

# TEACHING SPEAKING THROUGH 5-STEP METHOD

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## Abstract

*English as a language has an important role in communication and in bridging the connection with the world. Language is a key to success and has a central role in the intellectual, social, and emotional development of a person and also in learning every subject. Language is wished to be able to help the students to know themselves, their culture and other cultures, to express their ideas and feelings, to participate in the native-speaker society, and also to find and make use of their analytical and imaginative potentials. This article is meant to analyze various methods of English learning that are suitable and effective. By knowing the different methods of English learning, it is hoped to expand the knowledge and perception of the teachers and parents, and as a result, they would be able to apply the most suitable method for English learning, especially in early education. There are five methods of English learning that are acknowledged currently. They are teaching method by which the teacher attempts to develop students' speaking ability through five sequential steps-one quick, assigning new partners in every lesson, dialogue practise, creating a variation of the dialogue, and communicative pair work. Each method will be explained further in this article, and hopefully the most proper and effective method can be chosen and applied wisely to the early childhood education.*

Keywords : Teaching Speaking, 5-Step Method

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## A. INTRODUCTION

In this chapter, the writer discusses background of the problem, formulation of the problem, purpose of paper and the last organization of the paper.

## Background of the Problem

Speaking is a crucial skill of second language learning and teaching. It has very important roles both in student's academic and daily life. The students speak to

lecturers, and to their fellow students. They interact with the lecturers during the teaching-learning processes in the classroom. They interact with their fellow student's during discussion in the classroom or library and during their social interactions at the campus.

Based on the writer's own experience and observation as an English language learner, most students did not use English as a means of communication because of lack of sufficient knowledge and understanding of vocabulary, sentence structure, and discourse. Therefore, they feel reluctant to speak English because of fear of committing errors in English.

One of the potential manners of was offered by Ryan (1999). He was introduced 5-Step method which has been successfully used by Japanese first year EFL college students. In the proposed methodology, he attempted to simply describe an interactive way of teaching where the teacher slowly reduces control by giving students more responsibility. In the first step, the teacher has a simple question-answer session with the students. In the second step, the teacher puts the students in pairs during the teaching-learning process. In the third step, the teacher asks the students to practise a conversation which has been available in the

textbook. The fourth step, the teacher asks the students to substitute the words in the conversation and practise it. In the final step, the teacher asks the students in pairs to write their own conversation and then asks them to practise the conversation.

### **Formulation of the Problem**

The writer formulates the problem as follow: How to teach speaking through the 5-steps method.

### **Purpose of Paper**

The purpose of writing this paper is to describe about teaching speaking through 5-steps method. In addition, this writing is used to fulfil one of the requirements to get Strata One Degree at English Department The Faculty of Teacher Training and Education Bung Hatta University.

### **Organization of the Paper**

This paper consists of four chapters. Chapter one is the introduction. It describes background of the problem, formulation of the problem, purpose of paper and organization of the paper. Chapter two discuss two main topics-speaking and 5-step method. Section on speaking describes the concept, characteristics of spoken language, components of speaking and teaching speaking. Section on 5-step method describes the concept, the characteristics, the advantages, the disadvantages, step of 5-step

method. Chapter three describes the procedure of teaching speaking through 5-step method. It consists of five sections- one quick question, assigning new partners of every lesson, dialogue practice, creating a variation of the dialogue, and communicative pair work. The last chapter is conclusion and suggestions.

## **B.REVIEW OF RELATED**

### **LITERATURE**

In this chapter, the writer discusses speaking, the concept of speaking, the characteristics of speaking, components of speaking and teaching speaking. The 5-step method, the concept of 5-step method, the characteristics of 5-step method, the advantages of 5-step method, the disadvantages of 5-step method, and 5-step method.

### **Speaking**

In this section, the writer will discuss a number of sub-topics related the the concept of speaking, the characteristics of speaking, component of speaking and teaching speaking. Sub-section on the concept of speaking definitions of speaking proposed by educators. Sub-section on the characteristics of speaking describes a number of specific properties of spoken language compared with written language. Sub-section on components of speaking

describe four components of language which describe some aspect influencing how well people speaking English. Sub-section on teaching speaking describes a number of methods for teaching speaking.

