

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Speaking skills are an important component in language learning, especially in the context of foreign language learning. The main goal of foreign language learning is the ability to speak and convey ideas accurately and precisely using the target language. Speaking skills play an important role because they allow individuals to build interactions, convey ideas, and exchange information communicatively. Therefore, students are required to have fluency in speaking a foreign language as an integral part of their learning process. Unlike writing skills that provide time to compose and revise messages, speaking requires spontaneous and fast responses. This causes many students to consider speaking as the most challenging skill compared to other language skills such as reading, listening, and writing. Through speaking activities, students can articulate their opinions, feelings, and ideas directly,<sup>1</sup> so mastering this skill is very crucial.

According to Harmer, speaking fluency includes not only linguistic knowledge, but also the ability to process information and language in real time. To achieve fluency, students need to master important aspects such as pronunciation, vocabulary, grammar, fluency, and accuracy. However, the reality in the field shows that many students are still passive in speaking English because of fear and shame caused by limited vocabulary and ignorance in pronouncing certain words. In this case, the role of the teacher is very important in creating a supportive learning atmosphere and choosing the right learning method to build student confidence. The teaching method functions as a procedural guide for teachers in delivering material

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<sup>1</sup> David Nunan, *Practical English - Language Teaching*, ( New York: Internation Edition, 2003), First Edition, p.48

systematically.<sup>2</sup> Choosing the right method will make it easier for students to understand and master English. However, the effectiveness of learning is not only determined by the method, but also by the creativity of the teacher in designing interesting and meaningful learning experiences.

In teaching speaking skills, there are various methods that can be used, such as the Direct Method, debate, and the Audio Lingual Method. Among these methods, the Audio Lingual Method is one of the relevant approaches. This method is oriented towards forming habits through repetition and intensive oral practice. As stated by Nunan, this method is influenced by behaviorist theory which emphasizes the aspects of mimicry and repeated memorization of language structures. In practice, teaching materials are delivered orally before being introduced in written form, so that students focus more on the oral aspect than the written aspect in learning. By implementing the Audio Lingual Method consistently and in a targeted manner, it is hoped that students' speaking abilities can improve significantly through the formation of structured linguistic habits. In fact, this Audio Lingual Method is very important in improving students' speaking skills<sup>3</sup>. This method relies heavily on practice and repetition. The Audio Lingual Method has several advantages, namely, the Audio Lingual method makes students understand the lesson better and can practice the language correctly, because by teaching using the audio lingual method, students can learn the correct pronunciation from the teacher and memorize the pronunciation of the words they hear and students become more active in learning English. In addition, teachers find it easier to control students' behavior and pronunciation and students are actively involved in responding to what they learn from teachers who use the Audio Lingual Method in class. Teachers

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2 Jeremy Harmer, *The Practice Of English Language Teaching*, (Malaysia: Fourth Impression, 2003), p.269

3 David Nunan, *Practical English- language Teaching*, (New York: International Edition, 2003), First edition, p.48

can also act as models, provide stimulation, listen with critical ears, and provide language reinforcement for the stimuli delivered. After that, the teacher can find out the students' pronunciation mistakes at the same time. On the other hand, the Audio Lingual Method also has disadvantages, namely this method makes students bored because this method is dominant in repeating and training students' pronunciation. In speaking, sometimes students are confused because the teacher explains the material in less detail, and the grammar is less trained.

Based on the researcher's initial observation at MTs Minhajul Abidin, the audio lingual method has been used by teachers in teaching speaking to grade VII students at MTs Minhajul Abidin. Teachers often use the audio lingual method in teaching speaking and have implemented procedures for the audio lingual method in teaching speaking skills based on theory. And the results of the researcher's interview with the English teacher at MTs Minhajul Abidin, speaking is the most difficult and challenging thing in learning English, spoken and written English are different while the ability of MTs Minhajul Abidin students is very low. This is evidenced by only five students who scored 90, most of them scored 70 and there were nine students who could not express some expressions in English lessons and did not reach the target score of 65. Based on the facts above, the researcher will improve the scores of students who have not been achieved. Some of the problems faced by MTs Minhajul Abidin students in learning to speak are that students cannot express their ideas due to limited vocabulary mastery. Students always think that English is a difficult subject in their class because spoken and written language are different so they are not interested in learning English. In addition, students do not have the confidence to speak and respond to teachers during question and answer sessions such as speaking in Indonesian. This is because students are afraid of making mistakes in

grammar or structure and pronunciation when they speak English in front of their friends. In addition, students do not practice speaking in class. Most students just memorize all the sentences in conversation books without knowing the meaning and how to pronounce the sentences correctly. The last one is students only learn English in their classes. They do not try to learn English from other sources such as reading English books, listening to music, joining language clubs. To minimize these problems, experts have found several methods of English as a foreign language. One of these methods is the audiolingual method. Based on the above phenomenon, the researcher is interested in conducting research on "student response to teacher teaching speaking classroom using Audio Lingual Method to the seventh graders.

