CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the literature used by the writer is explained in short reviews, such as; language teaching and learning, teaching speaking skill and brainstorming.

2.1. Language Teaching and Learning

There are two different models in language teaching and learning. The first, older model designs, as language learning is a product of transmission. Teacher transmits knowledge and learner is recipient. This teacher-centered model views the teacher as active and the students as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the student listens and absorbs (or take a nap).

The older model has been observed that the teacher-centered model has two major drawbacks; it involves only a minority of students in actual language learning and it gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them, to overcome these drawbacks, language teaching professionals have adopted a different model of teaching and learning.

The second, newer model: language learning is a process of discovery. Learners develop ability to use the language for specific communication purposes.

Teacher model design uses and facilitates students' development of language. In this learner-centered model, both student and teacher are active participants who share responsibility fo. 7 students work together to identify how student expect to use the language.

In conclusion, the newer model is much better than the older model. It's because the older model, teacher-centered model, just give a little chance for students to use the language, so students are passive. On the other hand, the newer model, student-centered model, gives the students chance to use the language especially in communication. Teachers' role is only as facilitator and they work together to identify how students expect to use the language.

2.2. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or to comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication, so that teaching speaking skill is very important (Grace Stovall Burkart, 1998: www.nclrc.org)

Speaking is the ability to express our feelings, thoughts and ideas in term of communication, it means that the ability to present and deliver the information through verbal interactions (Marcin Kleban, 2002: www.iatefl.org.pl). Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Language learners need to recognize that speaking involves three areas of knowledge: first, mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation. Second, functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And the last, social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

In the communicative language teaching, the teachers help their students develop this body of knowledge by providing authentic practice their students develop the ability to produce grammatically correct, that prepares students for real-life communication situations. They help logically connected sentences that

are appropriate to specific context, and to do using acceptable (that is comprehensible) pronunciation (Grace Stovall Burkart, 1998: www.nclrc.org).

Related to the statements above, teaching speaking is definitely important because it is the way people communicate, interact and transfer both their ideas and minds to other people by using a good mechanic (pronunciation, grammar and vocabulary), function (transaction and interaction) and social cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants). To emphasize, teaching speaking itself is defined as teaching the learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment, and use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

2.3. Brainstorming

Most of problems are not solved automatically by first idea that comes to mind. To get the best solution, it is important to consider many possible solutions. One of the best ways to do this is called brainstorming. It has been introduced since 1930 in business for invention and innovation. In the language classroom, brainstorming is often used to teach writing. Finally, brainstorming also can be

used to teach speaking. Therefore, there will be many definition of brainstorming presented below.

According to Dan McDowell (1998: www.businessballs.com) brainstorming is the act of defining a problem or idea and coming up anything related to the topic-no matter how remote suggestion may sound. All of the ideas are recorded and evaluated only after the brainstorming is completed. Besides that, Jeffrey Baumgartner (2003: www.jpb.com) also states that brainstorming can be effective way to generate lots of ideas on a specific issue and then determine which idea/ideas is the best solution. It is most effective with groups of 8-12 people and should be performed in a relaxed environment. If participants feel free to relax and joke around, they will stretched their minds further and therefore produce more creative ideas

Brainstorming is also a tool to generate ideas. People sometimes think this means that anything goes. Creative moments are filled with energy and emotion. Some ground rules are needed to be set in order they stay focused. This does not mean that boundaries are set to tightly that you cannot have fun or be creative. The first step is to determine what you are trying to think up. It is very useful to create creative people that can maximize their ability (Kerri Simon, 2005 at www.businessballs.com)

Meanwhile, according to Brian Cullen (2004: http://iteslj.org) Brainstorming is an activity used to generate the ideas in small groups. The purpose is to generate as many ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable.

Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle thing in brainstorming is that we need lot of ideas to get good ideas. It is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic. Brainstorming is very useful to teach speaking because it can bring the students' minds toward ideas that they will meet in main speaking activity.

Based on those statements, brainstorming is very useful not only in the business but also in the language classroom. In a speaking itself, it is an activity used to generate students' ideas before speaking tasks. It is very useful activity to warm-up in speaking class. By having brainstorming before speaking tasks, students will be more relax and enjoy. So that they will be able to practice their speaking ability much better in speaking class.

