

CHAPTER II

LITERATURE REVIEW

2.1. Literature Review

This chapter discusses related literature. This chapter consists of three subchapters. reviewing literature review, review of relevant study, and theoretical framework. In the first chapter, formal and casual conversations. Casual conversation: its benefits in communication, casual conversation in teaching learning process backchannels, casual conversation during Pre-Service teacher coaching, and functions of the backchannel. The second subgroup discusses studies relevant to this study. At the end of this chapter, theoretical framework is provided.

2.2.1. Formal and Casual Conversation

Formal conversation is conversation intended for a formal language that follows the chain of command or rules that exist Richards (1971) explained that formal language basically is an impersonal language and is used at certain times and moments like government announcements, editorial in a newspaper and many more. Formal conversation does not consider a person addressed as an individual.

Casual conversations are conversations that are usually done in informal conversation. Informal styles contrast with more formal oral genre styles, such as speeches and announcements used, in which formal speeches are defined as careful,

unspecific ways of speaking and places in certain contexts and which may affect pronunciation (Richard, 2008). As described by Kraut et al (2002) informal communication is a fixed communication and is not affected by hierarchy and rules. It can be concluded that informal conversation can be used flexibly, and not influenced by certain rules.

2.1.2. Casual Conversation: Its Benefits in Communication

Casual conversation is a way of talking to people that are close to and trust. Joyce (2000) said that casual conversation is an aspect of language which has central importance in the establishment and maintenance of social relationships. There are different words, phrases, and ways of speaking that are used to in casual conversation. For example, when people holding a conversation with their friends, family members, and with people who are a similar age, social status, and personality to them. People are all aware, of this need for establishing and maintaining social relationships with others. Everyday people express this social function when people casually interact with one another.

Furthermore, Eggins & Slade (1997) state, casual conversation has interpersonal goals for everyone, people chat not only to spend time, but also to form interpersonal relationships between people who communicate with each other. When people did casual conversation as a part of communication, it does not merely carry

some information. People may want to state clear facts, express their feelings, psychological states, or make someone do something via their utterances.

2.1.3. Casual conversation in teaching learning process

In recent years a number of literature provide new strategies for casual conversation teaching. This strategy is aimed to help learners as well as to improve the teaching process. Some researchers aware that by letting English learners participate in casual conversation, it will enable them to have greater opportunity to participate in a new environment (Denny, Roskvist, & Englefield, 2005).

Similar to Denny, Roskvit & Englefield (2005), Barotová (2016) said that current teachers can change their mindset to the practice and perception of casual conversation ,with the use of such perspectives casual conversation. It will be encouraged and emphasize the potential use of authentic texts can help learners to obtain a real language. Therefore, it will make the class become as real as social life. However, teaching with the use of casual conversation makes the teacher's task three times heavier, first teacher providing instructional conversation to the students through the discourse that has been made, the second should be able to provide opportunities for students to practice using appropriate questions and responses, and the last teachers must have the ability to recognize and use speech acts indirectly through phatic functions (Moritoshi, 2000).

2.1.4. Casual conversation during Pre-Service teacher coaching

Dinsmore & Wenger (2006) said strong interpersonal relationships between pre-service teachers with the environment, field experience and also supervisor teacher greatly influence the pre-service teacher learning process. In addition, (O'Brian, Stoner, & Kelli Appel (2007) Explained to build strong relationships between the service teacher and supervisor teacher communication and trust are important indicators. Casual conversations make openness, honesty and positive behavior in the process of coaching pre-service teacher.

Casual conversation is not only useful for pre-service teacher but also useful for supervisor teacher Meyers & Meyers (2009) said with casual conversations the teacher or supervisor teacher can also develop a new understanding of behavior and thoughts are formed. Casual conversation can also create an effective coaching process in the form of feedback, by using casual conversations because it works realistically and practically, so as to reduce the pre-service teacher tension in receiving feedback and also provide equal opportunities to respond feedback given by the supervisor teacher (Copland, 2010). By using casual conversations, it can help the process of pre-service teacher coaching effectively and can facilitate both parties between the pre-service teacher and supervisor teacher.

