

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present review of related literature used in this study. There views of related literature have a goal of information concerned with the research question.

A. Teaching Technique

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. Teaching technique used by teacher in teaching learning to make the teaching more easy and controllable. Teacher should use technique in teaching speaking to make the lesson more exiting and can easy to be understood by the students. For a particular teaching teachnique to be appropriate and efficient, it has to be relation with the characeristic of the learner and the type of learning. So teaching technique is important to make the learning reach the goal.

B. Definition of Drilling

Drill is a system of communication in written or spoken words, which is used by the people of a particular country or area. Drills are commonly used in Audio-Lingual Method. Larsen-Freeman (2000:45) states that the goal of teachers who use the Audio-Lingual Method is they want their students to be able to use the target language communicatively.

Drilling mean listen a model, provided by the teacher, or a tape another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. Harmer states that drilling is mechanical ways in getting students to demonstrate and practice their ability to use specific language items in a controlled manner.

From those theories above, it can be concluded that drilling technique that has been used in foreign language classroom which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

C. Kind of Drilling Technique

According to Haycraft (36: 1978), after presentation and explanation of the new structure, students may used controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

1. The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : It didn't rain, so I needn't have taken my umbrella

Students : It didn't rain, so I needn't have taken my umbrella

So in this type, the learner focus on new vocab taht rain and umbrella.

2. The Substitution Drill

Substitution drill can used to practice different structures or vocabulary items (i. e one word or more word change during the drill).

Example:

Teacher : I go to school. He?

Students : He goes to school

Teacher : They?

Students : They go to school

3. The Question and Answer Drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Students : Yes, he does

Teacher : No?

Students : No, he does not

4. The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to

ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example:

Teacher : I clean the house

Students : I don't clean the house

Teacher : She sings a song

Students : She doesn't sing a song

5. The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Example:

Teacher : What is the color of sky?

Students A : The color of sky is blue

Teacher : What the color of banana?

Student B : The color of banana is yellow

Teacher : What is the color of leaf?

Student C : The color of leaf is green

Teacher : What is the color of our eyes?

Student D : The color of our eyes is black and white

6. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor

Students : My mother is a doctor

Teacher : She works in the hospital

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take
cares the patient

Students : My mother is a doctor. She works in the hospital. She take
cares the patient.

7. Communicative Drill

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules.

This kind of drilling can be formed by using the other drilling types.

Example:

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is

Students : Is it blue?

- Teacher : No, it is not
- Students : Is it black?
- Teacher : Yes, it is
- Students : Is it in the front of the class?
- Teacher : Yes, it is
- Students : Is it black board?
- Teacher : Yes, it is

The types of drill are used in the form of target language dialogue. By drilling, the students 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. So in this types, the teacher not only make the students understand about the new vocabulary in dialogue but also teach a good grammar in speaking class.

D. The Purpose Using Drilling Technique

1. For the learners
 - a. Provide for a focus on accuracy. Increased accuracy is one of the ways in which a learner's language improves, so there is need to focus on accuracy at certain stages of the lesson or during certain task types.
 - b. Provide learners with intensive practice in hearing and saying particular word or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

- c. Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk takers.
 - d. Help students notice the correct form or pronunciation of a word phrase. Noticing or consciousness rising of language is an important stage in developing language competence.
 - e. Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.
 - f. Help memorization and atomisation of common language patterns and language chunks. This may be particularly true for aural learners.
 - g. Meet students expectation, i.e. they may think drilling is an essential feature of language classrooms.
2. For the teacher
 - a. Help in term of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.
 - b. Help the teacher recognize if new language is causing problems in terms of form or pronunciation.

E. The Advantages and Disadvantages of Drilling Technique

1. The advantages

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 learning 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.

2. The disadvantages

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

- 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. From the first statement, the teacher can overcome that problem by providing opportunity for the students to practice using the foreign language after the class. Language teacher must be creative in providing learning resource and they have to keep monitoring the process of students.
- 2) Real conversation is difficult to achieve in the classroom because the time to develop it is limited. From the second statement, the teacher

should manage the time. Do not spend the time for the explanations but give more a task for the students to perform the real conversation in front of the class.

- 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. The teacher can overcome this problem by asking the students to make their own conversation dialogue with their friends after the teacher explains the material and gives the examples.
- 4) Speaking ability is the most difficult phase of foreign language to teach and to acquire. The teacher must be creative in providing learning resources, such as media and interesting topic in teaching. The teacher should provide the students to practice their foreign language.
- 5) 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. The models of foreign language in this technique are a tape recorder or a teacher. The teacher can use a tape recorder in order it does not take much energy of the teacher. Then, the teacher can ask the students to make another topic of conversation dialogue to improve their ability.

Based on the statement above, the method has some advantages and disadvantages that can influence in teaching speaking. But it will more easily, if the teacher creative in process of learning.

