

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, the operational definition of terms, the significance of the research, and the scope of the research.

1.1 The Background of the Research

English is taught as the foreign language, from elementary school until university in Thailand. Learning foreign language is necessary for the students in Thailand because it is very important and essential to daily life (Wongsawat, 2004). The learners can learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They also will be able to use foreign languages for communication in the world community.

Speaking is one of the four skills in learning foreign language besides listening, reading, and writing. It is a process of conveying, sharing ideas and feeling orally. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language, they may not be motivated and loose interest in learning. Brown and Yule (2001:10) said that speaking has two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions.

Based on the interview on August 24th 2015 in the preliminary study, a lot of students in Thailand still cannot speak English well, including the sixth grade students of Rung Arun Suksa School Krabi Thailand in 2015/2016 academic year. This is because speaking is difficult for the students, so it is rarely taught. They find speaking as one of the most difficult in learning foreign language. Brown and Yule (2001:25) also said it was difficult. They stated that spoken language production or learning to talk in foreign language is often considered to be the most difficult aspect in language learning. To improve the students' speaking ability, the teacher should give a chance for the students to try or practice, as Brown (2000:276) said that the teacher should give the students opportunities to initiate oral communication.

According to Wongsawat (2004:267) in the Basic Education Core Curriculum, the students should be able to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. In fact, the students of Rung Arun Suksa School were very difficult in speaking English as a foreign language. They have limited ability in speaking. It can be seen from the mean score of students' speaking score, it was 57. The percentage of students who achieve the target score 65 is only 37,5%. See Appendix 3. Beside that, the problem was found that they were like unmotivated and lost interest in learning. It can be seen when the teacher asked them to perform, some of them were hardly to come forward. They always said "phuut phaasaa Angkrit mai dai" means that they cannot speak English. Whereas, the students should be highly motivated in learning speaking (Harmer, 1998:87).

Based on those problems, it is necessary to find a good technique in improving speaking, and making the students feel interested in following the speaking class. The teacher ever taught English, asked the students to listen and repeat, and they were like fun and enjoy. So that the students' speaking ability will be improved through what the students like. Drilling technique which is about listening and repeating is chosen to solve those problems. According to Larsen and Freeman (2000:45), the teachers have to use drills if they want the students able to speak English communicatively. Tice (2004) stated that drilling remains a useful technique if it is used appropriately because it can provide the students with intensive practice in order to improve skill of practicing on what is learned. The use of this technique gives the students the opportunity to practice saying a new word, phrase or structure in a highly controlled environment (Robertson and Acklam, 2000:19). Their comprehension of the text also can be reached through this technique.

Kartikasari, Arifin, and Salam (2004) have already done the research on teaching speaking by using drilling technique and the result is the use of drilling technique can improve speaking skill. So the researcher also want to try using drilling technique to improve the sixth grade students' speaking ability at Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year.

1.2 The Problem of the Research

Based on the background of the study mentioned above, the problems of the research are formulated as follow:

1. How can the use of drilling technique improve the sixth grade students' speaking ability at Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year?
2. How can the use of drilling technique improve the sixth grade students' active participation at Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year?

1.3 The Objectives of the Research

The objectives of the research referring to the research problem. They are formulated as follow:

1. To find out how the use of drilling technique can improve the sixth grade students' speaking ability at Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year.
2. To find out how the use of drilling technique can improve the sixth grade students' active participation at Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year.

1.4 The Operational Definition of the Terms

The operational definition will guide the reader to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define speaking ability, drilling technique, and active participation.

1. Speaking Ability

Speaking ability in this research means how successful the speaker speak to transfer an information, interact with others, and make the listener understand by considering to the speaking aspects as follow:

- 1) Fluency
- 2) Pronunciation
- 3) Vocabulary

2. Drilling Technique

Drilling technique is a technique where students are directly invited to practice repeatedly, in order to improve skill of practicing on what is learned. Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard.

3. Active Participation

Active participation in this research means that the students engage with the material, participate in the class, repond to the teacher' cue, listen to the teacher and repeat what is heard, and also perform the task.

1.5 The Significances of the Research

The result of the research is expected to give the following benefits:

1. For the researcher

The researcher can get the larger knowledge and experience about how to teach English speaking by using drilling technique.

2. For the teacher

It can be a source of information and knowledge about the kind of teaching methods especially in teaching speaking and also it can be

implemented by the teacher in teaching and learning English especially in speaking skill.

3. For the student

The student can learn English especially speaking by using an appropriate technique, so their speaking ability can be improved.

1.6 The scope of the Research

This research only focuses on the use of drilling technique, the improvement of speaking ability, and the students' active participation. The subject of the research is the sixth grade students of Rung Arun Suksa School Krabi, Thailand in the 2015/2016 academic year that consist of 16 students.