According to Goff (2018) conversation can also be used as a media of coaching , in terms of coaching the conversation process can be determined from the role and characteristics of the teacher supervisor when providing coaching. The character or role

of the teacher supervisor is divided into two: typical coach as consultant descriptors and coach as trusted adviser descriptions. Coach as consultant descriptors tend to feel like someone expert in their field so that it provides direction like a consultant and focuses on providing guidance during coaching, while supervisor type coach as trusted adviser descriptions tend to position themselves as close mentors like a friend or big sister, coaching which tends to be relaxed like someone who is giving therapy.

2.2. Backchannel

2.2.1. Backchannel in Casual Conversation

In a conversation, people either listen to others or speak to them by taking turns. The term listen is defined as to listen to what someone is saying or a sound that can be heard, the expression of a good listener can also be seen from how someone listens to someone's words sympathetically and carefully (Oliveira, Sadler, & Suslak, 2007) . As the definitions suggest, listen seems to be a more active behavior than hear, and when listening, people engage in some complex social activities rather than just physically hearing sounds with their ears. Listening has a crucial part to play in contributing to a conversation.

Yngve (1970) as a linguist, who coined the term “backchannel” in his pioneering study, describes backchannel as devices providing feedback to the current speaker. These devices appear in both face-to-face conversation and serve to provide feedback to the current speaker that his message is being received. The definitions of

backchannels vary in some studies (McCarthy & O'Keeffe, 2004). Backchannels have many other names such as *response tokens* (Adolphs & Carter, 2007) and *reactive tokens* (Clancy et al. 1996) as reviewed in Knight (2011).

At a basic level, backchannel can provide “*continuers*” which prompt and encourage the speaker to continue, or “assessments” which convey a listener’s comprehension and interest. But on a deeper level, more sophisticated responses can include “*sentence completions*”, “*clarification requests*”, “*statements*”, and “*non-verbal responses*”. As described by Duncan (1974), the term response tokens include verbal response tokens (*right* and *mm*), non-verbal response tokens (hand gestures, gaze, nods, and silence), and forms such as completion of a prior turn.

According to Truong et al (2011) backchannels as verbal responses are responses given when others are talking, showing interest, concern, and willingness to keep listening, Vocal Backchannels are usually short speeches like uh-huh, then there is a visual backchannel where the listener gives gestures such as nodding, gaze or other to show the response to the speaker. Wales (2014) argues that feedback refers to the reaction of the recipient of the message sent by the sender and noticed, so that there is an adjustment in the process of talking between one another. In addition Pipek (2007) said that backchannel can also be known through the intonation issued during the verbal discussion process. There are some symbols and intonations that are grouped as shown below:

Table 2.1 Symbol and Intonation

SYMBOL	INTONATION
A, B, C, D	Speaker identity
a, b, c	Non-surreptitious speakers
>	Current speaker continues
→	Level intonation
*	Visual backchannelling
★	Backchannel
↓	Falling intonation
↑	Rising intonation

2.2.2. Function of Backchannels

Doi (2012) said the backchannel has an important function for the interaction of listeners and speakers. On the other hand, the backchannel has not only a role in the process of listening and understanding but also functions for the elaboration of speech discourse to determine the direction of the conversation Bertrand et al (2007). Shelley and Gonzales (2013) add that the backchannel function is also influenced by the culture and character of each people both from functions as continuers, acknowledgments or change activity token in back.

