Conversation and Mediated Discourse Analysis as Discourse Approaches to Teach Speaking

Suesthi Maharani
IAIN Salatiga, Indonesia
suesthimaharani@gmail.com

Abstract. This article aims to explore conversation analysis and mediated discourse analysis as approaches to teach speaking skills. Nowadays, the conversation becomes a never-ending case to be studied. It becomes a primary interest for language researchers since the commonly daily conversation is always interesting to be analyzed. Conversation analysis and mediated discourse analysis are practical means of teaching speaking skills in the EFL classroom. This article tried to look at the theoretical basis for conversation and mediated discourse analysis and explores the possibility of applying these discourse approaches to teach speaking. Conversation analysis theory is explained in terms of adjacency pairs, turn-taking, repair, feedback, and opening and closing. In contrast, mediated discourse analysis theory is described in the term of social action. All the issues discussed above will provide teachers with explicit instruction on how to apply conversation analysis and mediated discourse analysis to teach speaking. The discussion will lead to the possibility of using these discourse perspectives to prepare for micro and macro speaking skills.

Keywords: Conversation Analysis, Discourse, EFL, Speaking Skill

INTRODUCTION

In mastering English, four skills should be concerned: speaking, listening, reading, and writing. From those four skills, speaking is believed as one of the macro skills, which plays an important role. Brown (2001: 267) defines speaking as an interactive process of constructing meaning that involves producing and receiving information. Its form and meaning are dependent on the context in which it occurs. Speaking is generally used as a means of communication in daily
interaction. The speaker and listener presence is a must to build up mutual communication in a speaking activity. Thus, speaking is considered to be inseparable to communication. Cameron (2001:40) defines speaking as the active use of language to express meaning so that other people can make sense of them. In line with Cameron, Tarigan (1981: 15) states that the main point of speaking is to communicate, so the speakers have to convey the thinking and feeling effective. They must understand the meaning to be delivered to make the listener know what they are talking about. Speaking, especially in a foreign language, is difficult. Difficulties in that speaking often make students worried, even frustrated. It will affect the learning condition. De Boer and Dallman (1964) state that one cannot learn well, in reading or anything else, if he is distracted by anxieties, frustrations, and the sense of failure. Hence, the teacher should make every effort to make the students feel free to express their idea orally in a learning activity.

Therefore, teachers should create communicative language teaching in a classroom environment where students have real situations that require communication. Kayi in Ampa, Rasyid, Rahman, Haryanto, & Dalle, (2013: 173) proposes the various activities in speaking skills that may be used based on situations; those are group interaction, discussion, dialogue, role play, interviews, and presentation. Besides that, authentic activities and meaningful tasks that promote spoken/ oral language also have to be created. The teaching and learning activities should give maximum opportunity for students to speak English. It can also be built by setting an environment with collaborative work and shared knowledge among the students. The teacher has to make sure that each student is involved in every speaking activity. For making all these activities effectively, it is essential to reduce teachers' speaking time in class while increasing students' speaking time. Thus, the students speaking skills will be well trained and automatically improved because there is no way to be fluent in speaking unless practicing it regularly. The more they practice, the more fluency they will get.

**DISCUSSION**

**Best Practice of Teaching Speaking Skill**
One of the effective ways of making the students practice their English is by using role-play. According to Livingstone (1983), role-play is a class activity giving the students opportunities to practice the language aspects of role-behavior. It is the actual role they may need outside the classroom. Another definition coming from Ladousse (1996: 3), who states role-play, is one of the communicative techniques which develops fluency in language students, promotes interaction, and increases motivation in the classroom. Qing (2011: 37) defines role-play as the projection in real-life situations with social activities.

Furthermore, Penny Ur (1996: 131) states that role-play refers to all sorts of activities where learners imagine themselves in a situation outside the classroom. From those definitions above, the writer concludes that role-play is activities that give the students the opportunities to practice the language by imagining themselves in a specific real situation. Through role-play, the students play a fundamental role that they sometimes have in real life (e.g., buying groceries or booking a hotel). The students will have such activities which help them to practice their speaking. This technique involves students in their activities, making progress in the students' speaking skill piecemeal. Because practice makes perfect, when the students practice speaking regularly, their speaking skills will be better.

