

CHAPTER I

INTRODUCTION

In this chapter, the writer presents an introduction of the study which consists of background of the research, problem identification, problem statement, research objectives, significance of the result, hypothesis of the study, limitation of the problem and outline of the study.

1.1. Background of the Study

Nowadays, English as an international language is used in countries throughout the world, including Indonesia. The mastery of this language is very important for everyone in the world because people must communicate with other people in different countries by using international language to gain knowledge or communicate in education, have business correlation, communicate when people are traveling in the broad, and so on. We can say that English is the first foreign language in Indonesia which is considered to be crucial to the main development of science technology, art and work activity, also relationship contraction among other countries. In countries where English neither the first nor the second language, it is taught or learned as the first foreign language for practical necessary uses of communication. English can serve as the language of instruction in higher education or as a *lingua franca* among those whose native is not English (Seidlhofer, 2001:146).

English has four skills to be learned, they are: listening, speaking, reading and writing. Speaking is one important skill in teaching and learning English, by speaking people can produce language, share the ideas and communicate with other people from one person to the other person, one country to the other countries.

Speaking skill is used to express ideas and communicate to other people. In education, most of students still get hard to be a good speaker. Some teachers say that they still have difficulties to teach speaking to Junior High School students since some students are not able to express what is on their minds because their lack of vocabulary to speak English.

The goal of teaching speaking is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. Hornby (1995) says that teaching means giving the instruction to (a person), give a person (knowledge skill, etc). While, speaking means to make use of words in instruction to a person in order to communicate. In addition, Burnkart (1998) defines that they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Larsen-Freeman (2002:46), we have to use drills if we want the students to be able to speak English communicatively. Furthermore, they explain that drills, as part of Audio-lingual Method, have been used in teaching speaking. Since the primary goal of the Audio-lingual Method is to use the target language communicatively, drills are suitable for teaching speaking. Audio-lingual 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 trouble of some sentences into smaller part.

Based on the background above, the writer very curious to use Audio-lingual as method in teaching speaking process. Hence, in this study the writer wants to describe ‘The Effectiveness of Audio-lingual Method in Teaching Speaking (An Experimental Research at the Eighth Graders of SMP Walisongo Pecangaan Jepara in Academic Year 2017/2018)’. The writer wants to analyze whether teaching speaking by using Audio-lingual Method effective for the students in grade eight.

1.2. Statement of the Problem

Based on the research background above, the problem statement can be formulated “How effective of Audio-lingual method in teaching speaking at the eighth graders of SMP Walisongo Pecangaan Jepara in Academic Year 2017/2018?”.

1.3. Objective of the Study

Related to the problem statement above, the objective study of this research is to find out the effectiveness of Audio-lingual method to teach speaking at the eighth graders of SMP Walisongo Pecangaan Jepara in academic year 2017/2018.

1.4. Limitation of the Problem

In order to solve the problem, the researcher limited the scope of this study. The writer conduct a research to know the effectiveness of using Audio-lingual method in teaching speaking which conducted at eighth grade students of SMP Walisongo in the academic year 2017/2018. It is conducted in a month which expects to make students easier and relax in teaching learning process.

1.5. Significance of the Study

The findings of this study are expected to give some advantages for students, teachers and other researcher:

1. Students

Based on this research students are appropriate improving their speaking ability by using Audio-lingual method. Moreover, the students are easier in accepting material especially speaking skill. They are active in the classroom and speak in English effectively.

2. Teacher

This research can be as the reference to the English teachers to teach English especially in speaking skill by using Audio-lingual method for grade eight. The teacher can make the better technique for improving students' speaking in Junior High School.

3. Other Researcher

The other researcher will get some informations related to how to teach speaking skill in Junior High School. The writer hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English especially in teaching speaking skill in Junior High School.

1.6. Hypothesis of the study

In this research, the hypothesis is presented as below:

1. Null Hypothesis (Ho)

There is no a significant difference in students speaking skill who are taught by using Audio-lingual method and those who are taught by using conventional method.

2. Working Hypothesis (Ha)

There is a significant difference in students speaking skill who are taught by using Audio-lingual method and those who are taught by using conventional method.

1.7. Outline of the Study

This study consists of 5 chapters which can be written as follows:

Chapter 1 covers the general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, and the significance of the study, hypothesis of the study and outline of the study.

Chapter 2 discusses review of the related literature. It comprises of previous studies, theory of the study which consist of teaching speaking to Junior high school, speaking literature and Audio-lingual method theories.

Chapter 3 deals with research methodology that consists of setting of the research, subject of the research, sample and technique of sampling, research design, procedure of collecting data, try-out of the instruments, method of data collection and method of analyzing the data.

Chapter 4 discusses data analysis and data interpretation

Chapter 5 is the final chapter that contains conclusions and suggestions on the basis of the research finding.