THE IMPLEMENTATION OF REPETITION DRILL IN TEACHING SPEAKING SKILL
(An Experimental Study at second Grade of SMPN 8 Banda Aceh)

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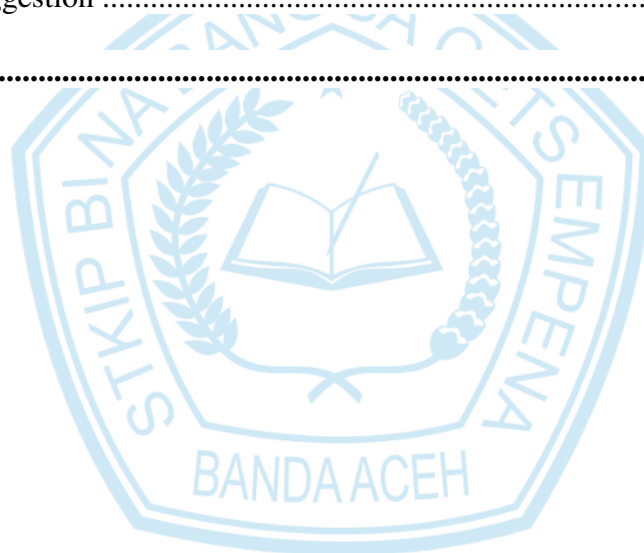
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CHAPTER 1

INTRODUCTION

There are seven points presented in this chapter related to the research. Those are included the background of the study, review of previous study, the problem of the study, the object of the study, significance of the study, the definition of key term, and hypothesis of the study.

1.1 Background of study

Speaking is considered as one of important skills that must be mastered for communication. Without having a good ability in speaking, students cannot communicate and express the ideas to others easily, speaking is productive skill to share ideas and information where both the speakers and listeners understand the ideas or information being spoken (Bryne 2006:8).

In addition, trough speaking someone could express and deliver his/her feeling and ideas directly. Someone who wants to speak should be able to give understanding to people who listen them and express their idea. Hence, mastering English is one of main goals to everybody especially for learners. One of target of teaching language is to improve students skill to speak that language.

Fulcher (2003:23), argued that speaking is the verbal use of language to communicate with others. Speaking used to express something through voice conversation. When someone does a conversation, it means that is something important to say to his/her interlocutor. Meanwhile, Hybel (2001:45) mentioned

that speaking is any process in which people share information, ideas, and feeling. It means that speaking used to express our ideas to others in oral communication, and also a process in which a speaker conveys information or messages to listener. Moreover, Jane (2009:2) stated that speaking as one of language skills that should be developed beside the other three language skills is consider important because it plays in essential role in facilitating the students to master the English proficiency.

It is supported by Nunan (2001:34) asserts that for most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language. From Shumin's and Nunan's view related to the mastery of speaking skill, it may be concluded that EFL students are considered capable of mastering the language when they are able to communicate smoothly by using target language.

For most English Foreign Language (EFL) learners, learning speaking skill is hard to be understood by the students. This is supported by Brown (2001:250) who say that the mastery of speaking skill for many students in EFL context still considered as a difficult thing. Shumin (2002:65) also agrees that speaking is an aspect that needs special attention and instruction in EFL teaching since the common questions arising from anybody who wants to know one's ability in foreign language is whether he/she an speaking English or not.

Accordingly, based on preliminary interview the researcher conducted with the teacher on february 4th 2020, researcher found problems in speaking learning

process, firstly inhibition, students are worried about making mistakes, fearful of criticism, and shy to speak because they were not able to organize the sentence grammatically, lack of vocabulary and were not able to pronounce the words correctly. Secondly, nothing to say, students have no motivation in learning English. Thirdly, lack of techniques or method, the teacher only implement sing and some games in the class. Third, mother tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

The last, some students have a little motivation to learn English. The researcher added that the assumption of why they had a little motivation of learning English was probably because they were not interested in English as a subject. This opinion is also stated by Dornyei (2006: 9-10) that, to this well establihed theoretical background we added a prominent emphasis on indirect contact through cultural products, which was motivated by the fact that hungrary represents a so called 'foreign language learning situation' where students learn language as school subjects with very litlle direct context with members of the L2 communities, and also the construct of ethnolinguistic vitality, which was useful to understand the differential appraisal of the various target languages that we included in the survey.

