

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher deals with literature related to the research. The theories that suit this research, such as the definition of speaking, teaching speaking, problems in speaking, how to assess speaking, the definition of Hello English application, hello English and the futures, the advantages, and disadvantages, and explanation of teaching speaking using Hello English application.

A. Speaking as a language skill

a. Definition of speaking

Speaking is an activity of delivering ideas; knowledge; information; opinion; and feeling to other people to be an idea or we usually known as communication. Speaking is about the ability of people to talking English fluently and good pronunciation about information or knowledge that they delivered by mouth, as stated by Harmer (2007). Speaking is a skill that aims to be able to express themselves in certain situations in real life or report any incident with words that can be understood by others. According to Nunan (1989), there are two main aspects of speaking skills, such as accuracy, and fluency.

Accuracy means when a speaker can use the correct grammar and select an appropriate vocabulary also with the correct pronunciation. Then, fluency means when a speaker can speak spontaneously and continue. However, that does not mean the speaker is talking fast, but sometimes stopping is important. The right pause and not too often is an aspect of

fluency. In addition to fluency, the speaker is required to deliver a message with the ability possessed and is free from grammatical or other errors.

When want mastering in speaking, you can be done in many ways such as practice by using media online. Media online can be done through voice, video call, or video chat. So, it will make the learners easier and interesting to learn English. Many applications can be used by learners to practice speaking English, especially Hello English application. Besides, they will speak English fluently and confidently by practice anywhere and everywhere (Kuning, 2020).

b. Basic Types of Speaking

Based on Brown (2003) there are four basic types of speaking. The first is imitative, imitative is a level of speaking that only focused on lexical, grammatical, and several prosodic that can be included in the criterion performance. So, this type of speaking performance is the ability to simply parrot back (imitate) a word. The second is intensive, Intensive speaking is the second type of basic speaking, this type frequently used in assessment contexts that produce short stretches of oral language designed to demonstrate competence in a limited band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker should be aware of semantic properties to be able to respond. Some examples of intensive assessment tasks such as directed response tasks reading aloud, sentence and dialogue completion;

limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

The third type is responsive, this type focuses on the response of the speaker when he or she interacts with others. The assessment task of responsive speaking includes interaction and test comprehension but with a limited level of very short conversations, standard greetings and small talk, simple requests, and comments. The stimulus is almost always a spoken prompt (to preserve authenticity), with perhaps only one or two follow-up questions or retorts. The next is interactive, the differences between these types of responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes any changes or multiple participants. The last is extensive speaking, this task includes speeches; oral presentations; and storytelling which the opportunity of oral interaction from listeners is deeply limited (perhaps to non-verbal responses) or ruled out together.

c. Aspects of speaking skill

Brown (2001) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation, and vocabulary. According to Nunan (2003), Fluency is someone who can be said as a reliable speaker if he or she can use English correctly, quickly, and also confidently. The right pause and not too often is an aspect of fluency. Also, if the speaker is fluent, he does not produce word by word while speaking. So, a good speaker is required to be able to produce meaningful units like phrases or clauses.

The second is accuracy, Nunan (1989) states that if students can speak a specific language and have a grammatical structure that includes several aspects, so their speaking will accurately. Therefore, when the students want to achieve this level of accuracy they should use correct grammar. The last is pronunciation, it is the first aim of teaching speaking at the beginning level. The next purpose of pronunciation focus on points that can improve communication such as stress, patterns, intonations, sound quality, etc. However, Brown (2001) states that there are several factors in students that can affect pronunciation. They are native language; age; exposure; innate phonetic practice; identity and language ego; and motivation.

d. Micro skills of Speaking

To develop speaking skills, it is important to consider the micro-skills of oral communication. The micro-skills of speaking stated by Brown (2000): produce chunks of the language of different lengths; orally produce differences among the English phonemes and allophonic variants; produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours; produce reduced forms of words and phrases; use an adequate number of lexical units (words) to accomplish pragmatic purposes; produce fluent speech at different rates of delivery; monitor your oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message;

use grammatical words classes, systems, word order, patterns, rules, and elliptical forms; and use cohesive devices in spoken language.

e. Teaching Learning Speaking

According to the Oxford dictionary (2009), teaching is an activity to provide some information and knowledge to others. The teacher hopes that by teaching someone, students can accept and understand the knowledge that has been conveyed. More practice is a great way to improve students' speaking skills. Learning is the acquisition of knowledge or skills through study, experience, or being taught.

