

**CHIT CHAT STRATEGY IN TEACHING SPEAKING (TRANSACTIONAL
AND INTERPERSONAL EXPRESSION)**

(ADOPTIVE STRATEGY IN TEACHING ENGLISH)

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Abstract

This article discusses the chit-chat strategy in teaching speaking. Speaking is an expressive language skill in which the speaker uses the language to communicate. In teaching speaking, the teacher should have a strategy that fulfills the students' interest, so they can enjoy learning. Chit-chat is one of the interesting strategies in teaching speaking. It can be used to make students active in communicating with other students. This strategy will give the students enough opportunity in having conversation. Chit- Chat is adopted from Communicative approach. The characteristics of this game are derived from CA. The activity in this strategy gives the students more opportunity. It is proved in the implementation of this game that the game provides the students with enough preparation. So the students will be ready to communicate in the process of teaching and learning speaking.

Key Words : Teaching, Chit Chat Strategy Speaking

1. INTRODUCTION

Language competence can be acquired if a learner develops four basic skills. They are listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is a productive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of language. Writing is also productive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as a separate subject within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perspective. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. 'Machure M' in his book named as 'Oracy-current trends in Context' (1988) termed this process as 'oracy' means 'oral communication' or 'oral language'. It includes both listening and speaking.

Teaching speaking in Indonesia is not easy. The teacher must make sure that students have to master the language components. They are vocabulary, grammar, and pronunciation. In this case, the teacher should prepare the students to have these. It can be done by equipping

the students with these components in pre teaching. If the students have acquired these, they will be ready to speak. On the other hand, to make the students are motivated in learning Speaking, the teacher should have an interesting strategy to make the students interested in mastering this skill. One of the optional strategies is game. Chit- chat is one of the communicative games. It can be used to make students active in communicating with other students.

Hadfield (1987: 7) states that Chit Chat is a role card game for two players that gives the students opportunity to do a small talk between two acquaintances at a social function. It means that the students will have enough opportunity in having conversation by using this game. It is hoped that this strategy will give an optional strategy in teaching speaking especially in expressing transactional and interpersonal expressions. In this article, the writer will discuss the method of this strategy. The method of this strategy is Communicative Approach. Communicative approach is discussed in this article because Chit- Chat is adopted from Communicative approach. The characteristics of this game are derived from CA. In this strategy, the learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. Larsen-Freeman (1986: 131) states that the goal of Communicative Approach is to make the students become communicatively competence. Based on the characteristics above, it is clear that chit-chat is adopted from Communicative Approach. The discussion of this article consists of the definition and the origin of CA, the characteristics of CA, the classroom implementation of CA, and the classroom implementation of Chit- Chat strategy.

2. DISCUSSION

2.1 THE COMMUNICATIVE APPROACH

There are a variety of approaches to teaching English as a second or foreign language. One aspect of English and foreign language teaching involves using a Communicative Approach. Larsen-Freeman (1986) states that the teachers will talk less and listen more in communicative Approach. They will be active facilitators of their students' learning. But what exactly does using a communicative approach mean?

Communicative Approach to language teaching includes several distinct aspects. We will mention two of them here. Applying these aspects means that language teaching and learning become far more than a series of grammar lessons and vocabulary lists. For language teaching and learning to be truly communicative, it must not only be in context, but used to convey ideas, preferences, thoughts, feelings and information in a way that is addressed to reach others. Communicative language teaching through the use of two approaches

- o Content-Based Instruction (CBI)

- o Task-Based language teaching (TBLT)

In the TBLT approach (Willis, 1996), the focus is on providing communicative activities needed for English language learning, performing tasks using the target language

(English) and using the English language in other ways for learning tasks. Examples would be having learners buy postage to mail a letter by first teaching them the structures and language needed to perform the task, then actually having them do it. Another example would be teaching learners the needed English to order a meal in a restaurant, or make a shopping purchase, then allowing them to complete such tasks on their own using unguided or free speech.

