II. LITERATURE REVIEW

This chapter discusses about the literature review that will be used in this study, such as : Speaking (Concept of Speaking, component of speaking, concept of teaching speaking), concept of Audio Lingual Method (ALM), and concept of drill technique. This chapter also describes the principle of ALM, procedures of teaching speaking through drill technique, and theoretical assumption.

2.1 Speaking

Speaking is a communication process between two people or more. Speaking is a productive skill, where it can produce a language. According to the Oxford Advance Learner's Dictionary, speak means to say words; to say or to talk somebody about something, to have a conversation with somebody; to address somebody in word. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we produce a communication to someone. Communication is our ideas, message, think, and feeling that we want to deliver to the other people. So, here the situation of speaking involves a speaker who puts the message with a verbal code (word or sentence) that has content structure and a listener.

Speaking oral communication is a two way process between speaker and listener which involves productive and receptive skills and understanding, (Byrne, 1984). It means that speaking is a productive skill to which the speaker produces or uses language at the same time message across. In this problem, there is a process of giving message or decoding process. Within a productive skill, the students need a learn words and phrases to express.

Welty states that (1976: 47) speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Sakura: 1978). There are 3 basic of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without father explanation. The second is speech training, it is the construction of special games and exercises which entail the use of word or sentence so as to practices particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The researcher asks the students to practice how to pronoun sentences. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm and intonation.

2. Grammar

The study of how words and their component parts combine to form sentences, structural relationship in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refers it is a kind of regularity of sounds structure that nobody could learn language without grammar.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication (Syakur 1987). Vocabulary refers to the selection of words that suitable with content (Harris 1974: 68-69). Vocabulary is divided in to two parts, close class and open class. Close class consist of preposition, pronoun, conjunction, e.g.

And   : I like dancing and singing

A   : I eat a bowl of meatball

Your   : What is your favorite food?

My   : My hobby is riding bicycle

But   : I do not like meatball but I like noodle

Open class consist of noun, adjective, verb, adverb, e.g

Noun

I   : I love playing badminton

My   : My hobby is reading story book

Basketball   : Basketball is Rahmi's favorite sport

Verb

Play   : Rudi is playing football with his brother

Go   : Romi go to the fields to play football

Makes   : Mother makes a cup of coffee for my father

Adjective

Good   : Markus is a good singer

Bore   : I always bore if I stay at home alone

4. Fluency

Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. Brumfit (1984) in Nation sees fluency as the maximal affective operation of the language system so far acquired by the students. It refers to the one who express a language quickly and easily without any difficulty.

2.2 Teaching Speaking

Teaching is an activity which has a purpose to share an information from the teacher to the students in order to be able to finish the task which can not be finished by the students (Rozali, Mahani). Teaching speaking means how to use the language for communication, for transferring idea, thought or even feeling to other people. Rivers (1978: 6) states that speaking is developed from the first contact with the language that we learn, because by the speaking we can transfer our ideas or thought to order people. Moreover Johnson (1983: 23) says that the essence of human language is human activity on the part of the individual to make

him understand by another and activity on the part of the other understands what was on the first. Then, he adds that the languages as an activity that permits people to communicate with each other. Therefore it is clear that language is very important. We can not only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topics is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose their motivation and interesting in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner motivation and make the English language classroom a fun and dynamic place.

Teaching speaking is to teach English language learners to:

1. Produce the English speech sounds patterns.

2. Use word and sentences stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a mean of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunnan, 2003 in Kayi, 2006).

It is clear that speaking is the ability to express one's thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that we can use during teaching learning process. In order to teach second language learners how to speak in the best way possible, that teacher must use speaking activities that can be practiced and applied in the classroom. Short dialogue is one of them

2.3 Audio Lingual Method (ALM)

ALM was introduced in Indonesia in 1960's to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, ALM still considers the other language skills, in which the oral forms like listening and speaking should come first, then reading and writing come later. Besides that, ALM believes that learning is simply habit formation in which to learn a new language means to acquire another set of speech habits which can be formulated through the observance of rules. Therefore, successful language learners are those who finally become spontaneous in communication and the rules have been forgotten.