Maynard (1997) in Cutrone (2005) divides the backchannel into 6 functions: continuer, understanding, support and empathy, agreement, emotive, and minor

additions. While in partial agreement with O’Keeffe & Adolphs (2011) that provided a functional coding model that categorizes backchannels according to four different subgroups; Continuers (CON), Convergence tokens (CNV), Engaged Response tokens (ER) and Information Receipt tokens (IR). The most relevant backchannel function used is owned by O’Keeffe & Adolphs (2011) because in other theories there are still many flaws and irrelevant such as the theory of Doi (2012) which focuses more on the interaction function between the speaker and listener, the theory of Shelley and Gonzales (2013) which focuses on the backchannel function culturally, and Maynard's theory is still too broad . Therefore for this study, the researcher is guided by the function of by O’Keeffe & Adolphs (2011) .The functions of backchannels can be specified in the following main uses:

a. Backchannel as a “Continuer “(CON)

Maynard said (1987) continuer is the response to give full opportunity to continue the conversation process. In agreement with O’Keeffe & Adolphs (2011) , this kind is the most common form of backchannels. The function is to maintain the flow of conversation and the desire of the current speaker to continue his turn. It also serves as a floor-yielding device and it provides feedback that the attention is paid to what is being uttered. According to Pipek (2007) continuer can be known when the listener give short responds with falling intonation

Example:

- A : so.. idiomatic translation from ENGLISH to INDONESIAN can be done by using four strategies to translate idiomatic TRANSLATION
B : *hu-um*
A : ... and... these strategies are. conducted by Mona baker, they are
B : *hu-um*
A : using an idiom with similar meaning and form strategy.

b. Backchannel as a “Convergence tokens” (CNV)

Convergence tokens have a ‘higher relational value’ than continuers, as they are used to marking agreement/convergence (Carter & Adolphs, 2008). In line with O’Keeffe and Adolphs (2011) its functions are to provide positive feedback or agreement with a speaker as well as to continue the flow of conversation. They are used to help maintain good relations, by reinforcing commonality throughout the discourse. According to Pipek (2007) Convergence tokens can be known when the listener give short responds with raising intonation.

Example:

- A : Do you know we will have... more courses in in the evening.. NEXT semester??
B : Yeah,, I have already seen on the website. What do you think??
A : It’s getting hard. It’s... ridiculous for us...
B : *Yeah..*↑
A : I have a partime job.. don’t you??
B : yeah.↑. I must help my boss in garage every evening

c. Backchannel as an “Engaged Response tokens” (ER)

Engaged response tokens provide more affective response tokens, communicating emotive signals and opinions to the speaker without taking over the turn. This response is usually tended to express feeling such as; anger, shock, surprise, disgust, sympathy, empathy, disagreement, disgust, and so on. The lexical forms of engaged response tokens tend to be less standardized than CON and CNV. These tokens are also less frequently used in conversation (O'Kaffe & Adolphs, 2011). Furthermore Mccharty (2003) said that response tokens are also considered as a moving response or follow-up, to show the attention of continuity interactional listeners. According to Pipek (2007) Convergence tokens can be known when the listener responds with raising intonation or falling intonation depending on the emotive listener response .

Example:

- A : Dude, do YOU remember the girl from Semarang. I mean last SUNDAY
B : yeah I know
A : I met her yesterday in the morning at,, the corridor and,, she asked me,, HOW you were doing
B : *Wow* ↑ *GREAT!*

d. Backchannel as an “Information Receipt tokens” (IR)

O’Keeffe and Adolphs (2011) Explained that Information receipt tokens or known as IR highly organized tokens which are associated with asymmetrical discourse, where one speaker has control over the flow of discourse. They can assume

the role of a discourse marker, signaling the close or shift of a topic. This kind of backchannel also can be points of the conversation where adequate information has been received.

Example:

- A : uh-okay... right now. WHAT about we... just look at the trailer first?
B : of course... let's see on the YOUTUBE
A : okay... but I don't bring laptop... do you bring laptop?
B : I just bring my hand phone... how about we see the schedule of the movie?
A : *you are right*
B : so... where will we watch the movie?
A : it can be everywhere ... just up to you

2.3. Review of Relevant Studies

The following section deals with suppositions formulated by several recognized linguists dealing in their work with conversation, especially with backchannel responses. These are some previous studies which are related to this research.