### **Concept of Speaking**

Nunan (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Speaking is considered as the productive and oral skill. As cited by Nunan (2003:48), speaking is the productive aural / oral skill and it consists of producing systematic verbal utterances to convey meaning. "Speaking is the way in which we express or exchange thoughts and feelings through using language. Thornbury (2005: vi) also states that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is interactive and requires the ability to co-operate in the management of speaking turns.

Thornbury (2005) states that speaking is cognitive skill, is the idea that knowledge becomes increasingly automated through successive practice.

To conclude, speaking is an activity that can express thoughts, ideas, and opinions orally to respond to the verbal and non verbal information.

### **Characteristics of Speaking**

Brown and Yule (1999:5-6) put forward characteristics of speaking. Generally, it is to involve relatively simple utterances, whereas the written language is frequently more complex.

From the point of view of production, it is clear that speaking involves paralinguistic cues such as voice quality effects, facial expression, and gestural systems (Brown and Yule, 1999:4-5).

### **Components of Speaking**

According to Syakur (1987:5) Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

### **Grammar**

Grammar is the way for the students to arrange a correct sentence in conversation Heaton (1978:5) state student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one.

### **Vocabulary**

Vocabulary means the appropriate diction which is used in communication.

Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

### **Pronunciation**

Pronunciation is the way for the students to produce clearer language when they speak. (Gerard, 2000:11).

### **Fluency**

Fluency can be defined as the ability to speak fluently and accurately. These signs indicate that speaker does not have to spend a lot of time searching for the language items needed to express the message. (Brown :1997:4).

### **Teaching Speaking**

Thirumalai, (2002) describes number of methods for teaching speaking Each of them is discussed below.

### **Asking and Answering Questions**

Asking or answering questions is an essential part in the process of teaching and learning. The teacher may ask questions to find whether the students understand the new vocabularies or structures, and whether they are able to use them appropriately.

### **Imitation and Repetition**

Imitation and repetition are important elementary steps in developing speaking skills in English. Imitation helps students to pronounce and produce the English utterance they hear from the teacher

as closely as possible to the utterance produced by her. On the other hand, repetition refers to the acts of producing the utterance in as close a manner as possible to the original and some sort of memorization of the sound or structure practiced takes place through repetition.

### **Substitution**

Substitution of a words, phrase, or sentence. This method which helps students to produce new utterance and to develop speaking skill. Students repeat the sentence " This is a ball " several times, and then are given some names of objects such as mat, cat, and rat, one after another substitution in the proper place.

The students make the substitution and produce a new sentence" That is a mat" and so on. In this way, a sentence frame is practised first, and then suitable slots in the frame are identified for substitution.

The teacher may process to multiple word substitution in the same slot, without making grammatical changes in the frame. For the example, the teacher says, "This is a pencil", and then students say, "This is a long pencil."

Consider the following:

1. Let's go to the cinema. (theatre)
2. Let's go to the theatre. (library)
3. Let's go to the library. (football)

4. Let's play football. (hockey)
5. Let's play hockey.

Likewise the teacher may proceed to multiple word substitution in the same slot which necessitates making some grammatical changes in the frame. For example, the teacher says, "This is a cat" and then the students say, "These are cats".

### **Guessing game**

Guessing can be used to develop speaking skill. Though the process of guessing, students are encouraged to see the pattern of usage and to create the correct words and sentences. The teacher writes a few pairs of sentences such as the following on the board :

1. He drives buses, ----- He's a bus driver.
2. She sells books, ----- She's a book seller.

Based on these examples, student would guess the correct answer for the following.

1. Someone who drives trucks (truck driver).
2. Someone who owns ships (ships owner)
3. Someone who robs banks (bank robber)

Guess game to help students to produce sentences to get the students to

speak. One student may pretend to be a famous person demonstrating some characteristic features of that person; among of them are a physical appearance, dress, gait, posture, etc.

### **Direct Dialogues**

In directed dialogues, the teacher asks a student to make a comment to, or ask a question of another student.

In such directed dialogues, students must be able to understand what the teacher asks them to do, then identify the appropriate part of the teacher's utterance that would become their response, manipulate the suitable grammatical structure, and then produce the correct response.

### **Show and Tell**

In this teaching method, students are encouraged to bring a favourite toy or object of any to class. The teacher let the students bring only object which they can handle using the level of competence they have. They show their classmate what they have brought. They also tell classmate about it:

### **Role Play**

Role play is perhaps the liveliest form of teaching method to get the class involved in speaking. Role play brings situation from real life into the classroom.