Willbrand M. L. & Riecke R.D. in their book named as ‘Teaching oral communication in Elementary schools’ (1983) defined ‘Oral Communication’ as the process of interacting through heard and spoken messages in a variety of situations. And instruction which integrates the teaching of listening and speaking over various situations has been termed “the communicative approach to language teaching.”

The communicative approach is relative new, as most of the teachers and prescribed texts separate the instruction of listening and speaking. Usually when listening and speaking are separated, specific skills are identified in each area and a sequence of these skills is established. No particular attention is given to the situation, or context, in which a specific skill is to be used, as the focus is on teaching listening and speaking and not on communication. We can develop listening skill by conducting the entire lesson in that language only. We may make use of Audio-Visual aids such as tape-recorder, gramophone etc. we may make the students to listen to Radio lessons to develop the skill. Moreover we may develop the listening skill by ear-training exercises, by articulation exercises, by mimicry exercises or by exercises in fluency. We may develop the speaking skill by giving picture lessons, by saying and doing exercises, by arranging oral composition, by developing the ideas on the topic within their range, by reproducing telling or completing a story, by dramatization, by arranging talks and discussions, by asking questions. But special attention is not given to the situation or context, in which a specific skill, listening or speaking, is to be used. When specific attention is given on a situation

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

2.3 THE CHARACTERISTICS OF COMMUNICATIVE APPROACH

Although no single methodology has been described for the communicative approach, several characteristics are summarized as follow.

Communicative approach stimulates ‘real life’ communicative experiences -:

Froese V in his book named as 'Introduction to whole language teaching and learning' (1991) mentioned this characteristics of communicative approach. Learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. But here, as Froese V noted these activities should not only stimulate real life experiences but, whenever possible, should actually be real life experiences.

The learning task is content-based, theme-based, project-based or some combination of the three

Instruction in listening and speaking, as well as reading and writing, is given within the context of handling various learning tasks, which involve learners with language. Students need the opportunity to express themselves through a variety of experiences and tasks.

Analysis of language is done in specific contexts -:

Language drills, recitation and isolation grammar exercises are not the ways to acquire any language. Analysis of language is done in specific contexts. Decontextualized language is not used as a basis for skill instruction.

The focus is not upon listening and speaking but upon using language to communicate and to learn

As students use language to learn in various subject areas, it becomes necessary for them to communicate with peers in large and small groups as well as with the teacher. Collaborative talk can occur between peers in quite an informal way or in more formal cooperative learning groups.

Listening and speaking skills as vehicles for learning across all subjects areas -:

Listening and speaking become valuable not only as isolated skills or groups of skills, but as vehicles for learning across all subject areas. Oral communication should be integrated with other areas of instruction.

Little research has been done to indicate how the above characteristics might best be applied in the classroom, they are as follows:

1. Fundamentally it is important to establish an appropriate physical and psychological atmosphere in the classroom. Instructors must be dedicated to the belief that oral communication is an important for learning and be willing to arrange classroom furniture so that talk between students in large and small groups is convenient. The psychological atmosphere should be one in which students feel comfortable and take increasing risibility for their own learning.
2. There are some specific ways in which teachers effectively model listening in the classroom. These include the following

