

II. LITERATURE REVIEW

This chapter of research consists of speaking, teaching speaking, drill technique, developing a procedure of teaching based on the assumption of ALM and advantages and disadvantages of using the drill technique.

2.1. Speaking Skill

The main four basic skills in learning English are speaking, listening, reading, and writing. When the students entered SMP (Junior High School), they are taught by the teacher to use this skill, even sometimes it is difficult for them to use English language to describe something or to express what is on their mind or to communicate while the teaching-learning process in the classroom.

Speech is a kind of instinct, and therefore a thought-free process, while reading writing is an intellectual achievement of sorts (Lieberman:1995). Therefore, from all of the language skills, unfortunately speaking is seen as less important than other skills. We can assume that it might be caused by an assumption that every (normal) people can speak. As a result, how to understand and write the language are much considered than how to speak. We can see from the materials and the evaluation on English lesson that almost all of them are forcing the students to know the form of some kind of text or anything else and infact the form of the evaluation always in written form.

This condition makes many English teachers concern their teaching in mastering the grammar. They seem to forget speaking skill is also important to be taught.

Setiyadi (2006:55) states clearly that one of the aim of the ALM method is learners are able to speak in acceptable pronunciation and grammatical correctness. It is clear that the students must be more careful in using and choosing words and the way in communication using the language. Someone who expects to be able to speak English well, she or he must know how to use the language in suitable context.

Speaking skill requires the students to know many vocabularies and rule of grammar, interaction with the other speakers, and speak English well as native speakers do (involves the pronunciation and the fluency). The following five are the components in speech process:

1. Vocabulary
2. Pronunciation (including the segmental features; vowels and consonants; and the stress and intonation)
3. Fluency (the ease and speed of the flow of speech)
4. Grammar
5. Comprehension

(Harris, 1969:81)

The writer has mentioned earlier, that speaking skill is needed to be mastered by the students to communicate in the speaking class at school environment or another environment. But communication is not the only function of learning the language. Talk-

ing something in English means we need to consider how to pronounce some words or even sentences in English.

Creating a stronger link between pronunciation and communication can help increase learners' motivation by bringing pronunciation to a level of intelligibility and encouraging learners' awareness of its potential as a tool for making their language not only easier to understand but more effective (Jones, 2002 in Varasin, 2007), therefore pronunciation may seem to be the foundation of speaking English because if the words or sentence is mispronounced, the other will not understand the meaning or what the speakers about. Then the function of language as the media of communication may not work. And it is impossible for us to use some foreign language without knowing the pronunciation of the language. The explanations above clearly stated that communication just one of the function of language, we also need to master the pronunciation of the language as it is pronounced by the native speaker.

2.2. Teaching Speaking

Speaking is one of the aspects of the language that is considered hard to improve and teach, as it is according to Hinkel (2005, p.485) in Nazara (2011) that speaking skill is the most complex and difficult skill to master. Most English teachers do not teach speaking mostly because they are not good at speaking but they are "ok" with teaching grammar, writing, and reading. Though sometime many language learners regard speaking ability as the measurement of knowing a language. These learners define fluency as the ability to talk with others, much more than the ability to read, write, or

comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in spoken communication.

According to Burkart (1998) that language teaching means the teacher helps their students develop this body of knowledge by providing authentic dialogue or conversation that prepares students for real-life communication situations. They help their students develop the ability to produce the sentences which are grammatically correct, and to do so using acceptable pronunciation. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to the teaching speaking.

2.3. Drill Technique

Audio-lingual method is a kind of method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken (Setiyadi, 2006:54). Therefore, repetition is really concerned in the method and almost dominated by repetition technique. Where to repeat English phrases correctly might lead the students to master the foreign language.

Beside the repetition, the other principles of audio-lingual method are drilling the students. In simple word, drill means listening to a model (teacher), or tape or another student then repeating or responding what is heard. On the other hand, drill means

forcing the students to use the language. Since the primary aim of the method is to communicate, the students must use the target language all the times. While the teaching learning process, the teacher must drill the students to use the target language and make it familiar with their tongue so that they can pronounce the language acceptably.