According to Kerri Simon (2005: www.businessballs.com), brainstorming motivates the students. It can give the students motivation in joining the activity. Motivation can be given by supporting them in term of what they need in facing main activity. Then it creates students' ideas because it is not a tool for determining the best opinion or solution but it is just a tool for generating ideas. It also can develop students' speaking (Brian Cullen, 2004: http://iteslj.org). It can invite the students minds towards the speaking task and it can help them to organize what they will say in the main activity. Besides that, it can make the students focus and understand the topic of discussion. Focus is the ability to concentrate on a subject or issue and understand, in this case, is the ability to comprehen a subject or issue being a topic of discussion. Related to that

explanation, those five things should be covered in implementing brainstorming especially in the teaching speaking.

2.4. The Purpose of Brainstorming

The definition of brainstorming has been discussed above and the following discussion is talking about the purpose of brainstorming. There are many different purposes of brainstorming. The first resource states that the purpose of a brainstorming session is to work as a group to define a problem, and find, through a participatory intervention, the best group decision for a plan of action to solve it. Another resource states that the purpose of brainstorming is to produce as many good ideas or strategies as possible in a fast-paced, positive setting. It is often the first step in a focused, productive improvement meeting. Besides that, brainstorming also has purpose to find innovative solutions to problems, leverage creativity and motivate to higher plateau of thinking, create the opportunity for expression of uncultivated ideas and draw from the diversity of job skills, responsibilities, personalities, educations and backgrounds.

Brainstorming not only has a purpose in producing creative thinking in business for invention and innovation but also in teaching speaking. The purpose is that to encourage better learning. In another words, it is used to help the students overcome shyness or anxiety, therefore, they can express their ideas without any fear or shy. Then, it is used to make the students familiar with the vocabulary in speaking task because the organization of knowledge and

introduction of contextual cues in the warm-up activity (Brian Cullen, 2004: http://iteslj.org).

In conclusion, the purpose of brainstorming is to make the students ready facing the main speaking activity without any fear, in specific case, they will be confidence expressing their feeling, thoughts and ideas. Besides that, it produces better learners that have much more vocabulary and information they can use in speaking activity.

2.5.Brainstorming Encourages Better Learning

Some learners are more successful than others. In order to find out why, (Rubin and Thompson 1984:114, Rubin, 1975), studied the characteristics of good learners. Four of these characteristics are discussed below. These may explain why brainstorming is a useful tool in our classroom.

Good learners organize information about language. Good learners try to organize their knowledge. As teachers, we can try to facilitate this organization by using suitable warm-up activities. A warm-up activity can remind our students of existing knowledge. At the same time, it can direct their minds towards ideas that they will meet in the main activity. In this way, it provides a link between new and existing knowledge.

However, each learner has a different store of existing knowledge organized in a unique way. A textbook or teacher presentation can never use this knowledge to its best potential. In many war-up activities, the teacher and students can be frustrated because the organization of language in the warm-up activity is

different from organization in the learners' mind. This mismatch is a block to good learning. Brainstorming invites the learners to organize existing knowledge in their own minds. Many learners have a large passive vocabulary, which does not translate directly into productive capabilities in the classroom. Brainstorming can help to activate this. It works to mobilize the resources of the students by creating a series of connecting ideas. This leads to an organization of language. The links, which appear on paper, created in word mapping are visible evidence of this organization. At this point, the learners will be better oriented to the topic and better motivated to fill the gaps in their knowledge.

Good learners find their own way and take charge of their own learning. Students who do not take a charge of their own learning are unable to take full advantages of learning opportunities. This problem that faces many Asian students who are generally more reserved than western students. Many teachers find that lack of self-initiative is usually more of a problem than lack of ability in conversation classes.

Brainstorming can help learners to take charge. Learners begin examining their existing resources and identifying gaps in their knowledge. The free association nature allows learners to become involved in the selection of language used in the speaking task.

Good learners make intelligent guesses. The good learners make intelligent guesses, but the language classroom often works against this. Because of nervousness in a foreign language or fear of teacher correction, many students

are afraid of using language unless they are sure that it is totally correct. This stops them making intelligent guesses and slows down learning.

Brainstorming can help students to learn to take the risk. McCoy (1976: http://www3.interscience.wiley.com) makes a strong argument in favor of learning problem-solving skills in order to reduce anxiety. There is no "right" or "wrong" answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.

Good learners use contextual cues to help them in comprehension. The good learner uses the context of language to help in comprehension but the foreign language classroom can often seem artificial. Brainstorming allows the students to create a context for the subsequent speaking task. Relevant existing knowledge (content schema) can be called up from memory and can provide a context, which supports comprehension and production in the subsequent speaking task.

As discussed in this section, brainstorming can help our students to become better learners. By using brainstorming, it can help the learners to organize existing knowledge in their own minds, take charge, take the risk in using the language and allows the students to create a context for the subsequent speaking task. But equally importantly, students will benefit just by working in-groups. They will learn language from each other and by interacting together they will become better communicators.