- a. Providing a wait time for students to answer.
 - b. Engaging in attending behaviors such as eye contact and responsive facial expression.
 - c. Giving students' undivided attention when they are speaking.
 - d. Providing a supportive climate by being approachable.
 - e. Not interrupting students.
 - f. Withholding Judgments until students have finished speaking and
 - g. Giving prompt and thoughtful responses to students' questions.
3. The instructors can model the use of various speaking skills within appropriate classroom settings so that they should follow communicative approach. Important conversational skills include turn taking imitation strategies maintenance strategies and termination strategies.
 4. Many authors have suggested creative activities for involving students in various kinds of talking experiences. Drama, role-playing, puppetry, debate, formal reporting and small and large group discussions have been covered in language arts text books.
 5. There are two types of communicative activities that can be implemented in the class. One controlled communicative activities and the other, free communicative activities. Controlled communicative activities include situations creation, guessing games, information gap exercises, exchange of personal information etc and free communicative activities include pair work and group work, Eliciting, Role play etc.
 6. To follow communicative approach in the class, one should use workouts. Workouts are language learning and language using activities, which enhance the learner's overall acquisition process, providing by the teacher with variety of ways through which to make this process engaging and rewarding. Samples of such workouts are presented here under different categories.
 1. Operations/ Transformations enable learners to focus on semantic-grammatical features, which are necessary when aiming at accuracy in language use. All learners require such predictable and controlled workouts at times if their goal is to achieve accuracy in language production an interpretation. For example element of language are added, deleted, substituted, recorded, or combined; alternative language elements are presented so that learners must make a choice.
 2. Warm-ups/Relaxes are motivational workouts, which add an element of enjoyment and personal involvement. They can be used at various points during the session, especially when a relief of tension or a change of pace is called for. For example, games, songs, physical activities, puzzle.
 3. Information-Centered Tasks enable learners to use the language naturally while being fully engrossed in fact gathering activities. For example, share-and-tell in the classroom, gathering information outside the classroom, treasure hunts outside the classroom, interviews with peer and others.
 4. Theatre Games encompass all activity types, which simulate reality within the classroom situation. These workouts are especially important since they enable the language session to broaden its context beyond the four walls of the classroom. For example, improvisation (creating a scene based on a given setting or situation); role

playing (assuming the role of someone else, or playing oneself in a typical situation); play enacting; story telling.

5. Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language. For example, interacting with another or others based on incomplete information; interacting with others to change their opinions; talking one's way out of difficult situation.
6. Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self.
7. Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a 'whole-task' process. For example, small group discussions around topical, political or local issues; posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement.
8. While similarly 'whole-task' focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms; providing language to complete visual display such as a cartoon or photograph; making judgment about people's motives and intentions; putting sentence elements in sequence (the strip story.)

Based on the characteristic of CA above, the writer adopts a strategy that is adopted from CA activity. This game has similar characteristic with CA. This game depends on the activity toward the students' cooperation. The students' group works take the important role to keep the flow of the communicative activity in this game. This game is called Chit- Chat game.

2.4 The implementation of Chit-Chat strategy

Chit Chat is a card game for two players that simulate the exchange of small talk between two acquaintances at a social function (Hadfield, 1984: 7). This game uses the language to run the communication well, so it is appropriate with the characteristic of communicative approach. Each player has a topic and the first player to make a couple of points on their topic wins the game. Alternatively if one player lets the conversation lag, then their opponent has won.

Function of This Game

This game is appropriate for transactional and interpersonal expression. It can be used for asking and giving personal information. It can be used to teach the students how to practice asking their names, lives, occupation, interest and so on.

2.4.1 Essential vocabulary

In using this game, the teacher needs to elicit some important vocabulary. They are: age, married, single, divorced, child, names of job and the tool used for doing job. The eliciting of these vocabularies will help the students to be familiar with the language before they practice asking and giving personal information

2.4.2 How to Use the Game in the Classroom

The game may be played with any number (with suggested minimum of seven or eight). If there are more than 16 students in the classroom, the game may be played in two groups. The questions should be deleted and the corresponding role-cards removed.

2.4.3 The Communicative Activity of Chit- Chat Game

In implementing this game, the teachers may base on the following steps:

1. Copy some role-cards and questionnaires.

The teacher must prepare role-card and questionnaire. They must be copied base on the number of the students.

2. Distribute one role-card to each student

The teacher must make sure that every student is given one role-card. Then allow thw students become familiar with the information in the role card.