Shelley and Gonzalez (2013), entitled “Back Channeling: Function of Back Channeling and L1 Effects on Back Channeling in L2”. The research was about the use of back-channels in speakers of English as a second language. It is mainly focused on the use of the utterances: *yeah, ok, uh huh* and *mhmm*. The functions of back channeling signals and when they occur were discussed. For this research, they recorded a group of women conversing for fifteen minutes and analyzed by transcribing two three-minute sections of this recording. The women in the recording represented Japan, Taiwan, Egypt, Saudi Arabia, and the United States. The findings showed that the back

channels observed into four function categories: continuers, acknowledgements, newsmakers, and change of activity tokens, moreover the most commonly used types of back channeling were continuers and signals of acknowledgment. The second method used in the research was interviewing the Japanese woman, the Egyptian woman, and the American woman. Their research also suggested that native language and culture did play a part in how back channeling is used.

Then, the research was conducted by Tao (2003) He had discussed backchannel expressions by Japanese EFL learners in a natural conversation setting, and analyzed the factors which influenced their way of communication in a target language and finally indicated future applications for English education. In his research, he set 8 dyads from 4 males and 12 females. 5-minute-conversation of each pair was recorded and transcribed by the author. As for there was no set method for transcription of such data, the examples throughout the research used the transcription convention developed by Ochs, Schegloff, & Thompson (1996). Furthermore, the researcher asked participants more detailed questions to have further understanding of their thinking about backchannel expressions. With reference to their transcribed conversations, the author asked participants more detailed questions to have further understanding of their thinking about back channel expressions. All of the dyads were friends and classmates, and conversation topics suggested by the author, were normal topics such as plans for summer vacation, part time job and lessons they chose together. Each recording was held in a classroom with which they are familiar and in which they could be relaxed.

Previous studies state above is relevant to this research. Most of previous studies focused on the use and investigated function of backchannel in conversation. Backchannels which are produced by listener can make the continuity of conversation. The speaker feels reasonable to convey the idea or conversation topics and also more confidence to elaborate.

Finally, the research was conducted by Knight (2009) In his research, he took a deep analysis about phenomena happened in daily conversation, not only verbal but also non-verbal phenomena. He stated that current methodologies in corpus linguistics had revolutionized the way we looked at language. They allowed us to make objective observations about written and spoken language in use. However, most corpora were limited in scope because they were unable to capture language and communication beyond the word. This was problematic given that interaction was in fact multi-modal, as meaning was constructed through the interplay of text, gesture and prosody; a combination of verbal and non-verbal characteristics.

This research outlines, then utilized, a multi-modal approached to corpus linguistics, and examined how such could be used to facilitate our explorations of back channeling phenomena in conversation, such as gestural and verbal signals of active listenership. Backchannels had been seen as being highly conventionalized, they differed considerably in form, function, interlocutor and location (in context and co-text). Therefore, their relevance at any given time in a given conversation was highly conditional.

The research provided an in-depth investigation of the use of, and the relationship between, spoken and non-verbal forms of this behaviour, focusing on a particular sub-set of gestural forms: head nods. This investigation was undertaken by analyzing the patterned use of specific forms and functions of backchannels within and across sentence boundaries, as evidenced in a five-hour sub-corpus of dyadic multi-modal conversational episodes, taken from the Nottingham Multi-Modal Corpus (NMMC).

The results from this investigation revealed 22 key findings regarding the collaborative and cooperative nature of backchannels, which function to both support and extend what was already known about such behaviors. Using these findings, the research presents an adapted pragmatic-functional linguistic coding matrix for the classification and examination of backchannel phenomena. This fuses the different, dynamic properties of spoken and nonverbal forms of this behavior into a single, integrated conceptual model, in order to provide the foundations, a theoretical point-of-entry, for future research of this nature.