Since ALM focuses on listening and speaking skills; thus, listening and speaking come first, and reading and writing come later. Therefore, as ALM assumptions about language learning is a process of habit formation, the students are equipped with the knowledge and skill required for effective communication in foreign language by using drill techniques and several techniques in the form of target language dialogue. According to Larsen-Freeman, in her book *Techniques and*

Principles in Language Teaching (1986:45-47) there are expanded descriptions of some common/typical techniques closely associated with the ALM, such as dialog 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 of minimal pairs, completing the dialogue, and grammar game.

1) Dialog memorization: Traditionally, an ALM lesson begins in a dialog or short conversation which is later memorized either through mimicry or applied role playing. To this latter, there are three ways:

a) The students take the role of one character of a dialog and the teacher takes the other with roles switching after a while.

b) One half of the class plays the role of one character from the dialog and the other half plays the other with roles switching after a while.

c) Or else pair-work, in which two students perform the dialog before their classmates.

2) Backward build-up (expansion) drill: This drill is used when a long line of a dialog is giving the students trouble. It consists of breaking up any student frustrating line into small units, then repeating it backward, one unit at a time, for example "How are you?" "You" is taken as a first unit, "are you" as the second unit, and "how are you" as the last unit. Every unit should be repeated or drilled backward with a sufficient number of times, especially the last unit.

3) Repetition drill: It is used to teach the lines of conversations or dialogs. The students are asked to repeat the teacher's model as accurately and quick as possible.

4) Chain drill: It is used to form around the room as the students, one-by-one, ask and answer questions of each other. Thus, it will allow some controlled communication even though it is limited, and give the teacher opportunity to check each student's speech.

5) Single-slot substitution drill: The teacher states a line from the dialog, then uses a word or a phrase as a cue when the students are repeating the line in the sentence, then substitutes the cue into the line in its proper place. For example, "how old are you?" (Cues are: she/he/they), and the answer would be: "how old is he?"; "how old is she?"; "how old are they?"

6) Multiple-slot substitution drill: Similar to the previous one, single-shot substitution drill, the difference within them is that the teacher gives cue phrases, multiplicity of cues (two or more), one at a time, which fit into different slots. Then the students should substitute and make any changes as needed to the structure of the sentence like subject-verb agreement, for example, "She is playing in the school yard." (cues: they/go/the park).

7) Transformation drill: A grammatical tool, as a matter of fact, in which the students are asked to transform sentences of one form into another form, for example, transforming an affirmative sentence into a negative-affirmative one, a passive sentence into an active one, a simple statement into a question, or direct speech into reported speech.

8) Question and answer drill: The students are required, in such a drill, to answer questions and ask the others as accurately and quickly as possible. Thus, the students can practice with the question pattern.

9) Use of minimal pairs: The teacher works with pair of words which differ in only one sound, for example, "ship/sheep." Then the comparison between the students' native language and the target language, contrastive analysis, is analyzed.

10) Completing the dialog: It simply consists of a dialog of which some linguistic items, grammatical or lexical, are dropped and which the students should fill the blanks with the missing words by their own answer or from a suggested box of possible answers.

11) Grammar game: It is designed to get the students to practice a grammar point within a context which there are still a lot of repetitions, in which the students are able to express themselves, although it is limited in this game. For example, the alphabet game, take the topic about the supermarket. The first student says, "I am going to the supermarket. I need a few apples." (The first student names something beginning with A.) The second student says, "I am going to the supermarket. I need a few apples and I need a few bananas." The game continues in this manner with each consecutive student adding an item beginning with the next letter after repeating the items named before their own.

2.4 Drills

Drilling as a process of habit formation that makes the students easier to remember and learn the target language. As ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman,

2000:43), the more often English is repeated; the stronger the habit and the greater learning will be achieved.

According to Richards, J.C. et-al. (1986), there are several kinds of drill techniques:

1) Repetition Drill: drill in which the students only repeat what the teacher says. For example:

   T   : *I study in the morning*.

   S1   : *I study in the morning*.

   T   : *I study in the afternoon*.

   S2   : *I study in the afternoon*.

   Etc.

2) Substitution Drill: drill in which the students are required to replace one word with another. For example:

   T   : *John is cold*.

   T   : *Hungry*.

   S1   : *John is hungry*.

   T   : *John and Marry*.

