

Chapter One

Introduction

This chapter presents background of the study, statement of the problem, limitation of the problem, research questions, and objectives of the study. The significance of the study and outline of the study are also included in this chapter.

Background of the Study

Speaking is one of the important skills in English language learning. Speaking skill is very important because it is used to express students' ideas, share their perception and their opinion, and give some information and knowledge to other people. Speaking also helps students to develop their ability to communicate by using English language.

In learning speaking skills, students use some methods given by teacher. Teacher can reach the objectives of learning with the right method in learning speaking. Teacher should use various methods in teaching and learning process to make student enjoy by using the appropriate method. There are many methods of teaching and learning of speaking such as, role play, group discussion, audio-lingual method, students centered learning, and drilling method.

Drilling is one of the teaching methods used in improving speaking skill. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak by using the structure of target language. Drilling method is the process of listening to a teacher, a tape, or audio, and then the students repeat what they heard especially the pronunciation of the words. The

teacher says the word or new vocabulary and the students repeat what the teacher says.

Drilling method brings some significant advantages especially in speaking. Firstly, drilling method will make the students easier to learn and memorise the new words of new language. They can repeat them and remember the words by using drilling method. Secondly, based on Lamsal (2011) argued that drilling used to teach sentence pronunciation, stress and intonation. Thirdly, Asih (2007) mentioned that drilling helps the students to pronounce the words clearly in English learning. Fourthly, Khetaguri and Albay (2016) argued the implementation of drilling method gives some contributions to students' speaking fluency and communicatively. According to Freeman (2000), teachers have to apply drilling if they need the learners be capable to be fluent in English. Moreover, drilling is a part of audio lingual method. In which the objective is to use the target language communicatively. So, drilling is appropriate for learning speaking skill.

However, there are some challenges in using drilling for speaking. The students are easier to forget the words because they just memorise them rather than understand the meaning. Moreover, students have limited opportunity to enrich vocabulary because they tend to focus only on the words listed in drilling. According to Asih (2007), the weakness of drilling is that drilling concerns more to practice the pronunciation than analyse the meaning of the words or sentence moreover sometimes the exercise becomes unattractive or monotonous. So the students can speak only on the scope of the vocabulary that is being trained.

Even though drilling has weaknesses drilling is still considered something that has benefits. Drilling is still useful for learning speaking because this is a very practical technique for teaching a new language to the students. Teachers should consider how to apply drilling when they use in teaching speaking. They should anticipate or minimize the weaknesses of drilling and maximize its benefits. By having appropriate implementation of drilling, teachers can get benefits from it.

Drilling method is a traditional method is rarely used by the teacher for teaching and learning process nowadays. However, it turned out that drilling method is still used in one of a private junior high school in Yogyakarta. The researchers did a preliminary interview to the teacher to gather background information related to the research. The result of preliminary interview found that one of a private junior high school in Yogyakarta used drilling method for teaching English learning. Considering that drilling method is rarely used by the teachers as the teaching method, drilling has advantages and disadvantages. Hence, by those reasons the researcher was interested in conducting a research to investigate the students' perception on the implementation of drilling method, advantages, and disadvantages of drilling method. Therefore, this research is important to be conducted because by conducting this research we will know whether or not drilling method is still can be used in the future as the teaching method.

Statement of the Problem

In a private junior high school in Yogyakarta, the teachers used drilling method to teach their students in English learning process. Drilling is used in teaching learning process that focuses on the speaking activity. The researcher did a preliminary interview to the teachers to gather background information related to the research. Based on interview to the teachers, it was found that the teacher used drilling for speaking skill to increase students speaking ability. Furthermore, he stated that drilling could increase students' vocabulary and students' pronunciation.

Drilling was believed by the teacher to give advantages to the students. Drilling was used by the teacher because it provided benefits to students to improve speaking ability. However, students as the learning targets have a role in determining whether a strategy is successful or not. The students' perception related to the drilling method in language learning is useful to provide understanding of the implementation. Students' perception includes their perception on the implementation of drilling, the advantages, and disadvantages of drilling method.

So, the researcher is interested in conducting a research to know students' perception about drilling method applied in private junior high school in Yogyakarta. It is because the researcher wants to know students' perception on the implementation of drilling method, the advantages, and disadvantages of the use of drilling method in English learning.

Limitation of the Problem

Limitation of the problem is useful to give focus to the research and avoid research to become too broad. Hence, the researcher focuses the research on students' perception on the drilling method to improve speaking skill in private junior high school in Yogyakarta. It covers the students' perception on the implementation of drilling method, advantages, and disadvantages of drilling method.

Research Questions

There are three research questions in this study. The research questions of this study are:

1. What is the students' perception on the implementation of drilling method applied in English language learning?
2. What is the students' perception on the advantages of drilling method in the process of English language learning?
3. What is the students' perception on the disadvantages of drilling method in the process of English language learning?

Objectives of Study

The research has some statements related to the objectives of the study.

The objectives of the study are:

1. To find out students' perception on the implementation of the drilling method in English language learning.

2. To find out the students' perception on the advantages of drilling method in the process of English language learning.
3. To find out the students' perception on the disadvantages of drilling method in the process of English language learning.

Significance of the Study

This study is hoped to give the benefits to the teachers, the students, and the other researchers.

The Teachers. The result of the study can be the source of information for the teachers to apply drilling method in teaching and learning process and give the overview to the teacher in teaching and learning process.

The Students. The result of the study can give the information to the students related to the advantages and disadvantages of drilling method that are useful for the students in their language learning.

The Other Researchers. This study is also useful for the other researchers to be reference to conduct further research in the future.

Outline of the Study

There are five chapters in this research final project. Chapter one presents the background information of this research including background of the study, statement of the problem, limitation of the problem, research questions, and objectives of the study. The significance of the study and outline of the study are included in this chapter.

Chapter two presents some literature review which support this research which included definition of perception, definition of speaking, the implementation of teaching speaking, definition of drilling method, the explanation about the types of drilling method, the advantages of drilling method in teaching and learning process, the disadvantages of drilling method in teaching and learning process, the implementation of drilling method. It also covered the conceptual framework which provides the frame of literature that supports the research.

Chapter three presents the research methodology applied in this study. The research methodology included research design, research setting, research participant, data collection method, research instrument, data collection procedure, and data analysis.

Chapter four presents findings obtained from the interview. This chapter also included discussion which related findings and theories to get the conclusion.

Chapter five presents conclusion and suggestion. Conclusion was obtained after the researcher related findings and theories. In addition, this research provided suggestion for the teachers, students, and other researchers.