

I. INTRODUCTION

This chapter of research consists of background of the problems, formulation of problems, objectives, uses, scope and definition of term.

1.1. Background of the Problems

In Lampung, it is fact that English has been taught from the kindergarten level, eventhough many schools agreed to teach the subject from SD (Elementary School) or SMP (Junior High School). This good situation does not mean that the students from the very basic level of education to the university students in Lampung have a good quality in English language.

It is also a general opinion that English is said as a language which is difficult to be learned/ acquired and to be used where Indonesian people do not use English as their second language. In addition, almost all of the pronunciation of Indonesian words are different from English words.

In Bandar Lampung, there are several schools that apply their own decision to use full English in their school environment, e.g. Sekolah Dharma Bangsa Bandar Lampung. This condition will give effects on the quality of ability on their English. It will be

different to the school that hopes to English teachers who 'met' them for only 2 or 3 times a week.

Usually, in a class, teachers only find 3 or 4 students from the whole class who are able to use English comprehensively or able to speak English fluently, as we know that the essence of a language is as the media to communicate (Jones:1989 in Rahmawati:2007). This situation becomes a serious problem for the teacher, as it is in line with Gove (2013), he says that teachers are the most important fighters in the battle to make opportunity more equal means 'the person' that let say responsible for this teaching-learning problem is the teacher itself. English teachers often face some common problems, e.g. the students are not able to speak English even by using the minimum standard of the English grammar (e.g. speak Indonesian-English), or the students' score of English subject always in the lowest are even sometime score does not reflect their ability in speaking English, or it is difficult for them to speak English orally, or it is difficult for them to understand the language in written form and many others problems.

There are many factors and possibilities that make up those problems. e.g. students' low motivation, teachers' lack of ability, inappropriate method and students' wrong assumption on learning the language.

In the assumption about language of audio-lingual method, Setiyadi (2006:55) says that language is the everyday spoken utterance of the average person at normal speed. In the context of traditional language, as usually became the second or the first lan-

guage of some Indonesian people, let say someone's traditional language have the same difficulties level to English language. The dialect, structure and the literature are extremely different from Bahasa Indonesia. But there are many Indonesian people who acquire Bahasa Indonesia the same time they acquired their traditional language. This condition sometimes because in their 'area' they use their traditional language, but in their school or their work they use Bahasa Indonesia. Means, acquiring some traditional language behind Bahasa Indonesia, is the same way as we acquiring English language. It is in line with Setiyadi (2006:55), he says learning a foreign language is the same as the acquisition of the mother tongue.

Their habits formed the ability to acquire their traditional language. They often heard the language, they often repeat the language and use the language suitable to the context and how the language is used in that place. Unconsciously, they acquired the language without go to school to learn the language.

Language is both knowledge and skill. In teaching English language as foreign language, the method of course will be much concerning on how the language is used and what are the samples of the utterance of the language that spoken everyday. The tutors need to make the students understand and concern to the context of when and where the language is used.

More listening/ repeating is one of the answers concluded by the writer when she tried to observe someone who easily acquiring some foreign (traditional) language without learn it by going to school. This was the reason why the writer decided to use

audio-lingual method in teaching speaking skill. But it might took too long time if the writer applied all the principles of the method, so the writer chose to use the drill technique of audio-lingual method.

Language is a process of habit formation is one of many assumptions about language by ALM (Setiyadi, 2006:55). Meanwhile, all the four language skills (listening, speaking, reading and writing) can't be always taught by using this method where the method only considered to produce oral utterances that is spoken by the native speaker. The important thing in using this method, the teacher must have a good ability in pronouncing the language almost like the native-speaker of the target language because teacher is the main model in the teaching-learning process.

The researcher hoped this technique 'brought' the students to be familiar with the utterances of the language, familiar to hear and repeat the utterances/ dialogues, and at the end they unconsciously are able to speak English nearly the way the native-speaker spoke.

This research tried to find the students' development and the improvement, and see the problems occurred during the cycle by the cycle and find the suitable treatment to solve the problems occurred.

This research is classified as an action research. As suitable to Lewin (1946) in Varsarin (2007), describes action research as proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of the action. In practice, the process begins with a general idea that some kind of improvement or

change is desirable, and according to Setiyadi (2014), he says that an action research conducted by university student is focus-oriented to the development of the teaching-learning process that comes from the reflection of the one cycle to the other cycles.

1.2. Formulation of Problems

Based on the general background of the study above, statement of the problem can be stated as :

1. What problems occurred in the teaching-learning process using Drill Technique?
2. How is the implementation of the Drill Technique in the teaching-learning process?

1.3. Objectives

The objectives of the research are to :

1. Organize the problems that appear during the teaching-learning process using Drill Technique.
2. Describe the effective implementation of Drill Technique in teaching speaking.

1.4. Uses

The writer expects that the result of the research might be used :

1. Theoretically, to verify the previous theories that related to drill technique in teaching speaking.

2. Practically, to see whether drill technique can be applied in improving students' pronunciation.

1.5. Scope

This research was focused on teaching the students through the three drill techniques of audio-lingual method (Repetition Drill, Substitution Drill & Response Drill). Drill technique in this research is used as the method of language teaching. The research conducted in Class VIII J of SMP N 4 Bandar Lampung, which consists of 22 students. She chooses to teach the second grade students of Junior High School because they have learned speaking already. The researcher acted as the teacher to see the effective implementation of using the technique in teaching speaking and to find out the problems which are occurred while the teaching-learning process in order to be revised on the next meeting.

1.6. Definition of Term

1. Teaching speaking is teaching the way for students to express their emotions, communicative needs, interact to other person in any situation and influence the others (Santi, 2013:8).
2. Drill Technique is a key feature of audio lingual method which emphasis on repeating structural patterns through oral practice.

That is the discussion of this chapter. The first subtitle introduces the background of the research then problems, objectives, uses, scope, and definition of term.