

## **II. FRAME OF THEORIES**

### **2.1 Concept of Speaking**

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and reactive skill of understanding, while Huebner (1969) states that speaking is the main skill in communication. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

Lado (1974: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speakers must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production.

Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's

ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

According to Brown (1987: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people.

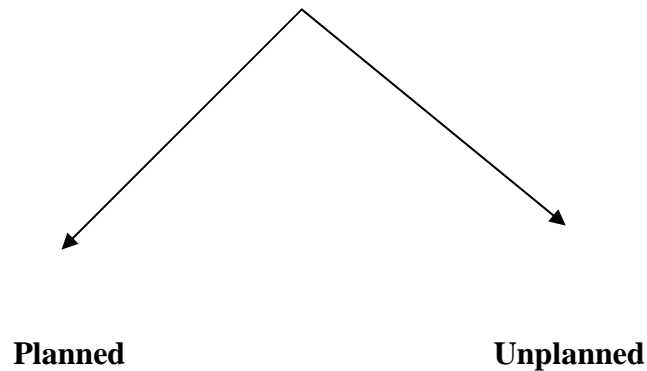
Johnson (1983: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thoughts and feelings. Murica (1978: 91) says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language.

From the definition above the researcher defines that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

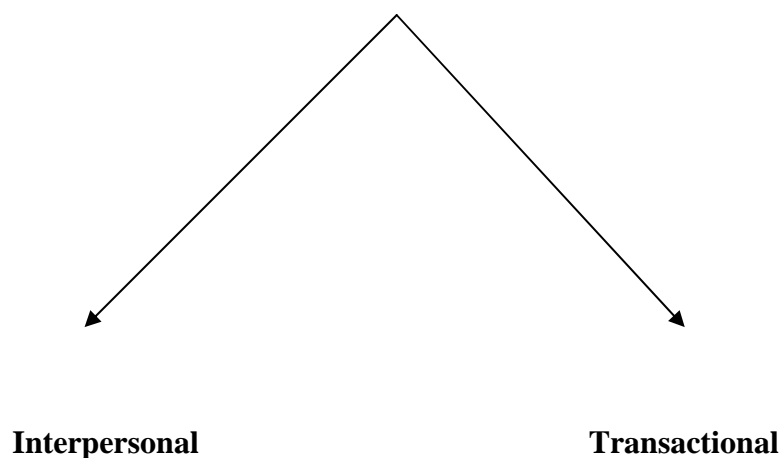
## 2.2 Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

### 1. Monologue



### 2. Dialogue



In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and ca be subdivided into those exchanges that promote social

relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

### **1. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

### **2. Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

### **3. Responsive**

The students' speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

A: How are you to day?  
 B: Good, thanks, and you?  
 A: What is the main idea of the first paragraph of this text?  
 B: The United Nations should have more authority.  
 A: So, what did you write or question number one?  
 B: Well, I was not sure, so I left it blank.

#### **4. Transactional (dialogue)**

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is n extend form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

A: What is the main idea of the first paragraph of this text?  
 B: The United Nations should have more authority.  
 A: More authority than what?  
 B: than it does right now.  
 A: What do you mean?  
 B: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.  
 A: You do not think the United Nation has that power now?  
 B: Obviously not. Iraq is still manufacturing nuclear bombs,

#### **5. Interpersonal (dialogue)**

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g.

John : Hi, Bob, How's it going?  
 Bob : Oh, so-so.  
 John : Not a great weekend, huh?  
 Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.  
 John : What are you talking bout?  
 Bob : I think you know perfectly well what I'm talking about.  
 John : Oh, that.....how come you get so bent out of shape over something like that?  
 Bob : Well, whose fault was it, huh?

John : Oh, wow, this is great, wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

### **6. Extensive (monologue)**

Finally, students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From all the type of speaking above finally the researcher choose Interpersonal dialogue as the speaking skill that will be taught in his research.

### **2.3 Concepts of Audio Lingual Method**

The Audio Lingual Method is a method of teaching used in language instruction. It is based on behaviorist ideology, which professes those 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 (Brown, 2001:54-55).