Before implementing the role-play, the teacher also creates communicative and interactive activity, that is discussion. In the discussion, the teacher asks the students to make the script/dialog for performing the role-play. The teacher divides the class into some groups for discussion. He/she does not intentionally prepare the script/dialog so that there will be discussions among the students. Discussion is a kind of communicative and productive activity that will practice the students to speak by interacting. It belongs to communicative language teaching and collaborative learning. The activity is based on real-life situations that require communication. Through discussion, the students will have the opportunity of communicating with each other in English (the target language). Before starting the discussion, the teacher gives one script/dialog model to
facilitate the students in making another dialog on different topics for each group. The teacher then gives different topics to be developed into good script/dialog among the groups. This activity is student-centered, but the teacher still has to control the students by walking around them when they have discussions. He/she circulates classrooms to ensure that students are on the right track and see whether they need help while working in groups.

**Rational of Teaching using Discourse Perspectives for Speaking skill**

In making a dialog/script model for the students, the teacher should consider discourse. Discourse analysis describes the interrelationships between language and its context (McCarthy, 2002: 5). The analysis of discourse is, necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent from the purposes or functions which these forms are designed to serve in human affairs (Brown and Yule 1983: 202). There are some approaches to discourse analysis with an interdisciplinary perspective. Here, the writer uses two kinds of them, namely: conversation analysis (CA) and mediated discourse analysis (MDA). The consideration of choosing CA and MDA is because they relate so much to speak, especially in everyday conversation. Everyday conversation is the most commonly occurring and universal language "genre," in that conversation is a speech activity in which all members of a community routinely participate (Riggenbach, 1999: 55). Conversational analysis is an approach to discourse dealing with the linguistic analysis of conversation and strongly associated with methodological (Johnson and Johnson, 1998: 89). Richards, Platt, and Platt (1992: 106) suggest that conversational analysis refers to the analysis of natural conversation to discover what the linguistic characteristics of conversation are and how the conversation is used in ordinary life. According to Hutchby and Wooffitt (1998: 13), conversation analysis is the study of talk and is the systematic analysis of the talk produced in everyday situations of human interaction: talk-in-interaction.

While mediated discourse analysis views discourse practice as merely one form of social practice from which community members create their institutions
and power relations (Scollon in Kristina, 2014: 34). Additionally, mediated discourse analysis argues that discourse, society, and culture are crystallized in the appearance of physical products and a myriad of non-discourse practices. Those products and non-discourse practices related to the products are the embodiment of discourse, society, and culture of the prospective community members (Kristina, 2014: 34). In language teaching, teachers should consider perspective in discourse analysis. A new perspective of looking at language has been drawn much from the work of some sociological linguists like Michael Halliday in Kristina (2014: 23). She believes that language has the function of representing the social structure. Therefore, in giving the example dialog/script model to the students, the teacher should consider about discourse perspective. As Celce-Murcia (2000: 4) states, a piece of discourse is an instance of spoken or written language that has describable internal relationships of form and meaning (e.g., words, structures, cohesion) that relate coherently to an external communicative function of purpose and a given audience/interlocutor. The external function or purpose can only be appropriately determined if one considers the context and participants (i.e., all the relevant situation, social, and cultural factors) in which the piece of discourse occurs.

By using a discourse perspective, the teaching and learning process will not just mainly concern the study of words, pronunciation, and grammar, thinking language is independent of outside context like in traditional teaching. However, discourse analysis is concerned with the relationship between language and its context. Moreover, "discourse analysts consider the context to be of primary importance." (Schiffrin, 1994; Duranti and Goodwin, 1992, cited in Riggenbach (1999: 2) Nevertheless, discourse analysis cannot be separate from traditional teaching. As is said by Cook (1989, viii), discourse analysis takes traditional teaching of vocabulary, pronunciation, and grammar as the basis of foreign language knowledge. It also attends on how to apply the knowledge into practice and succeed in social communication. Thus discourse analysis relates language forms to function that a piece of discourse fulfills. In using conversation analysis as discourse, perspective involves many aspects such as "turn-taking", "turn
organization,""action formation,""sequencing,""repair,""word/usage selection,""recipient design" and "overall organization of the occasion of interaction" (Schegolff, Koshik, Jacoby & Olsher, 2002, pp. 4-5). To be specific, some significant aspects of conversation analysis will be looked at as follows: First is Adjacency Pairs which refer to "the pairs of utterances in a talk, [which are] often mutually dependent" (McCarthy, 2002, p. 119), for example, greeting-greeting, congratulation-thanks. Adjacency pair is a sequence of two related utterances by two different speakers; the second utterance is always a response to the first (Richards, 1992: 8). According to Burns et al. (1996: 18), adjacency pairs are the patterns that occur in conversation when the utterance of one speaker is likely to be followed by a particular kind of response. The response can be either a preferred response or a dis-preferred one.