2.6.The Procedures to Use Brainstorming

Brainstorming with a group of people is a powerful technique. Brainstorming creates new ideas, solves problems, motivates and develops teams. Brainstorming motivates because it involves members of a team in bigger management issues, and it gets a team working together. However, brainstorming is not simply a random activity. Brainstorming needs to be structured and it follows brainstorming rules. The brainstorming process is described below;

2.6.1. Defining a Problem

Brainstorming is the act of defining a problem or idea and coming up related to the topic-no matter how remote a suggestion may sound. The procedure is: firstly, put the students in a small or large group, select a leader and recorder (they may be the same person). Then define the problem or idea to be brainstormed. Make sure everyone is clear on the topic being explored. The third is set up the rules for the session. The rules in brainstorming are letting the leader has control, allowing everyone to contribute, ensuring that no one will insult, demean, or evaluating another participant or his/her response, stating that no answer is wrong, recording each answer unless it is a repeat, setting a time limit and stopping when that time is up. The fourth step is starting the brainstorming. Have the leader select members of the group to share their answers. The recorder should write down all responses, if possible so everyone can see them. Make sure not to evaluate or criticize any answers until done brainstorming. And the last is, after finishing the brainstorming, go through the result and begin evaluating the

responses. There are some initial qualities to look for when examining the responses. They are looking for any examining that are repeated or similar, grouping like concepts together, eliminating responses that definitely do not fit, and now that you have narrowed your list down some, discuss the remaining responses as a group (Dan McDowell, 1999: www.businessballs.com).

2.6.2. Using a Specific Issue

Brainstorming can be an effective way to generate lots of ideas on a specific issue and then determine which idea is the best solution. The procedure is: firstly, define your problem or issue; for example: "we need a new product for New Year". Write out the problem concisely and make sure that everyone understands the problem and is in agreement with the way it is worded. If the issue is very broad, it is probably worth breaking it down into smaller issues, which can be brainstormed independently. Second, give us ourselves a time limit. We recommended around 25 minutes, but experience will show how much time is required. Larger groups may need more time to get everyone's ideas out. Third, once the brainstorming starts, participants shout out solutions to the problem while the facilitator writes them down-usually on a white board or flip-chart for all to see. There must be absolutely no criticizing of ideas. No matter how daft, how impossible or how silly an idea is, it must be written down. Laughing is to be encouraged. Criticism is not. The fourth, once the time is up, select the five ideas, which you like best. Make sure everyone involved in the brainstorming session in agreement. And the next step is writing down about five criteria for judging which the best ideas to solve your problem. Criteria should start with the word "should",

for example, "it should be cost effective", "it should be legal", "it should be possible to finish before July 15th," etc. Then give each idea a score of 0 to 5 points depending on how well it meets each criterion. Once all of the ideas have been scored for each criterion, add up the scores. And the last is the idea with the highest score will best solve your problem. But you should keep a record of all your best ideas and their highest score in case your best idea turns out not to be workable (Jeffrey Baumgartner, 2003: www.jpb.com).

2.6.3. Using Word-Mapping

Word-mapping is one of the simple brainstorming that can be used in developing students' speaking. The procedure is: first, students write one word in the center of the page and link other related words to it. Second, students do several examples in small groups and compete each other to get the highest number of words. Third, the students are given only two minutes to encourage quick thinking and to reduce the time for worrying about mistakes. (Brian Cullen, 2004: http://iteslj.org).

Those are some of procedures to use brainstorming and those are given based on the material and also the teachers. In this case, there will be different procedure of brainstorming for different material and activity. So, teachers can determine or compose the procedure to use it in teaching and learning process but it has to appropriate with the goal of material.

2.7.The Use of brainstorming in EFL Classroom

Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic. There are many kinds of brainstorming can be used in speaking class. Teachers can choose what brainstorming will they use relates to the materials that will be delivered (Rubin, 1984 and Thompson, 1975: http://www.language.com.hk).

The following are the kinds of brainstorming according to (Brian Cullen, 2004: http://iteslj.org).

2.7.1. Simple Word Lists

Teacher has to make a list of words relates to the materials will be delivered. For example,

List words to describe people's appearance, such as beautiful, handsome, ugly, tidy, cool, polite, tall, short, etc,.

List all the items we need for a party, such as food or meal, drink, dress, place, invitation, etc.

Make a list of house furniture, such as sofa, cupboard, table, chair, etc.

2.7.2. Lists Based on a Principle

Teacher makes a list of words based on the first letter of alphabet and based on the order that teacher gives. For example:

Write down fruits that begin with each letter of the alphabet, such as apple, banana, cucumber, durian, eggplant, etc.

