

Chapter Two

Literature Review

This chapter elaborates the literature reviews related to this study. It discusses the definition of perception, kinds of perception, definition of speaking, teaching speaking, definition of drilling method, types of drilling method, the advantages of drilling method, the disadvantages of drilling method, and the implementation of drilling method. This chapter also provides review of related studies, which are beneficial to give the over view to the area of the study. The last, this chapter will give review about conceptual framework to discuss the problems in the area of the study.

Perception

Perception is someone's voice and feeling about what they see and share the information to other people. Anshari (2013) stated that the meaning of perception is the process of someone to select and interpret the input of some information and experiences. Information and experiences are then used to create a whole meaningful argument. Perception makes someone understand other people and give his opinion to other people. From the explanation above it can be inferred that the perception is someone's opinion that should be shared to other people about some information and experiences which are experienced in the real life.

Moreover, another definition of perception comes from Fatah (2007) who stated that perception is a process of someone to describe about the event based on his or her point of view and interpret the event through the process of observing

the event by himself or herself. It can be inferred that perception is the activity about observing some event and someone will get the information from observation activity.

From two definitions above, it can be concluded that perception is a process to select, interpret, and describe some information and experiences of people in a real life context. Perception can be negative and positive opinion depending on someone's point of view. However, every person has different perception in sharing the ideas and opinion.

Kinds of Perception

It is found that perception has been divided into two kinds. Sunaryo (as cited in Fatah, 2007) categorized perception into two types' external perception and self-perception. The first is external perception. External perception is the perception that happens because the stimulation appeared from outside of the individual. In this case the object is other person. It means that external perception is how other people observe and identify someone's activities. External perception usually covers about how other people share their opinion and express their argument to other people being observed. The second is self-perception. Self-perception is the perception that happens because the stimulation appeared from individual's perception. In this situation the object is himself or herself. It can be inferred the self-perception is wrong and not valid because comes from our own experience which was not shared to other people around us. Usually self-perception does not match with the way other people see to us. The example of self-perception is what we think we are good at.

Speaking Skill

This study focusses on the use of drilling method towards students' speaking skill. Speaking is important to collect information about what people says and talking about what they see and feel in a real life toward to other people. According to Mauliyana (2016), speaking can be called as oral communication at least between two people. Speaking is what we say and talk to what we see, think and feel. Speaking is to collect the information, processing information, and producing sounds to speak to other people. It is used for communicating and talking in a real life. It can be inferred that everyday people need to talk, share their opinion, share their feeling, and share their experience in their life orally by speaking to other people.

Furthermore, speaking is a process to exchange some information at least between two people. Alfi (2015) stated that speaking is an activity that people produce sounds to share their thoughts and to exchange information. The listeners should pay attention and understand what the speaker says. From the explanations above the meaning of speaking is the process of someone to produce some information and exchange the information to other people by sharing experiences in a real life context.

Moreover, speaking is also expressing someone's idea and experience to other people. Kholid, Fikri, Yufrizal, and Raja (2014) mentioned that speaking is a communication activity between people and the way to express someone's ideas and opinion to share experience. It can be inferred that speaking is a process for

interaction between every people in a real life context by talking between people to other people.

To summarize from the definitions above, speaking is a communication process at least between two people to exchange the information. To make a good relationship between people, everyone need to speak and share about their life experience to build a good relation among them. Speaking is an oral communication that needed for a people to communicating and talking in a real life.

Teaching Speaking Skill

Teaching speaking skill is a process of teaching to the students that makes the students able to communicate with other people. Mauliyana (2016) argued that teaching speaking is an activity to build students' ability to communicate effectively, and the students have to make themselves understand. Teaching speaking is significant in language learning. It provides the success of the students in the school.

Furthermore, there are some activities of teaching speaking skill based on Mauliyana (2016) suggested that language input, structured output, and communicative output as a balanced activity in speaking. The first is language input. It includes teacher talk or listening activities in the classroom. It means teacher talk involves anything that is said by the teacher during the teaching and learning process. Listening includes all activities that involves their listening ability in teaching and learning process. The second is structured output. The

example is textbooks exercise. Textbooks exercise includes the activities which is contained in the textbooks. The third is communicative output. It is to complete a task from the teacher such as making a video, making an advertisement, and developing an itinerary. Making video, advertisement, and developing an itinerary is the activities given by the teacher to measure students' understanding in the teaching and learning process.