F. Definition of Speaking

Huebner (1960: 5) says that speaking is a skill used by someone in daily life communication whether at school or outside. , “Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people” It means that speaking is one of language skill which is more useful in expressing language. It can be defined as the ability of using language orally. Another definition of speaking according scientists;

According to Richard (2008:19) “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners”. It means that speaking is becomes criteria of successful foreign language learning. The goal of learning foreign language is sited on reaching the communicative (Littlewood: 1992).

Richards (2008:19) in speaking we tend to be getting something done exploring ideas, working out some aspects of the world, or simply being together. It means that the students should learn speaking in their study because it helps the students can communication clearly. Speaking skill also help the students get more information what they want, because know many information in English language.

Farizawati (2017) speaking is the process building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. It means that when someone speaks they should express their idea for transform their information to other. According to Brown (2001) speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as main instrument. It means that speaking have important in communication because by speaking someone knows what we want and without makes other people misunderstand.

Cornbelet and carter (2001: 17) speaking is not just making sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. It means that speaking is sorts communication, and not all the sound is speaking. Speaking is considered to be inseparable to something we call communication (Dwiana et.al, 2015). From some explanation above can be said that speaking is communication tool to deliver the information through verbal skill. Speaking should be mastery by everyone to get good communication. To make the students more understand about speaking, they should more practice in speaking class. Speaking class is the activity of students to speak up in the class. Many students especially in Junior High School embarrassed or do not confident to speak up with English language. Because they felt do not understand well with English language. They think English was difficult than another lesson. The teacher should told the students to speak in English, even though it is only one sentence. Then the teacher direct give feedback or correction about their sentence and may be the

correction about grammar, fluency, pronunciation, or another reasons. So the teacher should be patient and friendly when teach English lesson and make a good situation and condition in the class.

G. The Characteristics of Communicative Competence of Speaking.

Farizawati (2017) Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Richard (2003:187) provides characteristics of communicative competence including:

- a) Knowledge of grammar and vocabulary of the language, Knowledge of rule of speaking e.g., knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations,
- b) Knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and
- c) Knowledge of how to use language appropriately.
- d) Speaking is the most important one to build relation between someone to other and communication is cannot regardless to the context. In some social contexts, spoken language is used as the dominant form of communication (Burns and Joyce, 2007:13).

H. Components of Speaking Skill

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

1. Pronunciation

Jill (2008:66) stated that and understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended. Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

2. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jiil (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar

will know how to arrange words in sentences, the correct tenses will be used etc. So that, grammar is one of the components to create good sentences.

3. Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be good speakers and listeners because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciates the speaker too if the speaker can develop the speaker's vocabulary.

4. Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Even though, we have to speak fluently because listeners are able to respond about the speaker's said. In other words, we have to consider that speech and fluency are rather strongly affected by language problems. It means the listeners will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

5. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

I. Assessing Speaking

When we are assessing speaking, we guide the examinees' talk by the tasks that we give them (Louma, 2004:29). Assessing speaking is very important for teacher to know how far the students understand about the material. In relation to this study, the speaking skill of the students will be assessed in oral test, the students will be asked to construct a short dialogue or conversation based on situations given by the writer; in addition, the students have to perform it in front of the class with their partner, the topics or situations given are daily social interaction which includes: expressing and asking about something and expressing interest Farizawati (2017).

1. Techniques of Teaching Speaking

Technique of teaching speaking is the way how the teacher send the material to the students especially in speaking. Before the teacher determine the technique the teacher should know the students characteristic, because knowing the students characteristic will help the teacher easy to give the material to the students. According to Thornbury

as quoted in Fauziati (2002:6) describes that technique is classroom practice done by the writer when presenting a language program this is the way the classroom activities are integrated into lessons and used as the basis for teaching learning they are:

a. Discussions.

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the writer. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Information Gap

In this activity, students are supposed to work in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

c. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the writer may call a few students to tell short riddles or jokes as an opening. In this way, not only will the writer address students' speaking ability, but also get the attention of the class.

d. Games

There are some games which can be used to teach speaking. One of them is teaching speaking by using card games (playing cards). In this game, students should form four groups. Each suit (card) will represent a topic.

e. Interviews

Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

f. Dialogue

It helps the students practice in speech, pronunciation, intonation and stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long the students are motivated by the writers question to reason rather than to recollect). Dialogue is two sides communication, it means we just no have to express something but we should have to understand what another peoples said (Podo and Sulaiman, 1995:25)

g. Role Play and Simulation

In role play activities, the writer gives information to the learners such as who they are and what they think or feel. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

h. Brainstorming

On a given topic, students can produce idea in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and feely. The good

characteristics or brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

i. Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a writer starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

j. Reporting

Before coming to class, students are asked to read a newspaper or magazine, and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. In teaching speaking, the writer chose one of the techniques above was about storytelling.

In teaching speaking class, the teacher may use one of the techniques above. It depends on the topic of learning.

2. The Principles of Teaching Speaking

According to Nunan (2004:54-56), teaching speaking has some principles, there are: be aware of the differences between second language and foreign language learning contexts. According to Farizawati (2017) "A foreign language context is one where the target

language is not the language of communication in the society, then a second language context is one where the target language is the language of communication in the society, give students practice with both fluency and accuracy". It means accuracy is when the students can change their habit usually the students say when they should perform in front of the class, than they can speak English fluency and confidently. Here the researcher suggest that the students has habit that communication with their friend in the class using English language, because it can help the students to understand and understood.

