

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Now, Indonesian apply 2006 curriculum to increase students quality including in level of SMP. In speaking subject, there is one of standard competence that should be achieved by students. It is hoped that students are able to express the meaning of short functional text and transactional (to get things done) in form of descriptive text and procedural text in daily context and in accessing the science. Beside that, there is also basic competence that completes the standard competence. The content is students are hoped to be able to express the meaning of transactional (to get things done) that uses language of popular oral style accurately, fluently, and acceptably in form of descriptive text and procedure text. Simply, students are hoped able to express their mind or idea each others including their opinion and feeling using their language in their speaking class.

Apparently, speaking skill is using conducted? This is true because this skill requires in order preparing the students to have speaking ability, so the teacher should be creative. They must have method and concern with their student's obstacle and difficulties in learning English.

The teacher can develop as much as possible the principles of communication and speaking ability. The teacher must be creative to encourage students in speaking ability.

Speaking, as one of the language skills, is essential for students to master. The learners of English, however, have some problems in studying speaking. In this case, the researcher chooses SMPN 1 Rajabasa as the object of the research. The researcher wants to know why the students in SMPN 1 Rajabasa can not communicate well to each students and the researcher wants to know the right method to solve the problem, so the students can improve their ability in speaking English.

English subject is one of the subjects in junior high school the student had been studying this subject since they were in the first grade. However, they still had many obstacles in learning English. There were some problems found which are formulated as follow:

(1) Pronunciation of the Word

Most of the students had problem in their dialect because the students could not pronounce in studying English speaking. It is difficult for them to imitate pronounce the English words. For instance: *field* and *football*. They spoke with double so it could make difficult to pronounce the words. To solve this problem students must often practice to speak with Indonesia language or not unusual to speak with their language especially in classroom or school environment.

(2) Students did not Master in Vocabulary

The other problem of students was they lacked of vocabulary. This condition was getting worse because students were lazy to answer the question. It made them feel so difficult to answer the question orally. Moreover, their ignorance to improve their vocabularies made the activity of speaking class to be ineffective. To solve this problem students had to open the dictionary and they had to tried to memorize of the vocabulary also the teacher gave the meaning of the vocabularies when the teacher explained the subject.

(3) Low Motivation

Students were often asked to read the text by their teacher. Students continued to read and then teacher did not give correctly the sentences or the words they read. This situation could influence the students to do their activities. To solve this problem the teacher had to give full attention when the students read of the sentences and if there were wrong words that students read so the teacher had to give the correct word. She gave the meaning, too.

(4) Shy Characteristic

Most of the students had to problem in their shy characteristic. It means that the students were seldom to speak English language. They felt shy their friends and the teacher. They were still felt confused to make good sentences in their language. To solve this problem students had to think that there was anybody in front of them. They had to have self confidence to speak English whether it was true or false.

1.2 Research Problem

In Line with the general background above, Statement of the problem can be stated as:

1. Can the drill technique improve the student's ability in speaking skill?

1.3 Objective of the Research

In referring to the research problem above, the objective of research was:

To find out whether teaching speaking using drill technique improve students' motivation significantly in their speaking class.

1.4 Uses of the Research

Basically, there are three kinds of uses of the research are as follows :

(1) Theoretical Significance

The significance of this study is to introduce of event familiarize audio lingual method, in this case the easy speaking from the method it self for improving the students achievement in speaking. The research findings about the English skill, especially speaking skill.

(2) Practical Significance

The research findings some advantages to the English teachers, the curriculum makers and the effort to develop the learning and teaching a language in school. Audio lingual method can be used as the alternative method that is the students can imitate the native speaking so that the students can practice and produce the fluency in speaking. The writer implies this method to get information about the year VII students of SMPN 1 Rajabasa,

Lampung Selatan with respect to their ability to use drill technique with audio lingual teaching method as a good method to study English.

(3) Further Research and Development

The research findings would also give some advantages to the further research and development effort as a reference.

1.5 Scope of the Research

This classroom action research conducted in the first grade of SMPN 1 Rajabasa Lampung Selatan with one class as subject of the research. The classes were VII A which consists of 30 students. The reason why the writer uses this class because this have already studied vocabulary, structure, etc.

The research limited only in particular themes taken from the 2006 English curriculum of junior high school. The component of speaking skill are vocabulary, pronunciation, grammar, this class has already learnt vocabulary, structure, etc.

1.6 Definition of Terms

In order to have the same perception about certain terms used in this study, here are the definitions presented:

- (1). Speaking ability is productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she / he tries to get ideas or the message across applying vocabulary, pronunciation, and grammar of the target language.
- (2). Audio lingual method is a kind of method for teaching language through dialogues which stresses on the students habit formation by repetition,

memorizing grammatical structures through substitutions, singular plural and tense transformations etc, using the target language and the culture where the language is spoken.