The purpose of teaching speaking skill is to makes students speaking more active and fluently in speaking. According to Kholid, Fikri, Yufrizal, and Raja (2014), the aim of teaching speaking is to develop students speaking skill in order to be more active. Speaking is also the way for students to express their feeling, share their ideas, argument, and opinion. Active and confident students make their speaking increase and develop. Handayani (2011) argued that to be a good speaker students need to be able to speak fluently and accurately. Speaking fluently means the ability to talk clearly, perfectly, and understandably without too much pause and hesitation in case to make the listener understand what the speaker said. It can be inferred that speaking fluently need to speak automatically and quickly. Nirmawati (2015) stated that speaking accurately means the speaker requires to speak follow the structure of language like correct grammar and pronunciation. It can be inferred that speaking accurately is to produce sentence using correct pronunciation and grammar. It implies that in teaching speaking the teacher should be able to develop students' fluency and accuracy.

Drilling Method

Drilling method can be applied to introduce new language to the students by listening to what the teacher said or listening to a radio as a model. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak using the structure of new language. Drilling method can be applied by listening to what the teacher said. Moreover, the students can listen to a radio or tape, then the students repeat the vocabulary together or it can be one by one. The function of drilling method is to introduce the new language and new vocabulary to the students. The students can learn the pronunciation, stress, and intonation from drilling method. This method uses drill and repetition to make students understand better about the material.

Moreover, drilling method is a method used for teaching speaking by listening and repeating what the teacher says. According to Noviyanto (2016), drilling method is a way of teaching method by giving practice to the students to repeat what the teacher says to gain a certain competence. Khakim (2015) argued that drilling is the method that the students listening to the teacher and repeating sentences and words. Drilling is used to practice a new language that the teacher models a word and then the students repeat what the teacher says. Moreover, according to Handoko and Mindari (2016) drilling method is an old method that is used for students who take the course of new language. This method is appropriate for foreign language classroom especially for beginning students because it stresses on repeating the words through spoken repetition that creates foreign classroom receiving comfortable in teacher's control.

In brief, drilling is the process of listening to a model and then repeating what the teacher says. Drilling function is to introduce and to practice a new language. Students need to understand the material during the teacher explains the material using drilling method.

Advantages of Drilling Method

Improve students' speaking skill. The advantages of drilling method is to improve students' speaking skill based on Kholid, Fikri, Yufriзал, and Raja (2014) argued that drilling method can be used in teaching speaking and appropriate to teacher in teaching language to improve students speaking skill. The drilling method can be applied in all aspects of teaching speaking or teaching new language to the students. It can be inferred that drilling method could improve students' speaking skill by applying drilling method in teaching and learning process.

Pronunciation accuracy. Drilling method makes students pronounce accurately and correctly in speaking. According to Asih (2007), stated that drilling method can be effectively used for pronunciation of the students. Drilling method can be a method to train students to pronounce correctly and clearly. In addition, it is to train the fluency and accuracy of pronunciation. Moreover, Khakim (2015) argued that drilling method helps the students' memorization to speak English language with good pronunciation. The teachers can teach the students by using drilling method to make them remember and produce the words clearly. It can be concluded that drilling method can train the students to pronounce the words accurately and correctly in speaking.

Furthermore, Khetaguri and Albay (2016) argued that drilling method helps the students produce language effectively. Moreover, drilling method is beneficial to improve fluency and accuracy. The teachers teach the students how to respond quickly and also drilling in language learning is to practice the vocabulary of new language. According to Paulston and Bruder (1976), stated that the function of drilling method focused to the answer of students by pronouncing accurately, so that drilling method helps students to answer accurately in speaking. Paulston and Bruder (1976) stated that the function of drilling method makes the students fluent in expressing their own opinion in speaking, so that the teacher trained the students to answer truthfully in speaking. It means, drilling method helps the students' speaking fluency and accuracy in speaking.

Increasing vocabulary. The advantages of drilling method is increase students' vocabulary size. Mauliyana (2016) stated that the advantages of drilling method is to make students easier to remember and learn the material in the class. Moreover, Andarbeni (2010) argued that the students can remember the words longer, the students can get correction in their mistake through drilling to pronounce the words, and the students can practice the dialogue. Furthermore, Zarah and Laksmi (2013) argued that drilling help students get better pronunciation of new language, and to remember new items. It also stated by Swanto and Din (2014) suggested that drilling method can give good effect to the learners of new language. Drilling method is suitable or appropriate for teaching method because it is good value for the learners. The students will be easy to remember and learn the new language by using drilling method. The students will

achieve their goal of learning by always repeating the English language and make the drilling method as their habit in learning language. Hence, drilling method helps the students easier to memorising the vocabulary and to remember the vocabulary, it makes the students increase their vocabulary size.