The Audio-lingual method drills students in the use of grammatical sentence patterns. Setiyadi (2006:57) says that the method said that language is the everyday spoken utterance of the average person at a normal speed. It means that the main issue of the method is producing oral 'product' in acceptable pronunciation and grammatical correctness.

The method provide relatively complete technique and procedure. Drills, as part of the Audio lingual method technique, have been applied to the teaching of English especially in speaking. There are a number types of drills technique in ALM (Setiyadi:63-66) that are Repetition Drills, Substitution Drill, Transformation Drill, Replacement Drill, Response Drill, Cued Response Drill, Rejoinder Drill, Restatement, Completion, Expansion Drill, Contraction Drill, Integration Drill, and Translation Drill. The teacher may choose some of them because it all depends on the needs of the students. The writer only chose three of them; they are Repetition Drill, Substitution Drill, and Response Drill. The following are the type of drills that are in the writer's opinion needed by the students. But the following drills will be adjusted suitable to the problems or the needs of the students by seeing the result from the first cycle to the next cycle.

1. Repetition Drills

This is the simplest drill in learning the language. It is used for very beginning of language learners.

Example:

Teacher : I study in the morning.
Students : I study in the morning

The writer chose the repetition drill because it is needed to strengthen the students' memorization. By drilling to repeat some phrases or sentences correctly lots of times, it will lead the students to master the language and know the pattern of the language grammar. It is in line with the assumption of the method that repetition by the teacher and followed by the students is one of the way in teaching the target language.

2. Substitution Drill

Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some necessary changes.

Example:

Teacher : John is cold.
Teacher : Hungry.
Students : John is hungry.
Teacher : In the class.
Students : John is in the class.

This type of drill will let the students not only to can master the utterances spoken by the teacher but also to change or produce

words/sentence even by imitating from the guided sentence that is given by the model.

3. Response Drill

Language learners respond to somebody's sentence. In this drill the answers are patterned after the questions. This drill may involve "who" question or "yes/no" questions.

Example:

T1 : Alice is at school.

T2 : Where is Alice?

T3 : At school.

Although the concept of audio lingual method is speaking first understanding later, by using this type of drill the students not only could remember the utterances, but can respond the utterances.

All those types of drills provided by the researcher first before she found the result of the implementation of the technique. Later the researcher will matched the types of drills needed by the students (from the result of cycle per cycle) to find out the improvement.

Finally, it can be concluded that ALM considered to drill the students to use the language and asks them to repeat what the teacher said.

2.4. Developing Procedure of Teaching Speaking Based on the Assumption of Audio Lingual Method

In this research the writer used drill technique to attain the students' pronunciation to be improved.

For a simple improvement in their speaking skill (pronunciation included) the teacher can use a simple memorized phrases or sentences. It can be practiced through repetition drill. It can also improve the student's memorization of phrases or even utterances by giving them a lot of repetition practices. For example, teacher says 'I am the winner of the Math Olympiad', the students will repeat the same phrase 'I am the winner of the Math Olympiad'. The teacher may also vary the technique of the teaching by choosing substitution drill. For example teacher shows or writes word 'a station', and say 'where is the station?' then the students repeat it then move to the next substitution words. This concept of teaching is aimed to make improvement in students speaking skill as clearly stated by Harris (1969:81) :

1. Vocabulary
2. Pronunciation (including the segmental features; vowels and consonants; and the stress and intonation)
3. Fluency (the ease and speed of the flow of speech)
4. Grammar

Related to the language assumption of ALM (the main part of drill technique) that language is habit formation and another assumption about language of ALM that language is everyday spoken utterances, all these assumption about language will

support the students to produce the language as what native speaker said, not Indonesian-English (as it is the common problem of learning English). The teacher drills the students to master the language by much doing repetition in producing utterances or dialogues that it is spoken everyday in daily life conversation.

As it is stated by Setiyadi (2006:55) that the one of the linguistic aim of ALM is language learners are able to speak in acceptable pronunciation and grammatical correctness, the drill technique will provide the students a focus accuracy. The students will be able to produce some phrases or sentences without making mistakes because they are drilled by the teacher with correct grammatical phrases and sentences. By using the technique the students can notice the correct form or pronunciation of a word or phrase. The writer also assumed that the technique will help the students to memorize and automatized the language patterns.

