

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching Young Learners**

English is an important thing for everybody who wants to communicate with people around the world. A lot of global exchanges in every sector have created a worldwide demand in English teaching. Moreover, English teaching in a foreign/second language is important in most countries. In English, there are four skills to be taught, such as speaking, listening, reading, and writing. In speaking, a teacher is required to have English fluency so that students can be easy to imitate and analyze their teacher's spoken.

However, most Thai teachers are still using a teacher centered lecturing approach. Their speaking activities usually involve students giving a short speech, telling a story or reciting some material. The problem with this approach aside, from being boring and inauthentic for students, is that students would be able to say the sentence accurately in the classroom but would be unable to use the target language in a real situation outside the classroom (Larsen-Freeman, 2000:5). In the teaching learning process, the teacher will use some techniques. Teacher have to find the best techniques for the students. The teacher must review the situation and condition in using the techniques. Every teacher has different techniques in teaching learning. The good technique can be able to increase and improve the student's ability. Teaching children is different from teaching adults. We must have extra

power to teach them, because the children have certain characteristics and need certain treatments. Farwaniya (2009-2010) stated that the characteristics of young learners are they have a short attention span, they are very active, they respond well to praise. They differ in their experience of language, they are less shy. Than older learners, they are imaginative, they enjoy learning through playing they enjoy imitating and skillful in listening accurately and mimicking what they have heard, they respond well to rewards from the teacher. So the teacher should have many strategies in teaching young learners, teaching must be creative in making the language class becomes enjoyable for learners and teachers should have varied activities and technique to make the students interested.

## **2.2 Technique of Teaching Speaking**

Technique is the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well (Brown, 1994:48). In this research, the writer wants to describe the conversation or dialogue as a teacher's technique in teaching speaking. However, dialogue is the interaction between people with different view, an intentional learning from one another. The purpose of this learning is to lay the foundation for creating new solutions (Phillips, 2004:1). The writer concludes that dialogue is one of the teacher's techniques in teaching speaking. Dialogue is a talk between one with another. There should be more than one person to create a dialogue. Today, dialogue is used in the educational program. Dialogue used in such school

to improve the students' speaking ability by treating them to represent their conversation in pairs to the class.

### **2.2.1 The General Concepts of Audio Lingual Method**

In the audio - lingual method, as method of structural approach, the language teaching focused on the spoken language through dialogue and drills. This method involves a systematic presentation of grammatical construction of the second language moving from the simple to the more complex sentences, often in of drills which the students had to repeat after the teacher said. River, Wilga (1970) says that:

*“Audio-lingual method emphasize in the learning process to make the students understand and speak English at least some of the language to read it, out rather than any partial under study should be mastered orally before being introduced in printed or written from ”.*

According to Brown (1994:57) another factor that accounted for the method's popularity was the “quick success” it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and “over-learning” of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to “over learn” the

language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language into the minds of the learners in a way that made responses automatic and “habitual”. It was held that the language “habits” of the first language would constantly interfere, and the only way to overcome those problem was to facilitate the learning of a new set of “habits” to the language being studied.

By the explanation above the writer concludes that the audio - lingual method is a kind of method of teaching language through dialogues which stresses on the students’ habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations, using the target language and the culture where the language is spoken.

### **2.2.2 The Principle of Audio-Lingual Method**

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns. In its development, principles of behavioral psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

This method has some focus in the principle (Noori, 2001), It should have the instruction in the use of the target language where the language form happens in a structured context, then when the students need to use the mother tongue, teacher should limit the use of mother tongue because this method has a purpose to create a native-speaker like model as a better basis for the students in learning a language. As the errors are avoided by structured activity, it also decreases the bad habit of making errors because the teacher is supposed to guide and control the whole activity.

Other responsibility of the teacher in using Audio-Lingual method is to explain the difference between the mother tongue and target language where the students probably having difficulties about. As part of the culture, explanation about the language use is also important for the students. Using the dialogue is a way to give the vocabulary meaning to the students by repeating and imitating during the practice with the teacher. In this process teacher should also need to give model for pronunciation, stress, and intonation. It will give the students an ability to form a new language habit.

Another same supporting opinion also came from Brown (1994:57) to highlight the important principles of Audio-Lingual method, the constructive material are depended on mimicry and memorization of the dialogue through drills. When the dialogue is used there is little or no grammatical explanation because grammar is taught through the use of the language. When it is used to give the

relation to the cultural meaning, the activities involve tapes, language labs, and visual aids. Supporting the previous statement from Noori, he also stated that pronunciation is important part in the method, also the little use of mother tongue to create a habit.

Because the method has an emphasize of repetition in the practice, there are three types of drills that is recommended to form a language habit, they are imitation, substitution and response. The imitation is done to form a system of the language and also correcting the pronunciation, in this process, teacher can use aids to help the students understand, such as hand motion, cards, note or other material., the substitution is done to form a language habit for the grammar structure, so the grammar is not directly taught but inductively taught to make the students automatically use the same pattern through practices. The response of the students can be increased by lifting the complexity of the language use.