Memorising vocabulary well. Drilling method helps students easier to memorize the vocabulary and the meaning of the vocabulary. According to Freeman (2000), suggested that drilling method are useful to stress the vocabulary and memorize the meaning of the vocabulary. It makes the students memorize the vocabulary and the meaning well after being taught through drilling method in learning process. Furthermore, Jurianto (2016) found that the implementation of drilling method was more effective than word listing to increase students' vocabulary size. It can be concluded, drilling method helps the students in memorize the vocabulary and the meaning of vocabulary well in their language learning.

Disadvantages of Drilling Method

Monotonous. The implementation of drilling method is monotonous and the students only practice how to pronounce the words. According to Asih (2007), the disadvantages of drilling is that it concerns more on practicing the pronunciation than analysis the meaning of the words or sentence, and sometimes the exercise becomes unattractive or monotonous. According to Khetaguri and Albay (2016), the disadvantages of drilling method is that students may repeat the words without understanding the meaning. From the explanations above it can be

concluded that the teacher should monitor students' production to minimize errors and teach the students clearly to make them understand the meaning.

Boring. The implementation of drilling method makes students feel bored in the class. Andarbeni (2010) argued that the students usually feel bored in the class, sometimes drilling method took a long time and the students doesn't know the meaning of the words.

Not communicative/authentic. The disadvantages of drilling method is the students difficult to do an authentic conversation between students because the time is limited. It was stated by Mauliyana (2016) who stated that the disadvantages of drilling is that it is difficult to do real conversation between students because the time is limited. From the weaknesses above it can be concluded that the teacher should manage the time in teaching process and do not overload time in teaching process it will make the students lost their concentration and feel bored.

Implementation of Drilling Method

There are some ways in implementing drilling method. The first is communicative drilling. Fangzhi (as cited in Ulfa, 2016) suggested teacher to divide the students in pairs. Then, the students will interview each other about what special skills each of them has. If the firstly questions are not enough for the students to get a complete idea of the special abilities of his partner, the student that is being interviewed should prepare more information voluntarily about himself. Students tell and describe to the whole class what abilities his partner

has. The easiest way to build communicative drill is to teach and train the students answer honestly in question-answer. In communicative drill the students contribute new information to the class. The teacher should listen to the student's answer, and the students have to say that significance to other students and the teacher. The students can help each other with the structures and vocabulary words to understand the meaning and the teacher should help the students when they are stuck in understanding the meaning.

The second is chain drill. Widyaningsih (2014) stated that teaching English communication by using chain drill method begins from the teacher. The teacher arrange the questions for the students near the teacher. Next the teacher shows the questions to the students near with the teacher. After that, the first student will answer to the teacher questions. The teacher asks other questions then the first student answers the questions that given by the teacher. The first student know through teacher's signals then he goes to the student sitting near him and ask questions like teacher asked before. The second student, in chance, says her appearances in retell to him (first student). When the second student finished, she meets and asks questions to the student on the other side of her. And it will continue until all of the students or the whole class get the opportunity to ask the questions and answer the questions. The next is the last students leads the greeting and ask the questions to the teacher. It can give the students create their own answer and make their own questions by using chain drill.

The third is mechanical drill. Paulston and Bruder (1976) stated that mechanical drill should be trained at a quick step. If students have difficulty with

a model, the example sentence may be left on the board for the first few drills, later to be erased. A drill should have from seven to ten items each, and should take no more than two minutes. The students should surely not be over drilled, it will make the students begin bored and lose interest. In the learning process the teacher gives two part drilling is quite sufficient. The teacher gives the cue, the students answer, and the teacher gives the next cue without repeating the student's response.

Steps of drilling method. These are the steps on the implementation of drilling method according to Khakim (2015), argued that generally implementation of drilling is that firstly the teacher prepare the materials needed in the teaching and learning process. Next, the teacher explain the materials to the students clearly and do not always repeat the materials, it will make the students get bored. The students need to pay attention and understand what the teacher said to get their success in learning process. To make the learners not feeling bored the teacher should add games in the teaching process. The last the students need practice about what they learn in the class. The duration of practice do not too long or short and appropriate with the situation in the classroom. Swanto and Din (2014) stated that in drilling method, the teacher can ask the whole class to repeat what the teacher said. However, the teacher can ask the half class to repeat what the teacher said. Another way is to ask whether the boys only or the girls only to repeat what the teacher said. The last is to ask to individual students to repeat what the teacher said.

