

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature related to the problem of the study. It consists of three sections. The first section is about the nature of speaking. The second is about the procedure in using multi-methods. The last is about the advantages in using multi-methods.

A. Nature of speaking

Basic types of speaking are:¹

1. Imitative

One of type of speaking performance is the ability to imitate a word or a phrase or possibly sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

A second type of speaking used in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological

¹ Douglas Brown, *Language Assessment (principles and classroom practices)*, (America: San Fransisco State University, 2004), p. 141-142

relationships (such as prosodic elements-intonation, stress, rhythm, juncture). Examples of intensive includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences and translation up to the simple sentence level.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but the level is very limited to short conversations, standard greeting and small talk, simple requests and comments, and others

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes includes multiple exchanges or multiple participants. Interaction can take two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships.

5. Extensive (monologue)

Extensive oral production tasks which include speeches, oral presentations, and story telling give limited opportunity for oral interaction with listeners.

Based on the explanation of basic types of speaking, we also know the micro and macro skill in speaking. The micro skills refer to producing the smaller chunks of language, such as phonemes, morphemes, words,

collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, non verbal communication and strategic options².

B. The procedure of using multi-methods

1. Procedure of role play

Procedure involves a step by step guide to the activity. Ladousse views procedure as one of factors in role play. These factors are: level, time, aim, language, organization, preparation, warm up, procedure, follow up, remarks, and variations.

- Level: It indicates the minimum level at which the activity can be carried out. If the activity is only suitable for low level, a maximum level is given as well.
- Time: It indicates the time that the actual role plays will take more time will be needed if the students have to read articles report.
- Aim: It indicates the broader objective of each activity such as developing self confidence, learning to improvise expressed in language.
- Language: It indicates the language that the students will need during role play.

² Ibid., p.142

- Organization: It describes whether the activity involves pair work or group work and in the latter case, how big group should be.
- Preparation: It indicates anything that needs to be done before going into the classroom, preparation consists of selecting topic, creating situation and deciding roles.
- Warm up: It involves ideas to focus the students' attention and get them interested in the issues.
- Procedure: It is a step by step guide to carry out the activity.
- Follow up: It indicates activities done by all students or only by those members of the class who finish the main activity quickly.
- Remarks: It may indicate the general interest, they may be warning about special difficulties that may occasionally arise in some role play.
- Variations: It indicates some activities have variations. It can be used to different types of varieties class³.

2. Procedure of discussion

- Packing a suitcase⁴

³ Gillian Porter Laddousse, *Role Play*(New York Cambridge University Press, 1987)p.21

⁴ Michael Swan, *Keep Talking*, (New York: Cambridge University Press,2007),p.33.

Step 1: Two students are asked to leave the room. The rest of the class agrees on a person (either somebody from the class itself or a well-known person) for the two students to guess.

Step 2: The two students are called in again. They ask individual students what kind of things (objects, qualities, characteristics) they would pack into the suitcase of the unidentified person. For instance: “what object would you pack, Martin?”, “what positive quality would you pack, Susan?” The two students can discuss possible solution together. They are allowed to guess a thing three times and must not take longer than three minutes.

- Most names⁵

Step 1: Without letting the student see it, the teacher fixes a name tag to each student’s back.

Step 2: The students circulate around the room. They have to find out by asking yes/no questions “who” are they. They are not allowed to ask any one person more than three questions. As soon as somebody has found out “who” is he, he tells the teacher. If he is right he receives a new name tag. The student who has most names tags on his back-and thus has guesses “his” different personalities more quickly in a given time-is declared to be the winner.

⁵ Ibid,p.34.

3. The Procedure of Asking Questions: ⁶

- Close-ended questions are designed to clarify, and can be answered with a “yes” or “no” response. Here are examples:

Did the truck break down?

Are you feeling ill today?

Can we provide you with more information?

- Open-ended questions are designed to get more information, and cannot be answered by a simple “yes” or “no.” Here are some examples:

How did the truck break down?

How can we provide you better service?

How are you feeling today?

- One-point solution. The characteristics of the “one-point solution” are the following:

1. Identifies an urgent concern •
2. Focuses on one issue at a time
3. Forces a choice
4. Leads to a specific solution

When using “one-point solution” to ask a question, you can use several words, such as “one” or “best” or “top.” They all have the same

⁶ Toni Rosenbaum, *Effective Communication Skill for Highway and Public Works Officials*, (New York: Itacha, 2005), p.8.

characteristics. Here are some examples of “one-point solution” questions:

What is the one thing we can do to increase our safety effectiveness on the job?

What is our top priority in the shop this week?

When is the best time to conduct safety training?

5. The procedure of conversations⁷

This activity is to assign students to find a native speaker. The native speaker may fall into the role of “interviewer” and ask all questions while non-native speaker merely responds, therefore the instructor may want to encourage the learner beforehand to come up with a few questions to ask to the native speaker. The interaction will provide a sample of spontaneous production from the learner to be analyzed.

6. The procedure of speeches⁸

In this activity, the teacher can provide the structure for the speech, its rhetorical genre, and its time restrictions while the students select the content. For instance, asking students to “tell us about an unforgettable experience you had” allows them to talk about something that is personally meaningful. At the

⁷ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thomson Learning, 2001), p.108.