According to Harmer (2007), there are three roles of a teacher in teaching speaking activities, they are a teacher as a prompter; participant; and feedback provider. A teacher is a prompter, this roles mean that when the students get lost or cannot think about what they want to say next, the teacher can leave them to struggle out of such information on their own because it is probably the best choice for the teacher. So they can try to solve the problems by themselves. Maybe the teacher can give some suggestions to help the students.

Media is an important thing that is used for the teaching-learning process. Media is a tool to deliver information or messages to another place or people. Besides that, when you want the teaching-learning process to be fun, the teacher should use many media in the classroom. So, it can make the teaching-learning process more effective and significant. Many media can be used by the teacher through visuals, smells, sounds, and tastes. The

teacher can choose the appropriate media for the students in the classroom (Kuning, 2020)

f. How to Assess Speaking

McKay (2006) said that many avoid the assessment of spoken language in external testing for practical reasons, but the spoken language is a core part of the curriculum for young language learners. Therefore, to ignore the oral language and assess language learning through reading and writing classified as denying the essence of student language learning. However, there are several types of classroom assessment of oral languages, such as observation; oral records in portfolios; assessment during teacher-student interactions; and self-assessment.

Observation is a important tool for assessment of oral language in the classroom. Oral language is used in several activities, such as classroom management (e.g., when teachers tell children to settle down), in classroom instructions ('the next thing I want you to do is . . . '), in group and individual readings of stories, discussions, class surveys, literature-based tasks, games, etc. Oral language assessment is often occurs as part of a cycle of teaching in the classroom. Thats points shows a teaching task that concern a set of integrated teaching activities, such as give opportunity to the teacher to observe and assess oral language (McKay, 2006).

Teachers use observation checklists for observation over many tasks, which may be teacher-prepared or externally developed. Based on McKee (1999) citited by (McKay, 2006) there are three steps: selecting

situations; points to remember; and procedure. The first is selecting situations: choose to observe children when they are involved in tasks that are part of the normal school activities and are familiar to the children; where possible, choose situations in which children are interacting with each other; morning sessions provide lots of opportunities for observing students in your class; sit out in the playground during morning tea and lunch breaks; arrive early at school each day, just to be available for interactions with the children.

Next points is to remember: do not despair if the child says nothing. Keep observing as much as you can during the observation period and observe interactions; observe your own behaviour (this is just as important as observing children's behavior. Be aware of the extent you are relying on gestures, pointing and role playing to assist with the interaction or for children to respond to simple requests); and be aware of how much knowledge of the home language the teacher has, to assist the child, in order to keep the interaction successful. The last is procedure: choose 2 or 3 children to observe each day; focus on each child for a period of time; keep a log of any informal interactions with any of the children, whether they are targeted for that day or not; and complete the indicators on the Recording Format for each child.

The next types of speaking assessment is oral records in portfolios. The teachers can collecting the oral records in portfolio to analysis performance more closer and a record progress of the students. The example

of taped recordings, such as an interview with the teacher; describing something; giving instructions; narrating a story can be collected through the year, analysed and stored in a portfolio. This activities is take time but it is valuable one. Many teachers think that the performance of the students is not as good as they have thought, this happened because the children over-supported by the teacher or too many using stock phrases together with good non-verbal communication strategies (McKay, 2006).

The third is assessment during teacher-students interactions, such as in reading and writing conferences. The process of doing that activities are they focus together on a shared interest and provide opportunities for a close analysis of a child's oral language. The last is self-assessment. The aim of this strategies is to help children to monitor their progress. They may, for example, check a list of items of what they can do (I can ask the teacher for help ; I can introduce myself) or keep a record of their listening at the listening post (McKay, 2006).