J. The Roles of The Researcher in Teaching Speaking

In increasing speaking class by using Drilling Teachnique the researcher asks the students to perform themselves. Here the researcher prepare the material and steps to make students understand the roles. Here the stages in teaching speaking by using a dialogue.

1. The researcher asks to the students to make a group consist of 2 people or friend beside us.
2. The researcher prepares the material and media that will be used by the students.
3. The researcher asks to take students understand or not. If the students not understand the researcher explain again until the students' understanding.
4. After that the researcher asks to the students to make a short dialogue about the expressions.

5. The researcher asks the students to read a dialogue in front of the class for getting the score.
6. The last, the collect the dialogue become one. Then the researcher gives the conclusion and feedback to the students about the material.
7. Closing.

K. Expressions

An expression (Prof. R. Hickey, SS 2014) is the express how the speaker feels about a certain situation, like thanking, apologising and welcoming. It is means that the prisoners developed a dialect as an everyday. Every people have the right to express one's emotion or feelings in their life. Usually people express their feelings with a dialogue. In addition expressions also related with the movements of the body are called body gestures or body language. Body language or body gestures are a process of exchange of ideas or the mind, the idea that delivery through body movements, eye contact, and facial expressions.

L. The Types of Expressions

1. Expression of Introduction

This expression is used to declare the introductions with other people.

Example:

- Let me introduce my self, my name is yona may rahayu
- allow me introduce my mom to you
- I'd like to introduce myself

2. Expression of Greeting

This expression is used to greet someone.

Example:

- Hello, Dona how is your life?
- Good bye mike, we will meet soon
- I am very happy to meet you

3. Expression of Gratitude

This expression is used to show the appreciation.

Example:

- Congratulation for your graduation
- Happy birthday Dona!
- Have a nice day honey

4. Expression of Apology

This expression used to ask sorry.

Example:

- I am sorry for my attitude
- please, forgive me
- I hope she forgive me

5. Expression of Thanking

Example:

- Thank you
- Thank you so much
- You are to kind

- I really appreciate what you have done

6. Expression Ability and Disability

Example:

- Yes, I can come to your house
- No, I can not move here
- Yes, I can

7. Expression of Agreement and Disagreement

Example:

- I don't think so
- You are right
- I absolutely agree about your reason

8. Expression of Certainly and Uncertainly

Example:

- I am sure I can do that
- I doubt you
- she doesn't know about that story

9. Expression of Like and Dislike

Example:

- I Like this song
- she doesn't like this food
- they like me

10. Expression of Opinion

Example:

- I think she is beautiful
- let's talk about this story
- please give me suggestion

11. Expression of Asking and Offering

Example:

- May I borrow your handphone?
- will you call me?
- No smoking in this room!

12. Expression of Warning

Example:

- Be careful with this animal
- watch out!

13. Expression of Preference

Example:

- I like thos music better than that music
- I prefer drinking a cup of coffee to a cup of tea

The expression above is types of the expression used when teaching learning. So the students should understand what will they say when speak in class. It is make the students easy to learn and speak about English language.

M. Previous Studies

The previous studies about the effectiveness of using drilling technique to improve students' speaking ability have been conducted by several researchers. From those previous studies, the researcher can take their discrepancies on the basis of the found gaps, the recent study is done. The first is *Implementing Drill Technique in Teaching Speaking*. By: Fortina Delana, Ag. Bambang Setiyadi. Ramlan Ginting Suka. The reserch aimed at finding; the problems ocured during the teaching learning process and the effective implementation in the teaching learning process using Drill technique. The subject of this action research was the second grade students in class VII J of SMPN 4 Bandar Lampung.

The second, Ria Fransiska 2012 (Airlangga University, Surabaya) on her research entitled *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.

The third, *Improving Students' Speaking Ability through Drill Technique*, by; Muhammad Fikri Nugraha Kholid, Hery Yufrizal, Patuan Raja. The objectives of this research are to investigate whether there is any significant difference between students' speaking ability before and after being taught through drill technique and to find out which aspect of speaking ability is the most improved. This research applied one group time series design in second

grade students of MAN 1 Bandar Lampung, in which XIA2 class consisted of 32 students.

The fourth, *Drilling Technique: A Study of Improving Speaking Skill for Non Scholars in Short Term*. By; Rahmawati Khadijah Maro (Universitas Muhammadiyah Malang). The result of this study is to investigate whether drilling technique is applicable to improve speaking skills for non-scholar. This research using action research design.

In this case, the reseacher wants to conduct a research in the same field. What makes it different with the study above is the subject of the research. The subject of this reseach is the first grade of Mts Al-Huda Bandung. In addition, for the second study, it is also in same field but, there was a different in one of the variable that is Drilling technique and for this study is concentrate in the students speaking class by Expressions.