⁸ Ibid, p. 107.

same time, it encourages narration and description.

7. **The procedure of debate**⁹

The teacher might set the class task of devising some “class rules” with regards to such things as classroom, etiquette, discipline, duties, homework etc. First, individuals draft a list of maximum of eight rules. Then, they compare in pairs, and draft a new list of eight rules. They are both agreed, usually this activity involve some discussion and negotiation. Once they have their list, they join forces with another pair and the process begins again. Finally, the two halves of the class come together and agree on the definitive version.

C. **The Advantages of using multi-methods**

- Giving students more actual practice in speaking the language¹⁰
- Helping students to avoid embarrassment¹¹
- Students can work out their own questionnaires by using one of the following types of questions or stimuli¹²

⁹ Scott Thornbury, *How to Teach Speaking*, London: Longman, 2005, p.103.

¹⁰ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thomson Learning, 2001), p.107.

¹¹ Michael Swan, *Keep Talking*, (New York: Cambridge University Press, 2007), p.26.

¹² Ibid, p.28.

- Students can understand the derivations of certain words from other languages they know or from other word they have learnt¹³
- Students can vote on what they thought of the most convincing explanation¹⁴
- Providing learners with a supportive framework in which they can practice to control¹⁵
- Developing self confidence, learning to improvise expressed in language¹⁶
- The students can choose interesting topic themselves
- Enriching students' vocabularies

There are four important stages in implementing multi-methods orally:¹⁷

1. Building knowledge of field

Teacher provides students with several important element of language in this stage. The role of teacher is to show and explain about multi-methods, the teacher gives explanation about definition of multi-methods and explains the procedure of each multi-method in teaching speaking to the students in the front of the class.

¹³ Ibid, p.37.

¹⁴ Scott Tornburry, *How to Teach Speaking*, London: Longman.2005.p.87.

¹⁵ Ibid, p.88.

¹⁶ Gillian Porter Laddousse, *Role Play* (New York: Cambridge University Press, 1987) p.21.

¹⁷ <http://redroom.com/teaching-speaking-through-multi-methods>. accessed on Monday, 6 February 2012 at 09.15 a.m.

2. Modeling of text

In this stage, teacher implement an appropriate and interesting way through multi-methods. If students do not know the meaning of the words, teacher can asks another students or tell the students by her/him self. In this step, teacher guides students to understand about the procedure of multi-methods in teaching speaking.

3. Joint construction of text

In this stage, students work in group. Students do such discuss how to introduce themselves in group. Students can ask for teacher helps. The most important thing, students can implement their understanding about it orally.

4. Independent construction of text

The final and crucial stage is for presentation in the front of the class. In this step, student explore their ideas related themselves.

In the implementation of teaching speaking through multi-methods, the teacher makes some modification. The teacher design not only one activity but also more than two activities. After having presentation, the teacher can create short conversation such as practicing the dialogue in front of the class, order them to give questions related presentation, and others.

D. Review of Previous Study:

In teaching speaking, several studies have been attempted to find out the appropriate means to apply in. Group work discussion technique is one of them.

According to Nawawi (2004) in his thesis, group work discussions are able to arouse the students' knowledge. For instance, if students are interested in the topic, they will actively participate and will get valuable thing of it¹⁸.

Meanwhile, Susanti (2005) in her bachelor's thesis initiated a study about using *realia* as teaching media to develop elementary school students' speaking ability. The result of her study is the use of *realia* can also help the students from unknown to know the object. Besides, it can make them more skilful, more competence and more knowledgeable in speaking¹⁹.

Hand puppets can be an alternative means to gaining successfully in teaching speaking. The study related to this, leaded by Yuanita (2006). Her thesis concludes that puppets are one of the stimuli that able to create a fun and relaxed atmosphere. It also motivates students to speak without the need to be shy or fear. For teacher, it can be used to vary the common technique, in order to avoid the boredom²⁰.

Two more recent studies, one by Fauzi (2007) and the other by Nugroho (2008) have reported the existing of story retelling and "*Friends*" series as an effective means to build the conductively atmosphere in speaking class. In his thesis, Nugroho said that students could regain their self esteem, because their freedom to share their opinion and ideas are totally guaranteed here. Those are provoking

¹⁸ Nawawi, Muhammad (2004) "Using Group Work Discussion Technique to Promote Students Speaking Ability". Surabaya: UNESA unpublished thesis.

¹⁹ Susanti, Evi (2005) "Using *Realia* as Teaching Media to Develop Elementary School Students Speaking Ability". Surabaya: UNESA unpublished thesis.

²⁰ Rini, Yuanita (2006) "Teaching Speaking Using Hand Puppets To The Fourth Year Students of SDN Lidah Wetan III / 463 Surabaya". Surabaya: UNESA unpublished thesis.

students' speaking ability to be improved eventually. In the other hand, story retelling made the students eager to speak up because the atmosphere of the class supporting them to speak up without being afraid of making mistakes. It indicates students were motivated to speak up freely. Those statements are stated in Fauzi's thesis. Supposing these researcher confirmed, "Friends" and series and story retelling are surely build a conductively atmosphere of speaking class²¹

²¹ Fauzi (2007) "*Story Retelling as a Technique of Teaching Speaking to the 1st Year Students of SMA TRISILA Surabaya*" Surabaya: UNESA unpublished thesis.