Role play increases motivation to talk about real life can become very dull, and the chance to imagine different situations adds interest to a lesson.

### **5-Step Method**

5-step method is a teaching method by which the teacher attempts to develop students' speaking ability through five sequential steps-one quick, assigning new partners in every lesson, dialogue practise, creating a variation of the dialogue, and communicative pair work Ryan (1999).

To have a systematic and clearer discussion this method can be divided into five sub-topics – the concept, the characteristics, the advantages, the disadvantages, 5-step method in teaching speaking. Sub-section on the concept of speaking discusses definitions of speaking proposed by educators. Sub-section on the characteristics of speaking describes speaking is a relative simple utterance, where the written language is frequently more complex. Sub-section on the advantages describe teacher give the students such as motivation, more confidence and control them. Sub-section on the disadvantages describe teacher does not provide the students with various English word to develop their vocabulary. Sub-section on 5-step method describes step by

step how to teach speaking through 5-step method. Complete discussion of each sub-topic is provided below.

### **The Concept of 5-Step Method**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burn & Joyce, 1997). Its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and involving.

(Burn & Joys, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

### **The Characteristics of 5-Step Method**

Ryan (1999) implies a number of characteristics of the 5-steps method. The first characteristic of the method is that the students have greater responsibility for deciding the speaking tasks. The second characteristic is that the method involves everyday life activities. In other words, what the students do in practising conversation imply communication activities in daily life. The third characteristic is that the method is learned-centred. This means that the students play more active roles during the

teaching-learning process and the teacher just function as a facilitator who gives help only when it is necessary. Indeed, at first the teacher provides the students with controlled conversation practise.

However, this is just to prepare them for the next free conversation practise done by themselves. Fourth, 5-step method is cooperative in nature, too. During the teaching-learning process, the students are assigned to pairs. Hence, they do their conversation task together with their partners. Fifth, the method also shows a gradual characteristic in its implementation for teaching speaking skills.

In other words, the teacher does not immediately ask them do free conversation practise, but at first he provide them with a sample conversation and discusses the vocabulary and sentence structures. Finally, the method represents an integrative property as well.

### **The Advantages of 5-Step Method**

The 5-step method has some advantages in teaching speaking. First, repeatedly using this 5-step methodology, the classroom becomes a place where students know what is expected of them while keeping the class interactive and interesting. Second, the method can maintain student motivation and give

students more confidence by slowly relinquishing teacher control while giving them more classroom responsibility. Third, students are empowered to succeed and feel a sense of accomplishment at the end of each lesson. Fourth, by randomly assigning students to a new partner every lesson, the class is more dynamic and perhaps more significantly, after a few weeks the class, as whole, becomes familiar with each other which build a supportive, relaxed speaking atmosphere. Finally, students also seem to really enjoy having the control to “choose” their partner by taking a card number.

### **The Disadvantages of 5-step method**

Even though Ryan (1999) has some advantages of 5-step method in teaching speaking, there are some potential disadvantages of the method. First of all, during the teaching-learning process the teacher completely focuses his attention on developing students’ communicative competence. Therefore, the students lack knowledge and understanding of grammatical rules such as sentence structures, tenses, and discourse. Furthermore, the teacher does not provide the students with various English word to develop their vocabulary. This may hamper them in trying to write a conversation of their own, finally, as resultant effect of the

two practise mentioned before, the students will take longer time to complete their conversation. Thus the teacher will need longer time to achieve his teaching objectives.

### **5-Step Method**

5-step method is a teaching method by which the teacher attempts to develop students’ speaking ability through five sequential steps-one quick, assigning new partners in every lesson, dialogue practise, creating a variation of the dialogue, and communicative pair work Ryan (1999). In the first step, the teacher has a simple question-answer session with the students. In the second step, the teacher puts the students in pairs during the teaching-learning process. In the third step, the teacher asks the students to practise a conversation which has been available in the textbook. The fourth step, the teacher asks the students to substitute the words in the conversation and practise it. In the final step, the teacher asks the students in pairs to write their own conversation and then asks them to practise the conversation.

However, the responsibility At first, the teacher presents a model conversation to the students. Then, he asks them to practise the dialogue several times. Only after the students have sufficient understanding of

speaking, the teacher lets the students make their own conversation. Therefore, when the time comes for the students to be independent learners, they are ready to do the task by themselves. In this stage, the teacher serves as a facilitator who gives his help only when the students really need it.