## **B. Problem Identification**

Based on the background of the problem above, there are several problems that can be identified as the subject of the research:

1. The Responses of Some Students Who Are Active And Passive In Learning English.

## **C. Study Focus**

Based on the description above, the researcher limits the problem to be studied, namely the use of the audio lingual method in teaching speaking to class VIII students of MTs Minhajul Abidin. This problem limitation is done to avoid misunderstandings and also so that the research objectives can be achieved effectively.

## **D. Problem Statement**

Based on the problem limitations, the problems discussed in this study are formulated into the following questions: "How is student response

to teacher when using the audio Lingual method as a means of learning English”

### **E. Objective Study**

The objective of this study is to identify students' responses to the use of the Audio Lingual Method in teaching speaking in the eighth grade at MTs Minhajul Abidin Lebak Wangi.

### **F. Significance of The Problem**

The researcher hopes that this research thesis has several advantages in teaching and learning English.

1. For researchers, by using the Audio Lingual Method, researchers may gain experience and knowledge about the advantages of using the Audio Lingual Method in teaching English, researchers will choose audio lingual as a tool in the teaching and learning process.
2. For teachers, The results of this study promote the activities of the Audiolingual Method and useful information for teachers to teach English, especially speaking skills, also provide a way to develop quality and ability in educational institutions and teaching. And they can clearly evaluate the results of teaching English using the Audio Lingual Method. This research can be given to teachers as a variation in teaching English.
3. For students, this research can be a means to increase students' interest in learning English in a fun way and can be used to expand and develop their pronunciation and can see their responses if they use this Audio Lingual method, Through this research, the researcher really hopes that students' speaking skills can be improved by using the Audiolingual Method. In addition, the researcher also hopes that

students can actively respond to teachers if there is a question and answer session in English and can speak fluently.

## **G. Previous Research**

There is a lot of previous research related to the subject to help with is research:

The first, Hanik (2002) in her research in improving the speaking ability of the third year students of SLTP Mandar by using conversation question. She concluded that the conversation question can improve the speaking ability of the year of SLTP 2 Mandar.

The second, it is related to a previous study conducted by Purwita Anggraeni(2007).

That is about "Audio Lingual Teaching as an Alternative Method in Teaching Speaking an Action Research Given to the first years students of SMP Negeri 2 Pematang. The objective of the study is to explain the effectiveness of Audio-lingual Teaching as an alternative method in improving the students' speaking achievement. It is expected that the result of the study will provide a deeper understanding about using Audio-lingual Teaching as teaching method for English teachers and also for the readers. There were four steps in conducting this action research: planning, acting, observing, and reflecting. In order to achieve the objective of this study, the writer designed a quasi experiment using pre-test and post-test. The population of this study was the first year student of Junior high School of SMP Negeri 2 Pematang. The result of this study revealed that the post-test scores were better than the pre-test scores. the writer suggests that the Audio-lingual teaching Method is one of the effective method as to increase students' enthusiasm in learning English. This result hopefully would

motivate teachers to use the Audio-lingual Teaching Method in their classroom, especially when teaching speaking to first year students of junior high school.

And the last, research by Irwanah Jurmasari (2014). That is the research on "the implementation of Audio Lingual Method to improve students speaking skill (A Classroom Action Research of the first years students. This research is conducted to find out the first grade students' speaking skill by using Audiolingual Method at Junior High School 26 Makassar. The problem statement of this research is how is the improvement of the first year students' speaking skill by implementing Audiolingual Method at SMPN 26 Makassar? The objective of this research is to know whether teaching speaking using Audiolingual Method effective to increase the students' speaking skill at SMP 26 Makassar. The researcher applied Collaborative Classroom Action Research. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved highly. In conclusion, Audiolingual Method increased the speaking skill of the first grade at Junior High School 26 Makassar significantly.