### **2.2.3 Techniques of the Audio Lingual Method**

Audio lingual method was developed in around 1950 by an American linguist. This method has the principle that language is a social communication which is done orally. So basically, we use language to communicate with the other people in spoken language because actually written is derived from it (Carroll, 1963)

This method uses the dialogue that is usually used by the native speaker to form a habit for the students, because they believe that language is behavioral activity and it is learnt from the speech habit.

Larsen-Freeman, (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method.

The listing here are as follows:

### 1. **Dialog Memorization**

According to Larsen-Freeman (1986:47) this technique requires students to memorize dialogs between two people or more, then perform the dialog in front of the class. Students usually memorize an opening dialog using mimicry and applied role-playing.

According to Chen (2006:2), students take the role of one person in the dialogue, then switch roles and memorize the other person's part. Half of the class takes one.

### 2. **Backward Build-up Drill**

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line, then expand what they are repeating part by part until they are able to repeat the entire line (Larsen-Freeman, 2000:48).

According to Bower (2007), this is where a sentence or new vocabulary word is broken down in parts or syllables. The students either start from the end of the final word into a sentence and repeat each word within the

sentence working backward or begin with the final syllable of the word and repeat each syllable, again working backward until the entire word is pronounced. This is highly effective when done correctly.

The researcher used the definition from Bower because Bower describes the process clearly than Larsen-Freeman.

### **3. Repetition Drill**

In this technique, students are required to repeat teacher's word as accurately and as quickly they can. The teacher may do the practice frequently, until the students have a good pronunciation to say the words (Larsen-Freeman, 2000:48).

According to Meurers (2000), in this technique, the students are asked to repeat what the teacher says. This basic drill is often used to teach the lines of the dialog.

The researcher used the definition from Larsen-Freeman because his definition tends to make students get hard learning in English.

### **4. Chain Drill**

In this technique, the teacher begins the chain by greeting one student or asking him a question. Then that student responds and turns to students sitting next to him. In short, "students ask and answer each other one by one in a circular chain around the classroom" (Larsen-Freeman, 1986:48).

According to Chen (2006:1), this technique makes students ask and answer questions with each other. It allows some controlled communication



among students and gives the teacher an opportunity to check students' speech.

The researcher used the definition from Larsen-Freeman because Larsen-Freeman describes the process of how the chain drill technique works.

#### **5. Single-slot Substitution Drill**

In this technique, the teacher says a line, then says a word or a phrase called the cue. The students repeat the given line, substituting the cue into the line in its proper place (Larsen-Freeman, 2000:48).

According to deMeurers (2000), the teacher says a line of the dialog and then the teacher says another word (known as a "cue"). The students must repeat the line from the dialog, substituting the cue word. The teacher most often would use pictures to help with the meaning of the cue words.

The researcher used the definition from Meurers because his definition is easier to understand.

#### **6. Multiple-slot Substitution Drill**

The teacher gives cue phrases that students must recognize what part of speech each cue. Then they say the line, fitting the cue phrase into the line where it belongs. Same as the single slot drill, except that there are multiple cues to be substituted into the line (Larsen-Freeman, 2000:48).

According to Chen (2006:2), this technique gives cue phrases, one at a time that fits into different slots in the dialogue line. Students recognize what part of speech each cue is and make any other changes,

such as subject-verb agreement. Students fit cue phrase into line where it belongs and say the line loudly.

The researcher tended to use the description of multiple-slot substitution drill from both Larsen-Freeman and Chen because the description is quite the same that describes about the process of the technique.

### **7. Transformation Drill**

Students are required to make transformation. A teacher will provide sentences that must be turned into something else, such as changing affirmative sentences into negative sentences or passive voices into active voices (Larsen-Freeman, 2000:49).

Same as the definition of Chen (2006:2), this technique requires students to change a certain kind of sentence pattern to another form. For example, students are required to transform a statement into a question or transform a direct speech into reported speech.

The researcher used both definitions because the definitions are same that requires students to make a transformation in their speech.

### **8. Question and Answer Drill**

This drill gives students practice with answering questions. Students are required to answer questions as quickly as they can (Larsen-Freeman, 2000:49).

According to Chen (2006:2), students are required to answer questions from the teacher to improve their target language. The more questions students can answer, the better progress students will have.

The researcher used both definitions because both Larsen-Freeman and Chen describe about students' improvement that can be achieved from the technique.

#### **2.2.4 Advantages and Disadvantages of Audio-Lingual Method**

##### **2.2.4.1 The advantages of Audio Lingual Method are:**

It aims at developing listening and speaking skills which is a step away from the Grammar translation method. The use of visual aids has proven its effectiveness in vocabulary teaching. It is relatively simple, from the teacher's point of view, and the learner always knows what to expect. The target language is the only language to be used in the classroom. Repetition in this method can sometimes be helpful if you have a very large class and want to practice speaking or pronunciation.