The following are examples of task types for assessment of oral interaction. Oral language tasks such as these may be integrated into classroom teaching tasks, may be used more formally for summative purposes or may be used in external tests. You can see in the following section (McKay, 2006):

News Telling

News telling is the first speaking tasks that suggested here. News telling is activity that involves children telling others what they have done

before. It can be in group discussion or partners. This activity used to assess children's ability in speaking to do this in the way they share information to the audience with adequate detail, in an appropriate sequence. The teacher can evaluate them by observe the abilities of children in the audience to listen critically for detail, and to generate questions. Tape-recordings can be made and performances analysed.

Storytelling

Based on (Carpenter, Fujii and Kataoka, 1995) cited by McKay (2006) children's ability to tell a story can be assessed with the use of illustrations cut away and laminated into a book. The best steps in story telling is show the entire sequence of the pictures first, and ask about the story, because if the children tell the story from page to page they tend to treat each picture as a separate unit, losing the meaning of the connected story in their storytelling.

Picture talks

Children can be asked to describe a picture. They can be given one or two minutes to look at the picture before they describe it.

Categorization tasks

A categorization task engage children to decide and find the patterns. categorization tasks can used to assess children's descriptive language, and language of comparisons, as well as abstract explanations and academic talk and content. The teacher ask to the students to choose one of four pictures-which one is different with the other three. There may not be

a 'right answer' and teacher tell to the students about this. The pictures are chosen according to the level of the children. For younger, less proficient children simple choices such as pictures of three plants and one person might be used. A content-based assessment task (that is, one in which children are being assessed on both language and content) for more proficient learners might involve, for example, the classification of animals in science.

Oral presentations

Oral presentations are also extended speaking tasks. They can talking about their own experiences without preparation, or they may be delivering a report on a project that has been prepared over a number of weeks. The task will be easier if children are able to hold and show objects or pictures or others. The task will also be easier if an adult is available to assist them when they need help.

Other speaking-only genres

Children may be asked to do the following in a speaking-only situation such as argue two sides of an issue (Debate), describe a significant event (Anecdote), tell someone how to do something (Procedure) or describe a person or a place (Description), depend on their age and level of proficiency.

B. Hello English application

a. Definition of Hello English application

Hello English application launched in October 2014, this application is the world's third most rated educational application on Google Play Store (as of January 2017). Almost all people in Asia download this application. Hello English is an application to learn to speak English; grammar; vocabulary; etc. The futures are designed for students in many native languages such as Indonesian, Thai, Arabic, Malay, Urdu, Tamil, Canadian, Chinese, Turkish, etc. This application is designed specifically for English as second language learners (Patni, 2020).

This application used a coin system to make learning more fun. This coin is used to unlock a course that is not open yet. These coins are obtained in various ways, such as completing lessons, practice conversations, reading articles, playing games, watching videos, listening to audios, and reading books. Besides, the use of educational applications from android can improve the students' English competence in learning English speaking. Moreover, the updated research of using interesting media to inspire in speaking competence conducted by Yunita (2019)

b. Hello English and the futures

This is an explanation about any features in Hello English that be used in this research and how to use it. In each feature will be explained clearly so the users will be easy to use.



Figure 2.1

Figure 2.1 the first step is registration. After you download this application in Play Store, the users will be addressed about the choice of language of instruction that will be used to learn English. This application can be used online or offline. It's very simple and easy to install this application.

Pilih level awal Anda (untuk belajar bahasa Inggris)

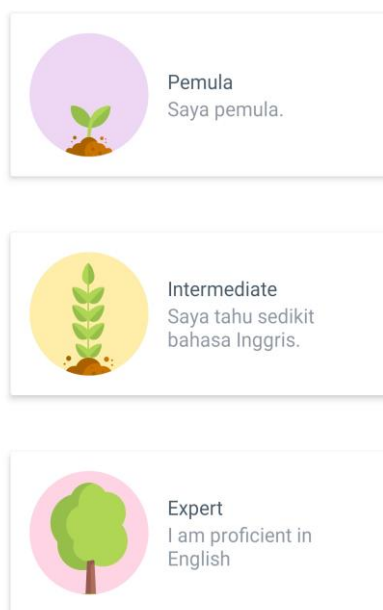


Figure 2.2

Figure 2.2 is about the level that you want to choose in learning after you registered in the beginning. The form just a kind of questionnaire. The users just click on the course that they want to learn. As you can see, there are three categories: beginner (really just learning English), intermediate (already know a little about English), and Export (already an expert in English).