   S3   : *John and Marry are hungry*

   Etc.

3) Transformation Drill: drill in which the students are required to change sentences from negative to positive, from positive to interrogative, or from simple present to simple past tense, depending on the instruction from the teacher. For example:

   T   : *The book is new*.

   S1   : *Is the book new*?

> T : *We are in the class.*
>
> S2 : *Are we in the class*?
>
> Etc.

4) Replacement Drill: drill in which the students replace a noun with a pronoun. It is the same drill as the substitution drill, but it involves with a replacement. For example:

> T : *I like the book.*
>
> S1 : *I like it.*
>
> T : *I met the people in Jakarta.*
>
> S2 : *I met them in Jakarta.*
>
> T : *John will come here.*
>
> S3 : *He will come here.*
>
> Etc.

5) Response Drill: drill in which the students respond to somebody's sentence. This drill may involve "wh" questions or "yes/no" questions. For example:

> T : *Alice is at school.*
>
> T2 : *Where is Alice*?
>
> T3 : *At school.*
>
> Etc.

6) Cued Response Drill: drill in which the students are provided with a cue before or after the questions. For example:

> T : *What did the man buy*? (A book).
>
> S1 : *The man bought a book.*
>
> T : *Who will help you*? (His brother).
>
> S2 : *His brother will help us.*

7) Rejoinder Drill: drill in which the students are given instruction of how to respond, similar to the cued response drill. For example:

    T   : *Come to my house*. (Be polite).

    S1   : *Would you like to come to my house*?

    T   : *Your idea is not good*. (Disagree).

    S2   : *I disagree with your idea*.

    Etc.

8) Restatement Drill: drill in which the students rephrase an utterance and address it to somebody else, based on the content of the utterance. For example:

    T   : *Tell him where you live*.

    S1   : *I live at Raden Intan Street no. 5*.

    T   : *Ask her what she has for breakfast*.

    S2   : *What do you have for breakfast*?

    Etc.

9) Completion Drill: drill in which the students are told to supply a missing word on a sentence or statement. For example:

    T   : *I bring my book and you bring* ….

    S1   : *I bring my book and you bring your book*.

    T   : *I have to solve …. own problems*.

    S2   : *I have to solve my own problems*.

    Etc.

10) Expansion Drill: drill in which the students build up a statement by adding a word or phrase. For example:

    T   : *Mathematics*.

S1   : *We study mathematics.*

T   : *Everyday.*

S2   : *I study mathematics everyday.*

Etc.

11) Contraction Drill: drill in which the students replace a phrase or clause with a single word or shorter expressions. For example:

T   : *I did not mean to kill the bird.*

S1   : *I did not mean it.*

T   : *Do not go to that place.*

S2   : *Do not go there.*

Etc.

12) Integration Drill: drill in which the students combine two separate statements. For example:

T   : *Which one do you think is true? The earth goes around the sun or the sun goes around the earth.*

S1   : *I think the earth goes around the sun.*

T   : *I know that lady. She is wearing a blue shirt.*

S2   : *I know the lady wearing a blue shirt.*

By considering the suitability and appropriateness of the material that are going to be presented to the students by the researcher, finally the researcher decide to take repetition drill as his teaching technique.

2.5 Teaching Speaking Through Drill Technique

Teaching is an activity where the teacher give the information about the learning materilals to the students in order to be able to finish the task which can not be finished by the students (Rozali, Mahani). Teaching speaking means how to use

the language for communication, for transferring idea, thought or even feeling to other people. Rivers (1978: 6) states that speaking is developed from the first contact with the language that we learn, because by the speaking we can transfer our ideas or thought to order people. Drilling as a process of habit formation makes the students easier to remember and learn the target language. As ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000:43), the more often English is repeated; the stronger the habit and the greater learning will be achieved. So it can be concluded that teaching speaking through drill technique is teaching speaking by using drill technique in order to get the suitable technique for its skill to get the improvement of students' speaking skill.

2.6 Procedures of Teaching Speaking Through Drill Technique

The procedure in teaching speaking through drill technique is by presenting the target language dialogue which involves listening and speaking. According to Huebener (1969:37), cited in Setiyadi (2006:59), there are steps of a procedure in speaking as follows:

a. The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.

b. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.

c. Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.

d. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers' roles.

e. Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.