Audio Lingual Method has an appropriate procedure of presenting the language materials. As it is in line with Huebener in Setiyadi (2006), the audio lingual method has a set of procedure of teaching the foreign language, where listening and speaking ability is the first skill to be considered. That's why the first procedure of teaching is more related to listening and speaking ability. This is the procedure that will be used for teaching the language by using the technique based on the assumption about language learning in the ALM. According to Setiyadi (2006:55), one of the principles of Audio Lingual Method is language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters and

also language learners are able to speak in acceptable pronunciation and grammatical correctness. And according to Larsen-Freeman in Setiyadi (2006), she says that language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. ALM believes that learning a foreign language is the same as the acquisition of the native language. This is clear enough to be the reason of constructing the concept of the lesson plan as follow :

Pre-activity

1. The teacher attracted the students' motivation by asking them some vocabularies that they know.
2. The teacher explained the material about Descriptive Material the theme is Asking and Giving Information (this is for the first cycle) without giving them know that they will be the object of research of using drill technique in teaching them.

While-activity

1. The teacher will give phrases to be repeated by the learners.

For simple example:

Teacher	: Do you want to lend me your English book?
Student	: Do you want to lend me your English book? (<i>Repeated the phrase</i>)
Teacher	: Oh, never mind.
Students	: Oh, never mind. (<i>Repeated the phrase</i>).

Or it can be a little dialogue as follow:

A	: Do you have a big family, Dani?
B	: Not really, only one sister.

- A : How big is your family Yuni?
 B : I have two brothers and three sisters.

2. The language learners listen carefully while the teacher recites the correct grammatical utterances, each sentence may be repeated half dozens of times.
3. The teacher then guided them to make repetition of each line by the language learner in chorus.
4. Repetition then continued with group decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups.
5. After that the teacher will use one by one those types of drill technique, they are Substituion Drill Technique, and Response Drill Technique.

Post-activity

1. The teacher asked them randomly to see their pronunciation by asking them to repeat, to substitute, and to response the teachers' phrases/utterances/sentences.

The concept of the lesson plan above is based on the principle of the Audio Lingual Method. The first type of drill that will be used is repetition drill, because the researcher need to consider the hard level of the technique, means it should be started from the easier then go to the harder. The researcher began the process of teaching by using repetition technique. It is easy for the learner to only repeat the prhases and to make sure they mastered the phrases, the researcher decreased the size of the students as the object of teaching, that is first the two halves of the class, then thirds, and then single rows or smaller groups and one person. The next step then the researcher will use the substitution drill technique.

As mentioned earlier that the purpose of the method is to make the language learners able to speak English in acceptable pronunciation and grammatical correctness, means later the students need to understand what they are talking about. By applying the substitution drill and response drill, the students will be able to change the utterances as they need to talk to someone else based on the suitable topic. They will not bound themselves in talking to someone by matching the phrases they are memorized, because sooner or later they will understand the meaning or even in which context they will use the phrases.

2.5. Advantages and Disadvantages of Using Drill Technique

The advantages using the technique are :

1. The Audio-Lingual Method has a strong theoretical base in linguistics.
2. .Since the aim of the method is speaking ability, teaching though the ALM language learners will spend most of time for speaking.

Huebener (1969:9) in Setiyadi (2006) states that the method still has certain disadvantages to be considered, these are the diadvantages:

1. The primary aim of foreign language instruction in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.
2. Real conversation is difficult to achieve in the classroom because the time to develop it is limited.

3. 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 expression and gesture.
4. Speaking ability is the most difficult phase of foreign language to teach and to acquire.
5. This ability is least likely to be retained, for it depends on constant language.
6. It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher. No textbook can make up for the originality of an everyday life situation.
7. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control stress.

Then we might think that these problems will not be serious problems when students practice a lot outside the classroom. And the teacher should pay full attention to the students' activities related to the goals of the teaching activity that use the method.

That is all the discussion of this chapter of research. At the first of the subtitle this chapter introduces the concept of speaking, teaching speaking, drill technique, developing a procedure of teaching based on the assumption of ALM and advantages and disadvantages of using the drill technique.