

CHAPTER I

INTRODUCTION

This chapter describe a brief of introduction to the area of study includes background of the study, reason for choosing the topic, research question, objective of the study.

1.1. Background of the Study

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing is from *<http://www.collinsdictionary.com>*. Language is used for communication among people from different nationalities or language groups, language is also used for expressing thoughts, idea and experiences to others.

Each country has different in order to communicate with other people, but from different area they need a language that can bridge their purpose, one of them is English that most of countries use it for communication. According to (Mahfuddin in Pratama, 2011), English is an international language used for relations between countries. It is also used to deepen and develop knowledge, because most of books are written in english. English is one of the foreign languages for Indonesian students that is taught at schools. From kindergarten level until university level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language in the case of the system of structure, pronunciation and vocabulary. In

learning English, it means we learn a foreign language. It needs hard work to learn it. We must be capable of master not only the four basic skills, those are listening, speaking, reading and writing but also the language components, such as grammar, pronunciation and vocabulary. In order to support the development of our English and to obtain an English language skill effectively.

One of the four skills which is important to learned by people in general is speaking, due to the fact that this skill is considered to be practically useful in daily life. To achieve good competence of speaking, students must be consistently evaluate their study. (Jack C Richard in Yuliana, 2013). These students are defined to be good at speaking if they are able to speak fluently in a good grammatical order while conversing with their interlocutors.

Based on the result of interview and obeservation researchers toward English teacher in SMA 10 Semarang, The students competence in speaking is still considered unsatisfactory or low. The student still have very poor ability to use English for oral communication. This reality makes teachers need to think how speaking ability could be mastered by theirs students. Being afraid of making mistakes is the major reason is probably stronger than their desire to speak. In this problem only clever student have chance to participate in the classroom. Students can not speach because of to lack vocabularies, ideas, pronunciation and so on.

In learning process, method may help students to bring learning outcomes. So that the teacher should be able to apply the right method in the classroom in order to reach the goal of learning efficiently. Therefore, appropriate method is

essentially needed. There are many methods that are appropriate in teaching speaking such as total physical response, contextual teaching and learning, audio lingual method.

Audio lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition / drills is to breakdown the troublesome sentences into smaller parts. Drilling is a key feature of audio lingual approach to language teaching which placed emphasis on repeating structural patterns through oral practice. (Brown, 2001). The audio lingual method is a method which uses drills and pattern practice in teaching English. (Brown, 2001) state that we have to use drills if we want the student to be able to speak in English communicatively. Furthermore, they explain that drills as part of audio lingual method has been used in teaching speaking. Since the primary goal of audio lingual method is to use the target language communicatively, drills are suitable in teaching speaking. There are some good principles of audio lingual method in their teaching such as: 1). Students hear a model dialogue, 2). Students repeat each line of the dialogue, 3). Certain key words or phrases may be changed in the dialogue, 4). Key structures from the dialogue serves the basis for pattern drills of different kinds and 5). The students practice substitutions in the pattern drills. (Jumarsari, 2014).

Basically teaching procedure in this method are taken from the previous method (Direct Method), the aim of audio lingual method is not different from the direct method that is to create communicative competence to the students. The

audio lingual method is focused on students centered not on teacher centered. Students as the learning subject in teaching and learning determine the succes of teaching and learning process. Teaching and learning can be successful when the students can directly feel the advantaages of the learning materials by experiencing and learning them. Therefore, by using audio lingual method the students are expected to get new vocabularies and to able to speak fluently.

Based on the various reason above, it can be concluded that optimizing audio lingual method in teaching speaking may improve students speaking ability and motivate students to practice more in their daily conversation. Therefore, the researcher is interested in choosing the title “ The Effectiveness of Audio Lingual Method to Improve Student’s Speaking Achievement (Collaborative Action Research on the Tenth Grade Students of SMA 10 Semarang in the academic Year 2019/2020)”.

1.2. Reasons for Choosing the Topic

The researcher chooses this topic for some reasons as:

- a. The researcher chooses this topic based on his experience, because there were students of Senior High School say that English was very difficult lesson. The writer wants to prove that English maybe fun with appropriate teaching method especially audio lingual method.
- b. The researcher find that poor vocabulary is one of the crucial problem. As we know that vocabularies is important thing in English speaking skill. So, the writer believes that audio lingual method can solve student’s vocabulary problems.

- c. By applying audio lingual method in a classroom, students are expected to be more active, and enjoy learning English.
- d. Based on the result interview and observation with English teacher the writer found that the student still have very poor ability to use English for oral communication.

1.3. Statement of the Problems

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

Is audio lingual method effective to improve student's speaking achievement of the Tenth Grade of SMA 10 Semarang in the Academic Year 2019/2020?

1.4. Objective of the Study

The objective of the study is to find out whether audio lingual method is effective to improve students english speaking for the tenth graders of SMA 10 Semarang in the academic year of 2019/2020.

1.5. Hypothesis of the Study

Ho : The hypthesis of this research is. There is no significan difference the learn score ofspeaking between the student who were taught English using Audio-Lingual Method and those who were taught using others method.

H1 : There is a significant using audio lingual teaching as the effectiveness method in improvement speaking skill student.

1.6. Limitation of the Study

This research focused on speaking skill improved by the use of audio lingual method. The reason why the researcher focused on this problem because it was the prior speaking skill problem faced by most of the students at grade the tenth of SMA 10 Semarang in the academic year of 2019/2020. Based on the school syllabus and the recommendation from the teacher, the researcher only focused on audio lingual method as for teaching speaking skill.

1.7. Significance of the Study

a. For the English teachers

This research is expected to give contribution to the English teachers that Lingual method method is an effective alternative method to teaching speaking.

b. For the English Education Department students

It is expected that they will be able to use audio lingual method to fix the student's problems related to the speaking ability.

c. For researcher

This research is expected to add information and knowlodge about audio lingual method is an effective method in teaching speaking.

1.8. Definition of key term

The definition about the key terms are given in order that the title is easy to understand such as :

- a. Audio lingual method.

The audio lingual method is a method which use drills and pattern practice in teaching english. (Larsen and freeman).

- b. Speaking

Speaking is oral communication that play essential role in human communication and interaction. (Jurmasari, 2014).

1.9. Organization of the Study

This study contains of five chapters such as:

Chapter 1 is Introduction it consist of Background of the study, Reason for choosing the topic, Statement of the problems, Objectives of the study, Hypothesis of the study, Limitation of the study, Significance of the study, Definition of key terms and Organization of the research report .

Chapter II is Review of Related Literature which consists of the Audio Lingual Method, Language, English, and Relevant Study.

Chapter III is Method of Study, which deals with Design of the study, Subject of the Study, Data for the study, Instrument of the Study, Tecnique for Collection data, Data collection procedure, Data Analysis and Time schedule.

Chapter IV is Analysis of Results and Discussion. This chapter presents the results of the Research and Discussion which include Analysis of the results, analysis of Pre-Test, Analysis of First Cycle, Analysis of

Second Cycle, Analysis of Post-Test, Analysis of Interview and Discussion.

Chapter V is Conclusion and Suggestions. This chapter present the conclusion of the research that had been done and the suggestion based on the result of the research.