Figure 2.3

Figure 2.3 shows the choice that learners need to learn English, which is for exams, works, to teach, etc. So, you must choose one reason why you want to learn English because this application will fulfill that you want and need to learn English.

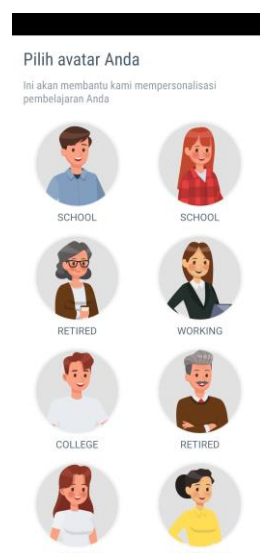


Figure 2.4

In figure 2.4 the users are required to choose their avatar so that learning can be maximized and according to their needs. For example, if the user selects "School" then the material, exercises, games that appear are adjusted to school.

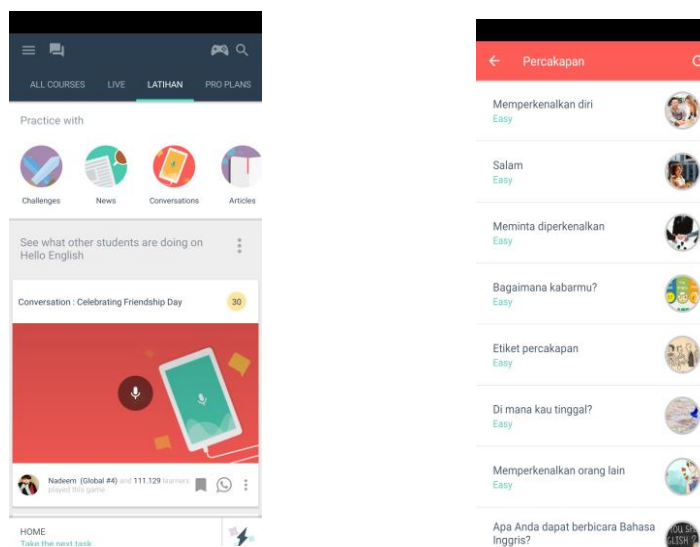


Figure 2.5

In figure 2.5 the users can choose the topic of conversation exercise. There are many topics based on the users' need to learn.



Figure 2.6

Figure 2.6 is an example of a conversation exercise in Hello English application.

c. Advantages and Disadvantages

Based on the previous study, Alley said that there are many advantages and disadvantages of using Hello English application. The advantages, such as this application is completely free and we can download it without pay any charges; contains more than 250 lessons; there are some games for reading, writing, listening, and speaking; we can chat with teachers or other friends to clear our doubts and get solutions to our problems; this application has an inbuilt dictionary for English word which help us to learn more words and spellings; there is news available in English and we can learn English using this news with new words and vocabulary; this is a level based application and we can learn with clear levels. Besides, the disadvantages, such as we need to purchase coins to unlocking some courses available in it, and need to purchase a premium to unlock some courses that are locked (Cited by Fransiska (2020)).

C. Teaching English for Young Learners

Teachers of young learners should pay attention to students as needed so that they can grow and focus on learning. So, teachers for young learners should pay more attention and give clear instructions. A teacher should have the relevant educational experience to provide the best for students. It is important to give young learners challenges that they are developmentally ready to meet.

Therefore, teachers have responsibility if the specific new structure and new words are not learned and produced every lesson (Vale, 2012).

The most important characteristics of young learner is they more active than others. Teachers should pay more attention about students' that has extremely passive or active behavior. Not only active, young learners have more tendency to be curious about something. You must noticed how alert children are to many things in their environment and how quickly their attention about one aspect to another.