Make a list of animals that begin with each letter of the alphabet, such as ant, duck, goose, rabbit, monkey, elephant, etc.

Make a list of animals starting with the biggest animals and getting smaller, such as elephant, bear, buffalo, horse, cow, goat, goose, duck, cat, rabbit, mouse, and ant.

2.7.3. Brainstorming on a Pictures

Pictures are rich source of inspiration for brainstorming. Strange events evoke the biggest variety of responses. Most students will let their imagination roam if the pictures are strange enough. Use pictures from the textbook, magazines or other sources. The forms of the question are: *what are these people doing?, what are they?, what do you think about them?, do you think that is a good activity?, then try to describe the people in a picture.*

2.7.4. Brainstorming Using a Song

Songs are wonderful for reducing nervousness. They seem to be particularly effective in whole-class brainstorming when teacher is writing the ideas on the board. Play a song for the class and ask questions like the following: who is the singer of this song?, how does the singer feel?, what do you think the singer look like?, what do you think about the title?, when do you think that this song was written?.

2.7.5. Changing One Word in a Sentence Each Time

Each word must be changed, but each sentence must have a meaning. This can be useful to show the students the role of each word in a sentence prior to a subsequent drill or other activities. It can be a fun activity to do on the blackboard. For example: *Peter played flute in the orchestra, Peter played flute in the park, John played flute in the park, John played soccer in the park, John watched soccer in the park, John watched soccer near the park, John watched soccer near a park.* Variation: add one word, take away one word.

2.7.6. Word Mapping or Phrase Mapping around a Central Theme

Write a word or phrase in the center of a page. All the other words or phrases should link off this in logical manner. Word mapping can be useful for establishing groups of similar things, for example animals or food. Phrase mapping can be useful for developing topics or functions.
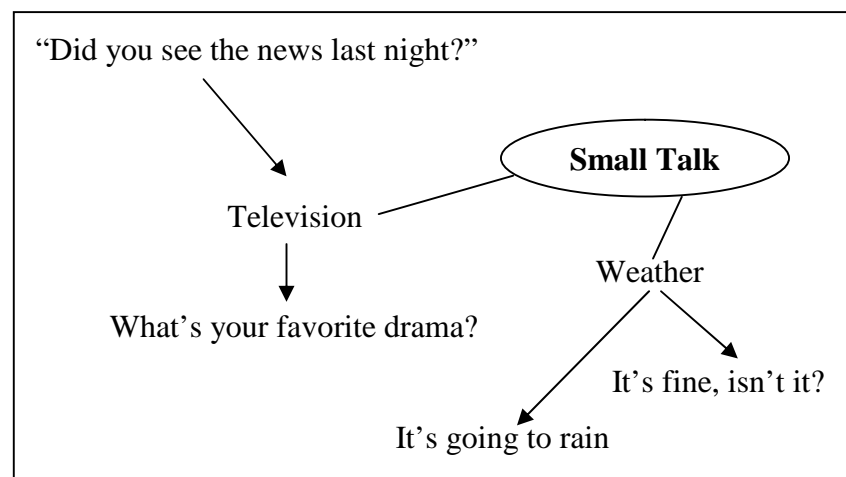

Figure.1. Word mapping or phrase mapping around a central theme

2.7.7. Prediction

Guess what the speaker will say next. This can be used in conjunction with dialogues in textbooks. It is a powerful technique to encourage students to take a risk. If the dialogue is recorded, stop the tape and ask the students to predict what the speaker will say.

2.7.8. Free Association

This is the best done orally and can be a lot of fun. One student gives a word in your chosen topic and asks another student to say the word that she thinks of. The second student continues to make associations. The first student simply repeats the word in each case. After making about 10 associations, the first student should try to work backwards from the last association to the original word. Example: student A: apple, student B: red, student A: red, student B: rose and so on. *Variation*: free association in pairs or in groups. Students make the associations from the previous student's word.

2.7.9. Group Storytelling

Students work in groups and take turns adding to a story, either spoken or written. It is usually better to give the first line of the story. Example: *"John was late for school because…."* student A: he missed the train, student B: and there wasn't another for 20 minutes, student C: so he went to a game center, student D: but he lost his wallet. If the students are writing, it is interesting to write several stories at the same time.

The kinds of brainstorming above can teacher use in teaching speaking. Those can be given before doing the main task of speaking in order the students can explore their ideas when they have speaking task. By using brainstorming it can help the teachers to motivate students, create students' ideas, solve the problem, keep the focus on the topic, develop their speaking and understand the issues.