### **C.THE PROCEDURE OF TEACHING SPEAKING THROUGH 5-STEP METHOD**

In this chapter, the writer discusses the procedure of teaching speaking through 5-step method. The procedure consists of three stages – pre-teaching - whilst-teaching, and post-teaching activities. The whilst-teaching stage is further divided into five step- one quick questions, assigning new partners in every lesson, dialogue practise, creating a variation of the language, and communicative pair work. Complete description of each stage is given below.

#### **Pre-Teaching Activities**

This stage is the stage before the teacher is actually presenting the lesson to the students:

1. The first, teacher greets while she is coming to the class.
2. The teacher asks the students to say prayer before starting the class.
3. The teacher checks the students' attendance list.

4. The teacher explain about the previous lesson as review.

#### **Whilst-Teaching Activities**

In whilst-teaching activities the teacher leads the students to the main activity in teaching learning process.

#### **One Quick Question**

In the first step, The teacher does brainstorming to lead students introduce the topic lesson by asking one quick question based on the previous lesson as review.

#### **Example:**

S : Have you ever spoken Spanish?

T : Yes, I have.

#### **Assigning New Partners in Every Lesson**

Next, the teacher officially starts the class by putting students randomly in pairs. The teacher asks each student to choose from a stack of cards labelled 1A, 2A, 3A. Vs 1B, 2B, 3B etc. The teacher tells the students that if a student's cards read 1A his or her partner is the 1B cardholder. If there are 20 students there will be 10 pairs.

#### **Dialogue Practise**

The teacher asks them to listen to the example conversation in the textbook and then practise saying or repeating problematic words for pronunciation. Furthermore, the teacher asks them to practise any problematic phrases of difficult

structures. After that the students practice dialogues several time in pairs.

### **Creating a Variation of the Dialogue**

Next, the teacher asks the students to change the conversation by substituting words in the language. Once students have decided which words to substitute, they are given about 10 minutes to memorize the dialogue depending on difficulty. After 10 minute, students in pair are asked to volunteer, to perform their conversation. It means that students are told that they do not have to do the conversation if they do not want to, but if they do volunteer each student will receive a “+” for the day.

### **Communicative Pair Work**

The teacher walks around the classroom to observe what the students are doing with their pairs.

### **Post-Teaching Activities**

The teacher also tries to measure the extent to which the students have understood what he has planned by carrying out the following activities.

1. The teacher invites the students to asks any questions if they still have vague understanding.
2. The teacher assigns homework to students.
3. The teacher administers a speaking test in pairs.

4. The teacher invites the students to hand in their comments on the implementation of 5-step method as feedback to the teacher.

5. The teacher closing the lesson.

## **D.CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the descriptions and discussions on the application of 5-step method to teaching, it can be concluded that the method is attempted to simply describe an interactive way of teaching where the teacher slowly reduces control by giving students more responsibility. It is considered as the productive and oral skill because speaking is an activity that can express thoughts, ideas, and opinions orally to respond to the verbal and non verbal information. Speaking also involves paralinguistic cues such as voice quality effects, facial expression, and gestural systems. In here the teacher attempts to develop students’ speaking ability through five sequential steps-one quick questions, assigning new partners in every lesson, dialogue practise, creating a variation of the dialogue, and communicative pair work the teacher also provides the students with controlled conversation practise. So that, the classroom becomes a class interactive and interesting, the method can maintain student

motivation and give students more confidence. Next, the teacher completely focuses his attention on developing students' communicative competence for the student's lack knowledge and understanding of grammatical rules. Moreover, the teacher does not provide the students with various English words to develop their vocabulary. The students will take longer time to complete their conversation. Finally, the teacher will need longer time to achieve his teaching objectives.

### **Suggestion**

The earlier chapters have shown that 5 step- method it can be use to any purpose for the teaching speaking. However, to reach more optimal results of using the method, the writer makes suggestions for the teacher. First of all, the teacher should deepen her knowledge of important the concept of speaking and speaking instruction. Next, the teacher should really understand the concept of 5 step- method for teaching speaking. Moreover, she should be able to find theories which support the application of 5-step method in teaching speaking. Finally, the teacher should be able to create a convenient balance between controlled and free approaches in teaching speaking by using the method.

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