Second is Turn-taking, which observes "when and how people take turns in conversation" (Burns, Joyce & Gollin, 1996: 18). It is concerned with how participants in interaction hold turn, pass turns, get in, and get out of a talk. Turn-taking is investigated to look at "the shape of the turn-taking organization device and how it affects the distribution of turns for the activities on which it operates" (Sacks, Schegloff and Jefferson, 1974: 696).

Third is Repair. In a conversational analysis, the repair is a term for ways in which speakers or other correct errors, unintended forms, or misunderstandings during the conversation (Richards et al. 1992: 394). Johnson and Johnson also suggest that repair is a feature of spoken discourse in which a speaker retrospectively changes some other item (1998: 274). There are four types of repair, according to Hutchby and Wooffitt (1998: 61-63), namely Self-initiated self-repair, Other-initiated self-repair, Self-initiated other-repair, and Other-initiated other-repair. Roberta (1987, pp.14-16) writes in detail; Repair procedures are grouped in two separate classes: self-repairs, those in which the problematic item is produced and corrected by the same interlocutor; and other-repairs, in which the problem is addressed by a participant other than the one who has produced it. Two further sub-classes are distinguishable in each of the above: self-initiated and other-initiated. In the first case, the producer of the trouble-item
signals its presence to the other interlocutor(s), whereas, in the case of other-initiated repairs, a party other than the one that produced the violation highlights the need for repair.

Fourth is Feedback. Participants involved in the conversation have to give the speaker some feedback to show that they are interested in what the speaker is talking about. We can employ some paralinguistic devices, such as nodding, facial expression, etc.; what is more, we can use some back-channels, such as "yeah," "really?".

The last is Openings and closings. Openings and closings are the words people used to initiate or end a conversation. They vary in terms of the different speech community—a dialog containing opening and closing in the conversation. The blue typing shows the opening, and the orange typing shows the closing of the conversation.

Using mediated discourse analysis as a discourse perspective involves society and culture, which are crystallized in the appearance of material products and a myriad of non-discourse practices. For example, batik cloth and teak-wood crafts represent the aristocratic taste of the art of a particular community in Java and Bali, while music and the entertainment industries in the US reflect their lifestyle. At the same time, 'kimchi' is a representation of culinary tradition in Korea. Those products and non-discourse practices that relate to the products are the embodiment of discourse, society, and culture of the prospective community members (Kristina, 2014: 34).

In giving a dialog/script model for the students, the teacher makes the dialog based on conversation and mediated discourse analysis. Then, by using role-play and discussion through conversation analysis and mediated discourse analysis as a discourse perspective, learning a foreign language (English) is no longer focused only on the study of words, pronunciation, and grammar like in traditional teaching. However, it also covers broader aspects to be comprehended, especially the context. Below is an example of a dialog/script model that the teacher can give to the students as a model before they do the discussion to make a dialog/scripts to be used in implementing role-play technique. This dialog is
made based on conversation analysis and mediated discourse analysis as a discourse perspective:

Vivin: Hi, Agung, how are you? (opening)
Agung: Hello, Vivin. I'm fine. Thank you. And how about you? (greeting)
Vivin: I'm so so. (greeting) Agung, I heard that you win a science competition in Bandung yesterday. Is that true?
Agung: Yes, Vivin. I got a gold trophy as the first winner.
Vivin: Wow.. Splendid! Congratulation for your winning (congratulation)
Agung: Thank you very much, Vivin (thanks)
Vivin: You're welcome. Do you also get the money? I mean tuition from winning this competition? (repair)
Agung: Yes.. I got a scholarship for one year.
Vivien: Really? (feedback) Wow.. Once again, congratulation, Agung. I'm proud to have you as my friend.
Agung: Thank you. Hmm (turn-taking), I want to tell you, when I was in Bandung, I bought peuyeum.
Vivin: What is peuyeum, Agung?
Agung: Peuyeum is made from cassava, which is fermented with yeast. If you want, I still have it in my refrigerator.
Vivin: Sure (turn-taking) Agung, I will go to your house this afternoon.
Agung: I will wait for you. See you. (closing)
Vivin: See you later. (closing)

The dialog above is made based on conversation analysis and mediated discourse analysis as discourse perspectives.