To solve all problems above, the researcher use one technique namely repetition drill technique. Repetition drill is an effective way to motivate the students' to improve speaking skill in English, it is supported by Dornyei (2001:5) this reflect our intuitive and in my view correct belief that during the lengthy and

often tedious process of mastering a foreign/second language (L2), the learners's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2.

Repetition drill is when the teacher or a learners models language and the group of learners repeat it together. Example, the class are practising the pronounciation of the schwa sound. The teacher models words from a list and the learners repeat them together.

Drill is a classroom technique used to practice new language. It involved the teacher modeling word or a sentence and the learners repeating it. Homby (2005:355) states that is trained or trains somebody thoughly by means of regularly repeated exercises.

Futhermore, drill is an activity the practice a particular skill and often invoves repeating the same thing several times and choral is involved an techique 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 stuctural pattern through oral. Matthews, Spratt and Dangerfield (2001:210) said that a drill is a type of highly controlled oral practice in which the students respond to given cue. The response varies according to the type of drill. Drill are used usually at the controlled practice stage of language language learning so that students the opportunity to accurately try out what they have learned. Drill help students to develop quick, outomatic responses using a specific formulaic expression or stucture, such us a tag ending, verb form, or transformation.

1.2 Review of Previous Studies

In this study, the researcher takes two previous researches comparison. The first research is done by Handayani, (2011), "Using a chain Drill to Improve students' Fluency in Speaking English (The Case of Seventh Grade Students of "SMP N 5" Sragen in the Akademic Year of 2010/2011). In her thesis, she analyzed the students, fluency improvement in speaking English using chain drill. She used classroom action research (CAR). She also showed the learning process. It shows that this technique effectively help the students to improve their fluency in speaking English. In the end of her research she said that there was significant result before and after using chain drill to improve the students' speaking fluency.

The second research is done by Kartikasari, (2014) entitled Improving Students' Speaking Ability Through Repetition drill" The method used in her research was classroom action research (CAR). The research was conducted in three cycle at the 7th grade students of SMP N 6 ketapang in the academic year 2013/2014. In collecting data, the researcher used performance based on scoring table of rating scale of speaking,observation, and test(pre-test and post-test).

The research findings show that the implementation of repetition drill in teaching speaking skill. The improvement of classroom situation includes: the class is alive because the students participated actively during the speaking class, the students were motivated to speak English, the students paid good attention to the teacher's explanation.

The result finding from previous study proof that repetition drill technique is a good technique and can be implement in the speaking class. Because the perevious of study shows that the student speaking skill is improving by implementing repetition drill technique.

In this study, the researcher uses repetition drill as a technique in teaching speaking. Regarding motivation in learning, the researcher want to purpose one way to solve the problem above by applying repetition drill technique, to solve students's difficulties in speaking English and to motivate the student to speak. Therefore, The researcher intend to conduct a research entitled "THE IMPLEMENTATION OF REPETITION DRILL IN TEACHING SPEAKING SKILL".

1.3 Research problems of the study

In order to formulate the problem of study, the researcher write two research questions, those are:

1. Do the students speaking ability improved after repetition drill technique applied?

2. How are the students' opinions about repitition drill technique in teaching speaking skill?

1.4 The objective of the study

The objective of study are:

1. To know the students speaking ability improvement after repetition drill technique applied.

2. To know the students' opinions about repitition drill technique in teaching speaking skill.

1.5 The Significant of The Study

Through this experimental research, the researcher hopes that it can give advantages for the teacher, the students, and the school. Firsly, for th teacher, the research can improve the teacher skill to teach the students speaking skill with a better technique and to help the teacher to decide the best technique for improving student's speaking skill. Secondly, For the students, the research can motivate the students in order to involve them in learning process, to develope students speaking skill, and to train students confidence. The last, for the school, the application of this technique can create good quality for the students.

1.6. The definition of key term

1.6.1 Repetition

According to Brooks and Rodgers, (2006:54), the students repeat an utterance aloud as soon as he has heard it. They does it without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is a form and other.

Example:

This is the seventh month- This is the seventh month

1.6.2 Drill

According to Freeman (2000:54) drill is an activity that practice a particular skill and often involves repeating the same thing several times.

1.6.3 Speaking skill

According to Tarigan (2007:3) speaking is a language skill develop in child life, which is produced by listening skill and when the period speaking skill is learned. Thus, speaking is the productive skill in the oral mode.

1.7 Hypothesis of study

(Ha) : Applying Repetition Drill technique in teaching a target language can improve students' speaking skill.

(H0) : Applying Repetition Drill technique in teaching a target language cannot improve students' speaking skill.