3. Give each student one questionnaire

Make sure that every student holds one questionnaire

4. Ask the students to find all people described in the questionnaire.

In finding all people, the students must move around the room. They must ask each other questions until they have found all people described on the questionnaire.

The example of Role-card

<p>Marry</p> <p>Age 24</p> <p>Lives in Tuban</p> <p>Married</p> <p>Two children: tom and Jerry</p> <p>Job: Technician</p> <p>Hobbies: Tennis, Football</p>	<p>Lewis</p> <p>Age 40</p> <p>Lives in England</p> <p>Married</p> <p>For children and six grandchildren</p> <p>Retired</p> <p>Hobbies: gardening</p>
<p>Alice</p> <p>Age 24</p> <p>Lives in Exeter</p> <p>Married</p> <p>Three children: Sally tom and sue</p> <p>Job: nurse</p> <p>Hobbies: swimming, sailing</p>	<p>Tim fowler</p> <p>Age: 36</p> <p>Live in Brixham</p> <p>Married</p> <p>Two childres: Robert and Oliver</p> <p>Job: electrician</p> <p>Hobbies: Guitar</p>

The example of Questionnaire

<p>A</p> <p>Find:</p> <p>A technician with two children</p> <p>A grandmother who lives in England</p> <p>A 24- year- old nurse</p> <p>An electrician who plays the guitar</p>	<p>B</p> <p>Find:</p> <p>A technician with two children</p> <p>A grandmother who lives in England</p> <p>A 24- year- old nurse</p> <p>An electrician who plays the guitar</p>
<p>C</p> <p>Find:</p> <p>A technician with two children</p> <p>A grandmother who lives in England</p> <p>A 24- year- old nurse</p> <p>An electrician who plays the guitar</p>	<p>D</p> <p>Find:</p> <p>A technician with two children</p> <p>A grandmother who lives in England</p> <p>A 24- year- old nurse</p> <p>An electrician who plays the guitar</p>

The example of classroom activity

- The teacher gives four students role cards above. Each student is given one role card. Each student has to act as the one who is in each role card. Student A acts as Mary. Student B acts as Lewis. Student C acts as Alice. Student D acts as Tim Fowler. Every student has to be familiar with their own role.
- Then, the teacher gives four students questionnaires above. The teacher gives each student one questionnaire. Student D is given questionnaire A. Student E is given questionnaire B. Student F is given questionnaire C. Student G is given questionnaire D. Each student has to ask to the students who hold the role card. They have to find the person in their questionnaire. They have to find who is the appropriate person based on their questionnaire by asking their name, job, children, town, age, and hobby.

2.4.4 The Other Alternative Activity in Chit- Chat Game

2.4.1 The Equipment

A special deck of cards is formed from two regular decks to contain the following.

- Two of each card of value Ace (1) through to 6 in three suits (leave out cards from 7 through to Queen plus all Clubs) for a total of 36 "conversation cards".
- 3 Kings - one of each suit without Clubs to be the "pet topic" cards.

The suits are considered to match the following topics:

- * Hearts - sport
- * Diamonds - economy
- * Spades - politics

2.4.2 Deal in Classroom Activity

Shuffle the conversation cards and deal each player six, put the remainder face down off to one side as the draw pile.

Shuffle the pet topic cards and deal each player one face down, and set the other aside unseen. Each player may look at their own pet topic but must keep it secret from the other player.

Turn the top card of the draw pile and place it next to the draw pile to set the current topic and begin the conversation. Subsequent cards will be played partly overlapping the previously laid card, extending the sequence along the table away from the draw pile. The topic of conversation is the suit of the card closest to the draw pile, and the current topic card is the card of the conversation suit furthest along the sequence away from the draw pile.

Players take alternate turns, beginning with the non-dealer.