2.4. Theoretical Framework

All of these theories functioned as the basic guidance. In accordance with these theories, the researcher made a diagram to show the analytical construct of this study. In short, the flowchart of the study based on the theories above is as presented in Figure

2.1

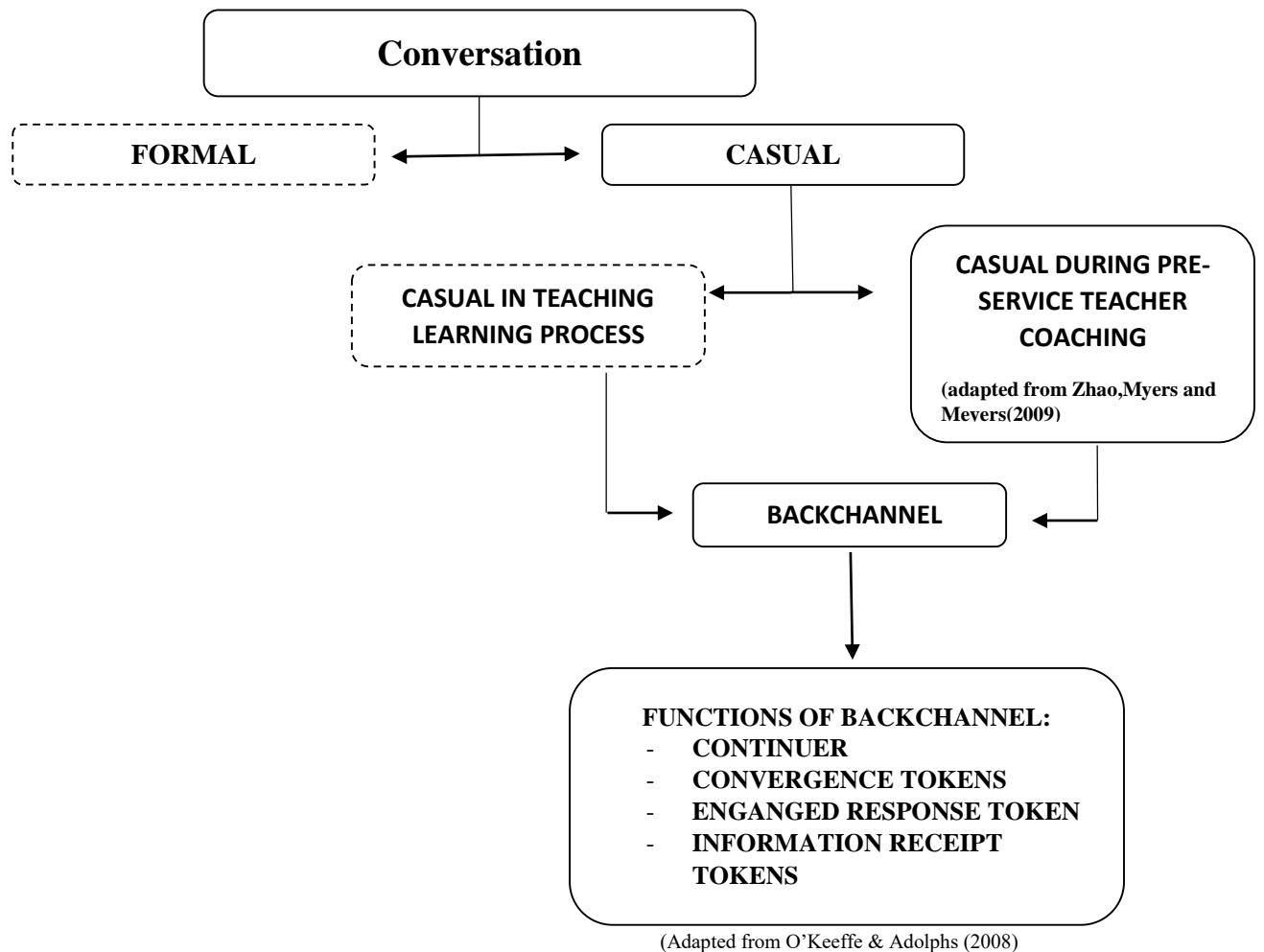


Figure 2.1 Theoretical Framework