##### **2.2.4.2 The disadvantages of Audio Lingual Method are:**

Audio Lingual Method was perfect for the US army to give its soldiers a basic understanding in a foreign language where they would be posted. But it proved its weakness recently. Students had been taught a "script," and people do not speak following a particular script. There was no opportunity provided for "true" communication to take place in the audio lingual method classroom. It can be useful sometimes to drill the students with sentences, but should not solely be used as the only

method of teaching. Students who studied with the audio-lingual method still remember the dialogues but could not speak the foreign language they had studied.

### **2.2.5 The Application of Audio Lingual Method in the Speaking for EYL**

Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method : Dialogs memorization, Backward Build-up (Expansion Drill), Repetition drill, Chain drill, Single-slot Substitution drill, Multiple-slot Substitution drill, Transformation drill, Question and Answer drill, Use Minimal Pairs Analysis, Complete the dialogue, and Grammar games. But not all the techniques can be applied in the speaking class

The problems are located in the students need, the capacity of students, and the learning style of students. The most technique is used by the teacher for EYL are Dialog memorization, Repetition drill and Complete the dialog.

#### **1. Dialog Memorization**

Dialogue or short conversation is usually used by the teacher in the process of learning speaking in the class. Dialogue is the activity that consists of two people. Dialogs or short conversations between two people are often used to begin a new lesson. (Larsen-Freeman 2000).

In the dialog memorization keep in mind is necessary to memorize the dialog and the certain sentence pattern and grammar point that is included within the dialog. Due to, the patterns and that points are later practiced in drills based on the line of the dialog, the teacher could repeat

the dialog if necessary, and the student must pay attention, and memorize the sentence pattern in every line. The atmosphere of the class is conditioned quiet and comfort, because the students' adding capacity are not same, the step in dialog memorization are listen, repeat orally, listen, repeat, and so on until the students are mastering every line of the sentence pattern and when the teacher is asked the students to repeat, they can do the best, without errors.

## **2. Repition Drill**

. This drill is often to teach the lines of text (Larsen-Freeman, 2000). The attainment of the repetition drill is mastered every line of the text and comprehend the content. The repetition drill is demanding the students to master every line and memorize the whole of the text. A test can be given to the students, the test is purposed to check out the notion or the remembrance of the students. The teacher's model absolutely must be in the context of the daily life, because the repetition drill can be used the teacher to teach descriptive text or the other genre text. The authenticity of the text that is given by the teacher to the students has a purpose that students can be applied in their daily life and improves their vocabulary and also try to make the correlating of their point that they are getting. The repetition drill has improved the speaking ability of students.

## **3. Complete the Dialog**

Complete the dialog is selected, words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words (Larsen-Freeman, 2000). Thus, the teacher

should select the target language that will be taught. E.g. the teacher is unoccupied the verb in the dialog, then the teacher is asking the students to complete the blank space orally. The effectiveness of this technique can be seen when the students can be completed the dialog correctly, and before the students are concluded the target language, the teacher gives the example, so students are understood what they should do. The uncompleted dialog is given to the students to whip a stream the responds to the students, whether the target language are attained or not. The performance index of the students can be tested, the success of this technique can be seen on the prosperity of students itself when they are responding the uncompleted dialog that is given by the teacher orally. The less of wrong answer is a good performance index of students, faster the students are responding the uncompleted dialog and the answer is correct, the teacher can make a conclusion or recant a conclusion that the students have understood the target language on the uncompleted dialog that is given to the students.

### **2.3 Previous Studies**

In this chapter, the researcher summarized the previous studies about speaking teaching technique.

Being able to use the target language communicatively is the goal of this method. Therefore, students need to over learn the target language, to learn and use it automatically without stopping to think by forming new habits in the target language and overcoming the old habits of their native lanuage. (Larsen-Freeman, 2002:45).

He also adds that the main characteristics of this method are that new vocabulary items and structures are represented through dialogues. These dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns presented in the dialogues.

According to Larsen-Freeman (2002:46) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, they explain that drills, as part of audio-lingual method, have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

In the study by Nancy Washburn (1996), she described that in pair-taping, learners play with learners; using conversation strategies, they are able to return serves and control the tempo of the game. In this way, they build up confidence to play with those on the next level. In addition, requiring learners to make tapes creates a genuine need for the strategies which the researcher shows them, and allow the researcher to monitor their use. These self-generated and self-directed conversations give students a rare opportunity to experience themselves as successful English speakers, even though they are imperfect speakers. Furthermore, by using their own production as examples of successful English conversation strategies, learners are encouraged to learn from each other and from themselves. The end result, students who are empowered to take responsibility and control of their own English study and use.