Reflections on Using Discourse for the Micro and Macro Skills of Speaking
Discourse is very beneficial implemented in teaching language. As the writer explains above, teaching language using discourse can be done by implementing the perspectives of discourse. In this paper, the writer used conversation analysis and mediated discourse analysis as the discourse perspectives. Those perspectives are implemented through discussion and role-play techniques. Through these techniques, the objectives of teaching speaking are achieved. Talking about the objective of teaching speaking, it talks about micro and macro skills of speaking
itself. The macro skills imply the speaker's focus on the more significant elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004: 142). Below are the micro and macro skill of speaking, according to Brown (2004: 142-143):

<table>
<thead>
<tr>
<th>Microskills</th>
<th>Macroskills</th>
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<tbody>
<tr>
<td>Produce differences among English phonemes and allophonic variants.</td>
<td>Appropriately accomplish communicative functions according to situations, participants, and goals.</td>
</tr>
<tr>
<td>Produce chunks of the language of different lengths.</td>
<td>Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversations.</td>
</tr>
<tr>
<td>Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.</td>
<td>Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversations.</td>
</tr>
<tr>
<td>Produce reduced forms of words and phrases.</td>
<td>Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, and given information, generalization, and exemplification.</td>
</tr>
<tr>
<td>Use an adequate number of lexical units (words) to accomplish pragmatic purposes.</td>
<td>Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.</td>
</tr>
<tr>
<td>Produce fluent speech at different rates of delivery.</td>
<td>Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor understands.</td>
</tr>
<tr>
<td>Monitor one's oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.</td>
<td>Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.</td>
</tr>
<tr>
<td>Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.</td>
<td>Use cohesive devices in spoken discourse.</td>
</tr>
<tr>
<td>Produce speech in natural constituents in: appropriate phrases, pause groups, breath groups, and sentence constituents.</td>
<td>Express a particular meaning in different grammatical forms.</td>
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</table>

After knowing the micro and macro speaking skills, the writer can reflect on what she has explained in the previous discussion. As the writer implements
conversation analysis and mediated discourse analysis as the discourse perspectives through discussion and role-play, it effectively achieves the micro and macro speaking skills. Discussing making a dialog/ script that will be used for performing role-play can train the students to speak in English. It leads to the accomplishment of the macro skills of speaking. When the students discuss with their friends, they consider the situations, participants, and goals of the discussion. This activity covers sociolinguistics features in face-to-face conversations. Collaboration among students when doing discussion involves sharing information between them. They can give their idea or opinions in the discussion group to produce a good dialog or script based on conversation analysis and mediated discourse analysis as the discourse perspectives. So, it includes giving and receiving information from the students. Through discussion, the students can use nonverbal cues and verbal language like body language and expression in speaking. The discussion also provides a context for interpreting the meaning of words. It can accurately assess how well the interlocutor delivers the messages or ideas, whether it is understandable or not. The students can discuss the content of the dialog/ script based on the feature of conversation analysis like adjacency pairs, turn-taking, and feedback in the dialog made, opening and closing of dialog, etc.

While discussion based on the mediated discourse analysis leads the students to consider the meaning of words derived from society and culture, the students also learn about creating institution and power relations through making dialog/ script. Those all are the benefit of using discourse for the macro skills of speaking. While the micro-skills of speaking can be achieved through the implementation of role-playing. In performing role-play, the students produce smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Those all belong to the element of micro-skills of speaking. Thus, those all are the use of conversation analysis and mediated discourse analysis as discourse perspectives through discussion and role-play for micro and macro skills of speaking. So, It can be said that the way of discussion and role-play using conversation analysis and mediated discourse analysis as the discourse
perspectives can be very beneficial in teaching speaking, especially in achieving the micro and macro skills of speaking.

CONCLUSION

Based on the explanation above, teaching a language, especially speaking, using discourse perspectives is much more beneficial for the students. It allows the students to develop their idea broadly. It makes the students aware of material learned. Using conversation analysis and mediated discourse analysis as discourse perspectives will improve the students' critical thinking in viewing material, especially in the dialog, which they will make through discussion, and they will perform through role-play. The discussion will be on the right track if the teacher gives and explain a model of dialog/ script so that the students will be able to make/ produce a dialog/ script which involves the use of conversation analysis and mediated discourse analysis as discourse perspectives like the example given. The result will be more meaningful because they make it by considering some perspectives of discourse.

REFERENCES