Actually we have to know if young learners learn differently from adolescents and adults in the following ways. There are some points of them, such as (Harmer J. , 2007): they respond to meaning even if they do not understand individual words; they often learn indirectly rather than directly. That is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught; their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with; they have need for individual attention and approval from the teachers (they are keen to talk about themselves, and respond well to learn that uses themselves and their own lives as main topics in the classroom); and they have a limited attention span, unless activities as extremely engaging they can easily get bored, losing interest after ten minutes or so.

However, there are many materials for TEYL. The teacher can take from course book materials or supplementary materials. Sometimes the teacher should

manipulate the materials maximally to help students in learning the target language. Those are two kinds of materials for young learners, the first is authentic sources such as newspaper or magazine articles; video; etc. The second is materials from the internet such as pictures; worksheet; samples of cards: invitation, birthday card; vocabulary game; video and audio materials; stories; etc (Diyanti, 2010).

D. Teaching Speaking using Hello English application

The result of Yuanita (2019) is the teacher divided the learning process using Hello English application into three parts namely pre-teaching, while teaching, and post-teaching.

a. Pre-Teaching

Pre-teaching is an activity before the learning and teaching process, or checking students' attendance is opened by the teacher. Before the teacher delivered the material, the teacher did the greetings to students. After that, the teacher checks the attendance list and delivered the topic that will be learning today.

b. While Teaching

While Teaching is when the teacher gives material about the lesson by divided into five steps namely observing, questioning, gathering information, associating, and communicating. In each step has its purpose.

Observing step is an activity to look for the information by using learning media. In this teaching process, the teacher used the Hello

English application as English learning medium and provides suggestion material from the application. In Hello English application there is a menu "All Lessons", click on the "phase 1", the topic is about introducing self; greetings, etc. In improving students' activeness, the teacher provided expressions or gestures of the body as a support for students' activeness in answering and interacting with the teacher.

The questioning step is an activity to facilitate students to become critical thinking students, analyzed, and problem solvers. The teacher giving instructions to students to practice greeting that they have learned in the Hello English application. Then, others comment on their friend's practice.

Gathering information or an Experimenting step is an activity to make students comprehend the material. The teacher asked students to make sentences about asking and giving information (introducing friends/greetings). Then they practice in front of their friends. If the students are still confused about the material they can ask the teacher or open Hello English application again.

Associating or information processing steps, the teacher makes the students more active in looking at information and try to solve their problems individually. They can discuss with each other to make the right sentences. In this case, the students can also ask for some instructions from the teacher to make clear the assignments.

The communicating step is an activity to build up students' confidence, to improve students' creativity, and also to increase the activeness of the students. The teacher mentioned the students one by one to delivered the assignment orally in front of their friends.

c. Post Teaching

Post-Teaching is an activity to observe the students. They have understood the material or not. The teacher do the closes to the students with clear and high intonation to attracted students' attention and to make students easier to hear from the front seat until the back seat.

E. Review of Previous Study

Some related researches have been done previously about Hello English application and speaking skill. According to a previous study by Yuanita (2019) from the Departement of the English Education Muhammadiyah University of Surakarta that used Hello English application as medium to teach speaking skill at the tenth-grade students at SMKN Karanganyar, she used observation and interview to 5 students of Tourism 1 class and 1 English teacher. The results of the study teaching and learning process used by Hello English makes students active in English language skills, the students very enthusiastic and interested in using this application. Thus, Yuanita concluded from the perspective of the teacher and students that the Hello English application has advantages and disadvantages in implementing the English learning process.

Besides, there is also a study by Sivakumar (2015) from Education Wing-DDE, Annamalai University, this study is used in the experimental method. The

Control group was exposed to the traditional method of teaching and it consists of 40 students of which belong to VII standard; and the experimental group was given treatment through Hello English application in teaching. The results of this study reveal that the Experimental method of teaching more effective than the traditional method of teaching English. It can be concluded that teaching English by using Android apps such as Hello English is more effective. There is no significant difference between the Control group and the Experimental group in the pre-test, but in the post-test, the Experimental group performed better than the Control group.