Review of Related Studies

There are some similar studies that are focused in studying about the implementation of drilling method in teaching and learning process. The first study from Andarbeni (2010) with the title “The Use of Drills to Improve the Students’ Speaking Ability” (Classroom Action Research in the First Grade of MTs NU Salatiga in the Academic of 2009/2010). The research was conducted at MTs NU Salatiga. The aim of the research to find out students’ speaking ability after being taught by drilling method and to find out the benefits and the weaknesses of drilling in speaking class. The result of this research shows that the students have a great motivation to learning speaking after being taught by drilling method. It found the strength and the weakness of drilling method. The strength shows that the students can remember and memorise the words and get correction in their error pronunciation. However, the weakness shows that the students sometimes feel bored in the meeting and did not know the meaning of the word.

The second study is from Zaroh and Laksmi (2013) with the title “A Descriptive Study on the Teaching of Pronunciation Using Drilling to the Fourth Graders of MIN Malang 1”. The study was conducted at MIN Malang 1. This study was descriptive qualitative. The aims of this study are to describe the implementation of teaching pronunciation, to know the strategy used by the teacher, to know the materials and to know the kinds of media were used by the teacher. The result of this study shows that the teacher used the variety of drilling in teaching pronunciation. The materials that used by the teacher is course book namely Active English 4. The media of teaching used pictures, LCD, flashcards,

and language laboratory. It could be inferred that drilling made the students get better pronunciation and more attracted in learning English.

The third is study from Kholid, Fikri, Yufrizal, and Raja (2014) with the title “Improving Students’ Speaking Ability through Drill Technique”. The research was conducted at MAN 1 Bandar Lampung. This research were quantitative research method. The objectives of this research are to find out whether there is significant difference between students speaking ability before and after being taught by drilling method and to know which aspect of speaking are improved by drilling method. The result of this research shows that drilling can improve students speaking ability and it can be seen that were significant improvements because the result of post -test is higher than pre-test. The researcher also find out that drilling can improve all aspects of speaking such as fluency, grammar, vocabulary, and comprehension. It can be seen from the t-table bigger than t-table.

The first study from Andarbeni (2010) the similarities previous study with this study are the title and the purpose of this study to find out the strength and the weakness of drilling method. This research also took place in junior high school. However, this study used action research to collect the data and my research uses qualitative research method to collect the data. The second study from Zaroh and Laksmi (2013), the similarities with my study are this study used descriptive qualitative design that is similar with my study. Moreover, the title of this study concern more to teaching pronunciation using drilling method, and my study concern more the use of drilling method in speaking skill. This study took place in

primary school. The third study from Kholid, Fikri, Yufrizal, and Raja (2014), the similarities this study with my study is the title of my study concern to improve students' speaking ability through drill technique. Moreover, this study used quantitative research method to collect the data and this study took place in senior high school.

Conceptual Framework

Drilling method is one of the teaching methods applied in primary school to higher education field that helps the students to be successful in their learning process. Drilling method is the method applied by the teachers in order to train the students to practice new language. Drilling method uses practice and repetition to introduce the students about new language. Drilling method is appropriate for the beginning students who take the course of new language. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak using the structure of new language. Drilling method can be applied by listening to what the teacher said.

Drilling is useful for English learning especially in speaking. Drilling method gives some advantages in teaching and learning process. Drilling makes the students easier to memorise and remember the words. Drilling makes the students good to produce the words and good in their pronunciation. Drilling also makes the students speaking fluency and communicatively. However, there are some disadvantages that caused by drilling method. Drilling makes the students memorise the words without understand the meaning and sometimes the practice of drilling is too longer and makes the students feel bored in understanding the

materials. Andarbeni (2010) argued that the students can remember the words longer, the students can get correction in their mistake through drilling to pronounce the words, and the students can practice the dialogue. According to Asih (2007), the disadvantages of drilling is that it concerns more on practicing the pronunciation than analysis the meaning of the words or sentence, and sometimes the exercise becomes unattractive or monotonous.

Drilling is a method used by the teachers in facilitating a language teaching especially speaking. Drilling method is used by the teacher to develop the students' speaking skill. Teachers' believe that drilling can give the significant in teaching process. Teachers' belief that drilling method can improve students' speaking ability. In implementing drilling method in teaching language and learning it will be beneficial for students to develop their speaking skill. However the success of learning is also determined by the students' point of view. The students as the learning target has a role in determining whether drilling gives some benefits or give the bad effect in teaching and learning process.

Figure 1. Conceptual Framework

