

CHAPTER 1

INTRODUCTION

This chapter presents seven topics related to the study. Those are background of the study, formulation of research problem, purpose of the study, significance of the study, scope and limitation of the study, formulation of hypothesis, and definition of key terms.

A. Background of the Study

English language becomes the most important language to learn for communication. Therefore, English mastery can help people ready to face global communication. In Indonesia, English language has been taught as one of compulsory subjects for students from the Junior High School up to Senior High School and it necessary to pass examination in English. Hay craft (1978, p.8) states there are various skills in mastering language; listening (understanding the spoken language), reading (understanding the written language), speaking and writing.

According to Hornby (1995:662) one way to express language is speaking. Speaking is one way to communicate which need ideas to process the information and conveyed through a message orally. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The ability to speak is opinions. This ability is also one of the abilities that must be

mastered by students in the learning process. Teachers as educators should be able to choose the right learning materials in speaking learning.

Speaking is difficult skill to develop on the students' proficiency and most of the students get difficulties to speak. According to Jisda (2014: 2), there are many problems in learning speaking, first, some students cannot produce some words in English because they do not know how to say it. Second, students are afraid of being criticized by other students and the teacher. Third, they do not know how to use grammar effectively in speaking. Fourth, the students do not get any opportunity to train their speaking in the class room.

The majority of students' problem in learning speaking is expressing their ideas in English orally. Most of the students get stuck and do not know what they want to say. This was because the students lack of practice in using the language in the classroom and the teachers emphasize their teaching on the form of language rather than on the use of language. Because the function of language is to communicate with others. The students need some topics related with their daily lives. One of the topic was about expressions. According Prof. R. Hickey, SS 2014, expressions is the express how the speaker feels about a certain situation, like thanking, apologising and welcoming.

Based on the problem of the students face when they learn speaking, the teacher can overcome these problem by providing the right technique. According Allen (1983: 33) states that teaching English for the beginner

needs particular techniques. Teaching and learning English in Junior High School is different from teaching and learning English in Kindergarten or Elementary School. The best technique using in Junior High School is should be related to their world. In order, the students can acquire more understanding language learning for speaking class. For making English lesson more exciting, the teachers have been trying some methods, strategies and techniques in teaching English to make the students easy to understand the language and applied it in their life. The researcher used Drilling technique in implementing of teaching speaking especially for teaching expressions such as dialogue. Drilling technique is a technique of Audio Lingual Method which emphasize on repeating structural patterns through oral practice. By Drilling technique, the students will be easier to remember and learn the teaching process.

Provious research regarding the use of drilling technique in teaching speaking was conducted by Fortina Delana, Ag. Bambang Setiyadi. Ramlan Ginting Suka. They investigated about how Drilling technique can effective implementing in Teaching Speaking at the second grade students in class VII J of SMPN 4 Bandar Lampung. The reserch aimed at finding; the implementation of the teaching learning process was getting better cycle tocycle, they more brave and more confident talking English on the next cycle than on the previous. It also supported by Ria Fransiska 2012 (Airlangga University, Surabaya) on her research. She investigated about the Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade

Students of SMP Negeri 2 Tanggulangin. The result of this study shown that there was a difference between seventh grade students' English vocabulary mastery taught using drilling technique and those taught without using drilling technique.

From previous research above, this research has differences from previous before. The researcher is wondering about how Drilling technique can increase students' mastery of expressions. This research implemented drilling technique in speaking class. According Coates (2005) state that learning is influenced by how an individual participates in educationally purposeful activities. Therefore, students engagement is concerned with the extent to which students are engaged in a range of educational activities.

Based on the explanation above, the researcher intended to conduct an experimental research by the title "*The Effectiveness of Using Drilling Technique on Students' Mastery of Expressions in Speaking Class at The First Grade of Mts Al-Huda Bandung*".

B. Formulation of Research Problem

Based on the background stated above the problem can be formulated as follow:

1. Is the use of Drilling technique effective to increase students' mastery of expressions in Speaking class?

C. Objective of the Study

Based on research problem above, the objective of the research is:

1. To know the effectiveness Drilling technique in increasing students' mastery of expressions in Speaking class.

D. Significance of the Study

The researcher hopes that the results of this study useful to:

1. The School

This strategy can help English teaching and learning, especially on students' speaking class by using drilling technique for the first grade in Mts Al-Huda Bandung.

2. English teacher

The result of this study can be used by English teacher to teach speaking class, and it will be fun and effective.

3. The Other Research

The study can be used as a reference for developing learning model which effective, efficient, fun which involving students actively in learning process.

E. Scope and Limitation of The Research

The scope of this study conduct at the students of seventh grade in B class of MTs Al-Huda Bandung. It focuses on teaching learning in expressions by using drilling technique in speaking class.

The limitation of this study is to find in teaching learning English process in MTs Al-Huda Bandung. The researcher conducted by administering the pre-test and post-test to find out the significant improvement of the students' mastery of expressions in speaking class through Drilling technique. The material was in several kind of dialogues. This research used pattern drills, there were repetition drill, chain drill and expansion drill. The research conduct in seventh grade of MTs Al-Huda Bandung, consists of 32 students.

F. Formulation of Hypothesis

1. Null Hypothesis (H_0)

There is no significant different score on students' after and before being taught by using Drilling Technique.

2. Alternative Hypothesis (H_1)

There is significant different score on students' after and before being taught by using Drilling Technique.

G. Definition of Key Terms

1. Drilling

Drilling is a technique that has been used in the foreign language classroom for many years. It was a key feature of audio-lingual method which placed emphasis on repeating structural pattern through oral practice.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

3. Speaking class

Speaking class is speak up in the class or in front of the class without shy or not confident.

4. Expressions

Expression (Prof. R. Hickey, SS 2014) is the express how the speaker feels about a certain situation, like thanking, apologising and welcoming. The example; saying '*excuse me*' when stepping on a person's toe. Expressions also related with the movements of the body that are called gestures or body language. So expressions is a communication not only with language but also used some actions.