

CHAPTER I

INTRODUCTION

This chapter describes the background of this research. It includes identification of the problems, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the problem

English as a foreign language is very necessary subject right now in every school in Indonesia. It is taught and learnt from kindergarten up to college level in formal education. According to School Based Curriculum (KTSP), there are four skills in English subject which must be mastered by students, namely listening, speaking, reading, and writing.

The government has begun to put English as one of subjects tested in the national examination of junior high school. One of language skills composing the national examination is listening. It is proved that this skill is very important in education, especially in achieving English subject. In teaching learning, listening also takes an important part due to students' grasping in English depends on their listening ability.

To make students' learning English better for students, the teacher should know the step of learning foreign language. Hurberner (1969: 28) says that in acquiring a foreign language, listening of course come first. That is why listening has become the first point in language learning. In other words, everyone who understands the meaning and starts to talk, has to hear the sound, words, and speech pattern first like children learn their mother tongue.

Students should master the listening skills to interact in spoken communication and continue to the next skills to develop their ability in English. It can be said that students spend most of their time by listening to the teacher in order to get information and knowledge. Students who have good listening ability may be able to understand what the teacher says. In listening, there are micro and macro skills that should be mastered by learners to gain good listening. The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills (Brown: 2001). Based on the statement, micro skills must be acquired first to develop listening.

But the fact it is difficult to achieve listening skills because students are often discouraged and lose of interest when they find that foreign language study is just like other complicated subjects. It was found when the writer did pre-observe at SMPN 3 Bandar Lampung. In this program, the writer gave the students listening test using audio records. In playing record process, they seemed bored and sleepy even chatted with their friends to answer the

questions. This problem might be caused by the facts that they were not confident with what they heard and they claimed that this skill was very difficult.

Based on the test in pre-observation, the students lack micro skills in varieties of aspects (1) they cannot differentiate the words which have similar sounds, (2) they lack of vocabularies, (3) they can not recognize grammatical, (4) they cannot detect key words such as those identifying topics and ideas. This problem might be caused by their lack of times practicing listening. It might also be caused by uninteresting technique of presenting the material in the class such as the teachers explain and the students do exercises. These problems can make students insecure. They lose their confidence and feeling incompetent in listening. So, in teaching learning activity, teachers should have a way to choose a learning technique that is suitable with his or her classroom situation.

By considering the statements above, the researcher intends to develop students' micro skills of listening by drill technique. The researcher considers that this technique is interesting and is able to encourage spirit in learning process. In this research, the researcher wants to know whether or not there is any increase of students' micro skills of listening after being taught through drills.

1.2 Identification of the Problems

Based on background of the problems above, the researcher identifies some problems as follows:

1. The students lack motivation to listen an English conversation because they think that the material of listening is difficult.
2. The students lack practicing of listening an English conversation.
3. The students lack vocabularies; therefore they get difficulties in understanding English.
4. The students feel bored of the way of teacher's teaching.
5. The technique might be less appropriate for the students' need.

1.3 Limitation of the Problem

In line with the identification of the problems above, the current study was focused on the students' difficulties in comprehending conversations in listening. As a solution, the researcher used drills as a technique in order to improve students' micro skills of listening.

1.4 Formulation of the Problem

The explanation above leads this research to answer the following problem:
“Is there any significant improvement of the students' micro skills of listening after being taught through drills technique?”

1.5 Objective of Research

Based on the formulation of the problem above, the objective of this research is to find out whether there is significant improvement of students' micro skills of listening achievement after being taught through drills technique.

1.4 Uses of the Research

The uses of this research are:

1.4.1 Theoretically, the result of this research is expected to be able to support the previous theory on listening.

1.4.2 Practically, the result of this research makes the finding which can be used as an input for English teachers to improve their students' micro skills of listening through drill technique.

1.5 Scope of the Research

This research was a quantitative research which was conducted at SMP Negeri 3 Bandar Lampung in the second semester of 2013/2014 learning year. There are seven classes, VIII-a until VIII-g, and each of which consists of 32-36 students. This research was indeed to find out whether or not there was improvement of students' micro skills of listening achievement after being taught through drills technique. The limited materials were dialogues because the researcher wanted the students were able focus on the materials. Then, the skills that were achieved was focused on micro skills because of the limited practicing of the technique used. Students' improvement is found out by comparing the results of the students' answers of pretest and posttest.

1.6 Definition of Terms

Listening

It refers to a process of getting and comprehending general idea of something that the students heard.

Micro skill of Listening

It refers to a skill where the listener has to interpret intonation pattern, recognition of function of structures, cohesive devices, recognize discourse marker.

Audio Lingual Method

It refers to a method by which the students are taught a language directly without using the students' native language. Drill is the characteristic of this method. The process of this method is the same as children learn their mother tongue.

Drill technique

It refers to one of the teaching techniques suggested by Audio Lingual Method where students hear sound and try to understand and then reproduce the sound and next learn to read the written form.