In Audio Lingual Method language learners are equipped with the knowledge and skill required for effective communication in a foreign language. The language learners are also required to understand the foreign people whose language they are learning and the culture of the foreign language. The language learners have to understand everyday life of the people, history of the people and their social life (Setiyadi, 2006: 54-55)

The advocates of Audio Lingual Method believe that learning is essentially the process of change in mental and physical behavior induced in a living organism by experience. The principle was much influenced by the theory of psychology known as *behaviorism*. Formal experience can be gained at formal schools and the aim of learning is habit. Learning is simply habit formation. To learn a new language means to acquire another set of speech habits. The speech habit 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. Audio Lingual Method is originally introduced to prepare people to master foreign language orally in short time and emphasizes oral form of the language. However, the experts of this method still consider the other language skill. The method considers that the oral forms: speaking and listening should come first, and reading and writing come later. The advocates of the method believe that language learners learn a foreign language as a child learns his/her mother tongue. First, he/she hears the sound and tries to understand the sound; he/she then attempts to produce the sound. Next he/she learns to read the written forms.

The characteristics of ALM (Brown, 2001: 85)

1. Attends to structure and form more than meaning.
2. Demands memorization of structure based on dialogues.
3. Language learning is learning structure, sound, and words to communicate.
4. Drilling is the central technique.
5. Communicative activities come only after the process of drills and exercises.
6. Reading and writing are deferred until speech is mastered.
7. Grammatical explanation is avoided.
8. Translation is forbidden at every level.
9. Accuracy, in terms of formal correctness, is a primary goal.
10. The teacher is expected to specify the language that students are to use.
11. Varieties of language are recognized but not emphasized.



## 2.4 Concept of Pattern Drills Technique

Language learning is a process of the habit formation. The more often something is repeated, the stronger the habit and the greater the learning. The Pattern Drill Technique believes that learning a foreign language is the same as the acquisition of the native language (Rivers, 1978: 43)

Drilling means listening, responding, expensing, and even translating of some models which are provided by the teacher, a tape recorder or another student. This technique is a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat, respond, complete, and translate it (Huebner, 1969:32-34).

In implementing Pattern Drill Technique, the teacher needs to make every learner active. It means that the teacher would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In Pattern Drill Technique, there is no explicit grammar instruction; everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static **drills** in which the students have little or no control on their own output.

### 2.4.1 Types of Pattern Drills

In order for language learners to practice, there are a number of different types of pattern drills that can be used. Language teacher may use one or more than one pattern drill, depending on what patterns are needed. In the following section “A” represents *teacher* and “B” represents *student* (Rivers, 1978: 56)

1. **Repetition Drill.** This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says. This may be used for the presentation of new vocabulary and will be useful for pronunciation, e.g.

A : I study in the morning.  
 B1 : I study in the morning.  
 A : I study in the afternoon.  
 B2 : I study in the afternoon.  
 A : I work in the morning.  
 B3 : I work in the morning.  
 Etc.

2. **Substitution Drill.** Language learners are required to replace one word with another. They may replace the word of the model sentence with a pronoun, number or gender and make some the necessary change, e.g.

A : John is hungry.  
 B1 : John is hungry.  
 A : In the class.  
 B2 : John is in the class.  
 A : John and merry.  
 B3 : John and marry are in the class.  
 Etc.

- 3. Transformation Drill.** Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher, e.g.

A : The book is new.  
 B1 : Is the book new?  
 A : We are in the class.  
 B2 : Are we in the class?  
 Etc.

- 4. Replacement Drill.** Language learners replace a noun with a pronoun. It is the same as the substitution drill but it involves with a replacement, e.g.

A : I like the book.  
 B1 : I like it.  
 A : I met the people in Jakarta.  
 B2 : I met them in Jakarta.  
 A : John will come here.  
 B3 : He will come here.

- 5. Response Drill.** Language learners respond to somebody's sentence. In this drill the answers are patterned after the question. This drill may involve "WH" question or "yes/no" questions, e.g.

