learner.

¹²Ibid, 253

¹¹ David Nunan, Practical English...... 252

- b. Encourage responsibility, the learners should be encouraged to take responsibility of using CALL for their own learning. This means making the best use of computing facilities when they have access to them and finding ways to follow up on what they have learned when they are away from the computer.¹³
- 4. Encourage the use of CALL programs as a starting point for collaboration and learner interaction.

Encourage collaboration. Have learners use the computer as an area for brainstorming. This made more effective as the learners interact; they help each other learn at a level appropriate to their language abilities. Collaboration can also take place on the internet, through e-mail pen pal or key pal arrangements.¹⁴

E. The Nature of Speaking

In social life, need several skills, process to communicate with each other, so that the society can express their feeling, and interact in the social community. Speaking is one of the ways, which is need in the communication. As a Chenfeld that speaking essential skill to successful communication and everyday living in society.¹⁵

Chenfeld state also supported by Norton, she says that oral language is our chief method of communication.¹⁶ In other words, we can say that it is away to communicate with others to send the messages and get information. Speaking

¹⁵ Chenfeld, Mimi Brodsky, *Teaching Language Arts Creatively*, (New York: Harcourt Brace Jovanovich, 1978) 141

¹³ David Nunan, Practical English............. 254

¹⁴ Ibid

¹⁶ Norton, Donna E, *The Effective Teaching of Language Arts*, (Colombus: A Bell & Howell Company, 1980) 48

consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say).

From the explanation above, speaking can be defined, as a process to produce utterance in oral communication, which is, requires a complex skill to interact in social community in order to express though ideas and feeling which involves two or more people.

F. The Objective of Teaching and Learning Speaking

According to Norton that oral instruction has some objectives, such as:

- a. Vocabulary development that involves new words related them to context and use them in purposeful communication.
- b. The development of a pleasant speaking voice.
- c. The development of a graceful bearing. (increase students; confidence to speak in front of the audience).
- d. Training in planning and organizing an oral presentation.
- e. Allowing the students to use appropriate form of speech.
- f. The development of the response ability to an audience.
- g. The development of the students' ability in expressing imagination, etc. 17

G. Speaking Material

In order to reach the objectives of the learning and teaching speaking, it is necessary for the teacher to select the materials, which are need to develop students' speaking ability. As Richard state that in *communicative approach*, a wide variety

¹⁷ Norton, Donna E, The Effective Teaching...... 49

materials have been used. 18 Many practitioners of communication language teaching explained that the materials have been used as a way of influencing the quality of classroom interaction and language use. It means that the class will achieve the objective of teaching if we used appropriate materials.

Richards' state also supported by Brown that material as any systematic description of the techniques and exercise to be use in classroom teaching. ¹⁹ Besides, Richard and Rodgers in Nunan also stated that instructional materials can provide detailed specification of content, even in the absence of syllabus. ²⁰

H. The Criteria of Good Speaking Material

Based on Brown that adopting materials in rational manner is not as easy as is might at first appear. There is something that should be considered, such as:

- a. It necessary to decide what types of materials are desirable.
- b. All materials should be located just in the case they might prove useful.
- c. Some form of review/ evaluation procedures must be set up to prepare this list down to only those materials that should be seriously considered so that final choices can be made.

¹⁹ Brown, James D, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Massachutes: Heinle & Heinle, 1995) 139

¹⁸ Richard, Jack C, Curriculum Development in language Teaching, (United State of America: Cambridge University Press, 2001) p. 89

²⁰ David Nunan, Language Teaching Methodology: a TextBook for Teachers, (London: Practice Hall International, Ltd, 1991) 208

d. Some strategy of these adopted materials must be set up to make sure that they do not become irrelevant to the needs of the students and changing condition in the program, etc.²¹

Besides Nunan states that a good common language lesson should:

- a. Derive input from authentic sources.
- b. Involves learners in problem solving activities in which they are required to negotiate meanings.
- c. Incorporate task which relate to learners' real life communication needs
- d. Allow learners choices in what, how, when to learn.
- e. Allow learners to rehearse in class, real-world task.
- f. Require learners and teachers to adopt a range of roles, and use language in a variety of setting in and out of classroom.
- g. Expose learners to the language as a system.
- h. Encourage learners to develop skills in learning how to learn
- i. Integrated the four-macro skill.
- j. Proved controlled practice in enabling micro skills.
- k. Involved learners i creative language use.²²

I. The Role CALL in Speaking

Many educators commonly assume that although computer and the internet can support student reading and writing effectively, they cannot support student

²¹ David Nunan, Language Teaching....... 157

²² Nunan, David, *Designing Task for the Comunicative Classroom*, (Cambridge: Cambridge University Press, 1989) 132

listening and speaking.²³ Whether this is true, however, depends on how these technologies are used. Florez notes that opportunities for speaking and listening require structure and planning if they are to support language development, and carefully planned CALL activities can use computers to support listening and speaking. For example, computer technologies can assist students to interact with other English language learners and with native speakers in many different forums not only to practice but also to develop listening and speaking skills. Cary notes that computers can also get reluctant speakers to speak English, by providing them with increased opportunities, less teacher fronting, and the authentic and the challenging situations that Carry recommend.²⁴

Speaking is a skill that has usually been regarded as a difficult one to teach through the computer. Although there are aspects of speaking that has been the subject of a number of studies in recent years, such as pronunciation and vowel contrast, studies that focused heavily in the literature. As far as CALL is concerned, it is advantageous to consider speaking and the computer in three ways: task that requires the learners to speak, task that peripherally assists the skills required for speaking through focusing on other skills, and task that require the computer to recognize and respond to language input.²⁵

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²³ Joy Egbert, CALL Essentials Principles...... 40

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²⁵ Mike Levy, Glenn Stockwell, CALL Dimension Options and Issuesin Computer-Assisted Language Learning, (London: Lawrence Erlbaum Associates, Publisher, 2006) 181

The first of these conducted through computer-based interaction tools, such as video or audio conferencing, in which learner engage in speaking with teacher or native speakers and is common in distance education setting. The benefit for oral proficiency are obvious, because the learners is directly involved in the act of speaking with teachers, native speakers, or other learner.²⁶

The second way in which speaking skills may be developed through the computer contrasts with the first, in that interaction occur through text-based means, and do not require the learners to physically "speak" with each other.²⁷

The third way that the computer has been used for development of speaking skills requires the computer to recognize and respond to oral output from the learners 28

J. Previous of the Study

The previous related studies has been done by Afrilyasanti Rida, "The Implementation of Digital Story Telling in Teaching Speaking to EFL Students: a Case Study" (2009).

In Afrilyasanti study, she offers the use of digital storytelling as a one of the technique to teach speaking. Digital storytelling used to help EFL to learn speaking. The subjects of this study were five junior high school students. The instrument she used to collect the data were questionnaires, record of students' participation, researcher journal, lesson plan, and photograph. All the data from the instruments

²⁷ Ibid. 182

²⁸ Ibid

collected qualitative. The findings showed that digital storytelling made students contribute actively and supportively in the speaking activities. Besides, by using digital storytelling students could practice their pronunciation and had ability in using speaking for communicative purpose.

In Septia Mardiana's study, she analyzed about the implementation of memorizing idiom in teaching speaking. She chooses it because according the English teacher of SBI at SMP Negeri 1 Gresik, the SBI students have problems in speaking, which are make the students difficult to speak i.e. poor vocabulary and grammar. Based on the students' problems, the English teacher in grade 8 SBI at SMP Negeri 1 Gresik, implement "memorizing idiom" technique in teaching speaking. The finding shows that the use of memorizing idiom in teaching speaking gives advantages in their English Speaking skill and gives proggress in their other English skills.