

## **I. INTRODUCTION**

This chapter discusses certain points such as: background of the problem, formulation of the problem, objective of the problem, uses of the problem, scope of the problem and definition of terms.

### **1.1 Background of the problem**

In globalization era, English is an international language in the world. Now English is a compulsory subject starting from elementary school. There are four skills that will acquire in English, listening, speaking, reading, and writing. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. Speaking is communication process between at least two people and speaking is a way to express someone's idea. However, today's world requires that goal of teaching speaking should improve student's communicative skill, because only on that way students can express themselves by their argument and opinion, and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

It is the duty for the teacher to use suitable teaching methods and technique. There is no bad students, if the teacher teach them well. So the good way teachers deliver their material, the good way students learn the language. English is the

language that has four aspect of skills; listening, speaking, reading, writing. In every skill has their own difficulties which make the students think that English is the difficult and boring subject.

This is also supported by the writer experience when he was teaching at SMA Muhammadiyah 1 Purbolinggo Lampung Timur in 2012 , where the majority of the students had difficulty to express their ideas in English orally. This might be due to a number of factors, one which was the inappropriate technique used in the classroom. The teachers were often found to use traditional way of teaching.

The other reason causing the failure was the teacher's tendency to stress their teaching on the form of language rather than on the use of language. The students lack of practice in using the language. And an English teacher should understand and think of an interest and practical technique which gave challenge and opportunities for students to practice their English in the classroom.

Because the function of language is to communicate with others, so how students can communicate with others in English while they can not speak English. Based on the writer observation in teaching english at SMA Muhamadiyah 1 Purbolinggo that students hard to improve their speaking because the teacher did not speak english and used the interesting technique when they taught english in the class. In fact in teaching learning process the teachers do not have the good technique for teaching speaking, so there is no improvement in student's speaking ability. This is the chance for the teacher to overcome this problem by providing some creative activities in the classroom.

Based on the facts that the students lacked of speaking ability, the researcher intended to use Audio Lingual Method (ALM) to improve the students' speaking ability. ALM assumes that language learning is a process of habit formation. Since ALM focuses on listening and speaking ability, thus, listening and speaking come first, and reading and writing come later. Drill techniques such as repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement drill, completion drill, expansion drill, contraction drill, and integration drill are used in the form of target language dialogue. By drilling the students, it will be easier for them to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved. As in the process of a child for example, who learns his/her mother tongue, a child always begins with hearing first what his/her parents speak, then he/she tries to speak afterward. Thus, ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000: 43). Actually ALM is the old method, many language researcher said that this method is not effective anymore to be used in English teaching. But, the writer use ALM in this research because the material in this research is dialog which is one of microskills, this method is still effective in English teaching especially in micro skills.

Huebner (1960: 5) says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message. By this theory drill technique is

one of the technique that can be used to improve students' speaking ability because repetition is the central in this technique.

Doff (1987:2) stated that in all communication or conversation, two people are exchanging information or they have a communication or conversation need. This theory also can support why drill technique is one of the suitable technique in improving students' speaking ability because the activity of using drill technique in this research is conversation.

## **1.2 Problem**

Based on background of the problem mentioned previously, the formulation of the problem is as follow :

1. Is there any difference of the students' speaking ability before and after being taught through drill technique?
2. Which aspect of speaking is the most improved in the students' speaking ability after taught through drill technique?

## **1.3 Objective**

In relation to the problems of the research questions, the objectives of the research are as follows:

1. To find out whether there is a difference of the students' speaking ability before and after being taught through drill technique.

2. To find out which aspect of speaking is the most improved before and after being thought through drill technique.

#### **1.4 Uses**

The uses of this research are:

Theoretically :

1. This research is to contribute useful information for the future research of teaching speaking.
2. It is expected that this study can enrich our understanding of the aspect of speaking.
3. As empirical information for the English teachers about the using of drill technique in students speaking performance in task based learning.

Practically :

1. to give the information and knowledge about the implementation of drilling technique in teaching speaking. The writer hopes that his finding can be used by the researchers to open further analysis of drilling technique.

#### **1.5 Scope**

The research was conducted at the second year MAN 1 Bandar Lampung. The material was given in several kind of dialogues based on KTSP curriculum of senior high school, which considered suitable vocabulary, grammar, pronunciation, voice, and fluency for their level. For example, the dialogues were

conducted in the topic of expressing likes and dislikes, asking for clarification, and making an arrangement. To suit the level of the students, the drills technique was taken from several kinds of ALM drills such as repetition drill, substitution drill, and transformation drill. The materials, which were taken from KTSP based curriculum in the form of dialogues, were drilled by those drills had been chosen. By considering the suitability and appropriateness of the material that was presented to the students by the researcher, finally the researcher decide to take 3 patterns of drill as his teaching technique.

- 1) Repetition Drill → to improve the student pronunciation
- 2) Expansion Drill → to build up the student speaking ability
- 3) Response Drill → making the student active in communicating

## **1.6 Definition of Terms**

Definition of terms aims at avoiding misunderstanding about the terms in the research. The definitions of term are:

### **Audio Lingual Method (ALM)**

Audio lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This method was introduced in the United States of America (USA) in 1940s, in order to equip the learners with the knowledge and skill required for effective communication in a foreign language.

## **Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (Harris, 1974:81-82).

Speaking is oral communication. It is a two-way process between speaker and listener and involves productive and receptive skills of understanding (Byrne, 1984).

## **Drill Technique**

Drill technique is the technique in the Audio Lingual Method (ALM) which requires the learners to repeat the sentences the teacher says; thus, it is easier for the students to remember and learn, since ALM believes that the stronger the habit is, the greater learning will be achieved.

## **Teaching Learning through Variety of Pattern Drills**

Teaching learning through variety of pattern drills is the way of the teacher teaches the students by drilling or repeating the sentences in the target language dialogue several times through variety of pattern drills, such as repetition drill, substitution drill, and transformation drill.