A1 : John is at school.  
 A2 : Where is John?  
 A3 : At school.

- 6. Cued Response Drill.** In this drill, language learners are provided with a cue before or after the question, e.g.

A : What did the man buy? (A book)  
 B : The man bought a book.  
 A : Who will help us? (His brother)  
 B : His brother will help us.

**7. Rejoinder Drill.** It is similar to the cued response drill. In this drill

language learners are given instruction of how to respond, e.g.

- A : Come to my house (Be polite)  
 B : Would you like to come to my house.  
 A : Your idea is not good (disagree).  
 B : I disagree with your idea.

**8. Restatement Drill.** Language learners rephrase an utterance and address it

to somebody else, according to the content of the utterance, e.g.

- A : Tell him where do you live?  
 B : I live at Simon Street no.5.  
 A : Ask her what she has for breakfast.  
 B : What do you have for breakfast?

**9. Completion Drill.** Language learners are told to supply a missing word in

a sentence or statement, e.g.

- A : I bring my book and you bring...  
 B : I bring my book and you bring your book.  
 A : I have to solve ... own problems.  
 B : I have to solve my own problems.

**10. Expansion Drill.** Language learners build up a statement by adding a

word or phrase, e.g.

- A : Mathematics.  
 B : We study mathematics.  
 A : Every day.  
 B : We study mathematics every day.

**11. Contraction Drill.** Language learners replace a phrase or clause with a

single word or shorter expression, e.g.

- A : I did not mean to kill the bird.  
 B : I did not mean to kill it.  
 A : Do not go to that place.  
 B : Do not go there.

12. **Integration Drill.** Language learners combine two separate statements,

e.g.

- A : Which one do you think is true? The earth goes around the sun or the sun goes around the earth.  
 B : I think the earth goes around the sun.  
 A : I know that lady. She is wearing the blue shirt.  
 B : I know the lady wearing the blue shirt.

13. **Translation Drill.** Language learners translate a sentence from their

mother tongue to the target language, e.g.

- A : Saya sangat senang buah-buahan.  
 B : I like fruit very much.  
 A : Ada beberapa murid di kelas itu.  
 B : There are some students in the class.

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 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

### **2.4.2 Advantages of Using Pattern Drill Technique to Improve the 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 attitude to learning and social relationship among students in 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 that they can get the complete content of the dialogue.

### **2.4.3 Disadvantages of Using Pattern Drill Technique to Improve the Students Speaking Ability.**

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 showed that the technique had certain disadvantages (Huebener, 1969: 9).

1. Real Conversation is difficult to achieve in the classroom because the time to develop it is difficult.
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 teaching to be successful.

## **2.5 Concept of Teaching Speaking**

Teaching speaking means teaching 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 other people. Moreover Johnson (1983:23) says that the essence of human language is human activity on the part of the individual to make him understood 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. So 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 topic 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.

From the explanation above, the researcher assumes that in teaching speaking, teacher should give the situation and opportunity to students in order that they will see the real thing because any single utterance always reflects to the

communication of speakers without being ashamed or afraid of communicating with other students to tell their ideas, experience or feeling. In this case the researcher proposes the teaching for speaking by using Pattern Drill Technique.

## **2. 6 Procedure of Teaching Speaking through Pattern Drill Technique**

The Pattern Drill Technique has a relatively complete procedure of presenting language materials. This procedure is a set of typical steps in teaching the target language through the Pattern Drill Technique. Since the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability (Huebener, 1969: 17). The procedure can be as follows:

- 1) The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrase should be give in order for the language learners to comprehend the dialogue.
- 2) 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 presentations.
- 3) Repetition of each line by the language learners in chorus is the next steep. Each sentences 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.



- 4) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or small groups. Group can assume the speakers' roles.
- 5) Pairs of individual learners now got to the front of the classroom to act out the dialogue. By this time they should have memorized the text. In teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue.

### **2.7 Theoretical Assumption.**

In teaching speaking, there are some techniques that can help the teacher to reaches the aim of teaching learning process. In this research Pattern Drill Technique was 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.

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.