A turn consists of two actions performed in order:

1. Make one of the three allowable plays.
2. Draw one card from the draw pile.

2.4.3 The rule of the game

Richard (Richard.Vickery@unsw.edu.au) suggests the rule of the game. You may freely choose any one of the three allowable plays. If you can not make one of the plays you lose. All plays are made so as to extend the sequence of conversation, with the new card partly overlapping the old. Depending on the play you make, the card will either be in line with the previous card, or else shifted a step towards you.

1. Make small talk.

This is done by playing a card on a different topic (suit not matching current topic card) with a value no higher than the current topic card. Place your card in line with the previous one. However if your opponent made small talk and you follow his small talk suit (and of course meet the requirement for making small talk that the card be no higher than the

current topic card) then the topic changes. Discard all cards in the sequence before your opponent's last play, leaving just the two cards of the same suit. If your card is lower than your opponent's it is placed in line with it, if you equal or beat his card, then place your card one step towards you.

2. Continue the argument.

This is done by playing a card on the topic (same suit). The new card becomes the current topic card. If your card is equal to or higher than the previous card in the sequence then place your card one step towards you. Note that the card you must beat is not necessarily the topic card, as it might be a small talk card which has value zero and can be beaten by even an Ace. If this is your second consecutive step towards you then you have made a point.

3. Change the topic.

This is done by playing two cards of any value with the same suit (which must be different from the current topic). Discard all cards in the sequence before your opponent's last play, leaving just the two cards of the same suit you played. If you play the higher of your two cards (either if equal) second in the sequence then you may place it one step towards you. Changing topic will reduce your hand size by one card as you only draw one replacement card.

2.4.4 Making a point

You make a point when you have two consecutive steps in your direction, the second one from a "continue the argument" play, and your opponent does not continue the argument with an equal or higher valued card and step the sequence in his direction. Your opponent may change the topic and clear the sequence but this does not deny you your point.

You make a point in your opponent's turn when they declare that they can't block you. You then take the topic card immediately before the current one and put it face up in front of you to indicate that you have made a point on this topic. The sequence is then cleared, leaving only the topic card that won the point, and it is now considered neutral (i.e. not stepped in either direction). Your opponent now has their turn. If you make a point on your pet topic twice, or make three points on either of the other two topics, then you win the game.

2.4.5 Game end and Winning

The game ends when one player wins. This could be because:

1. they made two points on their pet topic, or
2. they made three points on another topic, or
3. because their opponent could not play and let the conversation lag.

When the draw pile runs out, leave the current sequence, and shuffle the discarded cards to form a new draw pile. Cards kept to indicate that the player has made a point do not get shuffled back in.

2.4.6 Strategy Hints

The high and low cards are the key. Aces whittle away at the opponent's hand size because they can force the opponent to change topic. Only another ace or a card of the correct topic can be played on an ace. A pair of sixes can not be beaten, and guarantee that you'll make a point unless your opponent changes topic after your first play.

Changing topic is painful because it reduces hand size and usually costs a card in the topic you want to make a point in. It is best to time this so as to deny your opponent a point, so change after their first "continue the argument" not the second. Holding high cards (to block) and low cards (to defend your hand) are both important, but are in tension with developing enough power to make a point. This is the fun of the game!

3. Conclusion

In teaching speaking, the teacher must make sure that students have to master vocabulary, grammar, and pronunciation. In this case, the teacher should prepare the students to master these components. If the students have acquired these, they will be ready to speak. Chit-chat is one of the optional strategies in teaching speaking. It can be used to make students active in communicating with other students. This strategy will give the students enough opportunity in having conversation.

Chit-Chat is adopted from Communicative approach. The characteristics of this game are derived from CA. The activity in this strategy gives the students more opportunity. It is proved in the implementation of this game that the game provides the students with enough preparation. The preparation consists of the practice of language components in the initial activity. So the students will be ready to communicate in the process of teaching and learning speaking. Finally, it is hoped that this strategy will be an optional strategy in teaching speaking especially in expressing transactional and interpersonal expressions.

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