This is the procedure of teaching speaking through drill technique that researcher conducts :

Pre activity

a. Teacher opens the class with greating.

b. Teacher checks the students' attendance list.

c. Teacher gives question relate to the focus of the lesson that would be learnt. In this case, students are asked about their experience during learning speaking so far. Whether or not they have difficulties in learning speaking and what reasons cause the difficulties.

d. Teacher introduces about drilling is a technique which will be applied in the class. Teacher explains what they will have to do during the lesson.

e. Teacher explains the three components involved in speaking; they are fluency, pronunciation, and comprehension.

While Activity

a. Teacher divides the class into group of four.

b. Teacher give the example of the conversation dialogue

c. The teacher ask the students to repeat what the teacher says. The teacher also rehearse them to response what the teacher says.

d. The teacher give examples to the students how to pronounce the words in the conversation dialogue.

e. Teacher asks the students start the perform by throwing dice to determine who will get the first turn.

f. Teacher asks the pairs to practice the conversation in front of the class as a speaking test.

g. Teacher observes students' pronunciation, fluency, and comprehensibility.

h. The teacher observes students' willing in using drilling technique in speaking class by seeing their motivation and their confidence during the process of implementing drilling technique in English speaking class.

i. Teacher observes whether or not the students have difficulties in delivering their speaking in the conversation dialogue.

j. Teacher also observes their comprehension towards the conversation dialogue by watching how they deliver their speaking to others.

k. Teacher asks another pairs to note the mistakes (pronunciation, fluency, and comprehension).

Post activity

a. Teacher comments on students' performance especially in pronunciation, fluency, and comprehension.

b. Teacher asks the students about their difficulties during learning process

c. Teacher discusses the ways to solve the difficulties together with students.

d. Teacher closes the class with greeting.

2.7 Advantages and Disadvantages of Using Pattern Drill Technique to Improve Students' Speaking Ability

According to Huebener (1969: 44) the advantages of Pattern Drill Technique are:

1. It ensures the participation of the students because the students have unique, essential information; all learners need to get other's information.

2. It helps the students in earning the content of the subject.

3. It has a strong effect on learning attitude and social relationship among students in a group.

4. It enables the students to understand the dialogue because while they are doing the activity, they will try to know the meaning of the words or sentences in order to get the complete content of the dialogue.

Since the aim of the technique is speaking ability, teaching through Pattern Drill Technique language teachers spend most of the time for drilling. However,

experimentation with the technique has showed that the technique has certain

disadvantages (Huebener, 1969: 9).

1. Real Conversation is difficult to be achieved in the classroom .

2. Conversation must not be confused with oral practice. Conversation involves a

    free, spontaneous discussion by two or more persons of any topic of common

    interest. Part of its effectiveness is due to facial expressions and gestures.

3. Conversational competence depends essentially on an extensive vocabulary,

    memorization of numerous speech patterns, and the automatic control of

    stress.

4. Requires planning and structuring by the teacher in order to make the teaching

    to be successful.

2.8   Theoretical Assumption

In teaching speaking, there are some techniques that can help the teacher to

reaches the aim of teaching learning process. For this Pattern Drill Technique is

chosen as the technique in teaching speaking. Pattern Drill Technique is used in

teaching speaking because it may get the students involved and active. Since, the

students in this case have a unique, essential part to ply in the activity. Therefore,

Pattern Drill Technique is an effective technique in teaching speaking.

At least, appropriate teaching technique is needed to improve students' speaking

ability. It is assumed that Pattern Drill Technique is the most suitable technique

for teaching speaking. It has been found highly successful in helping the learners

to improve their ability in speaking. Moreover, Pattern Drill Technique has

systematic steps that help students to comprehend and master the materials deeper. It is also an active process and collaborative because dialogue/ discussion between students are required during learning process. It provides opportunities for students to learn to monitor their own learning and thinking. Students with variety levels share their knowledge. Finally, students speaking ability will improve

2.9 Hypothesis

Concerning the theories and the assumption above, the hypothesis can be formulated as follows:

1. There is a significant difference of the students' speaking ability before and after being taught through drill technique.
2. Fluency is the most improved aspect in students' speaking skill.