



**CHAPTER I**  
**INTRODUCTION**

## CHAPTER I

### INTRODUCTION

This chapter is about an introductory part of the study. The study addresses the effect of using Audio Lingual Method on students' speaking achievement. This chapter presents five sub-chapters they are: (1) background of the study, (2) limitation of the study, (3) statements of the problem, (4) purpose of the study, and (5) significance of the study.

#### **A. Background of the Study**

Harmer (2007) states that speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Furthermore, Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and focusing their ideas.

Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

At grade tenth in SMKN 6 Surabaya, the English material tends to be English practice, like a communicative English, that will be useful for the students when they participate in some vocations. The students in grade tenth of vocational high school at least could understand and answer the question in target language in the simple utterances (Sudira, 2006:51). In reality, although English has been taught since in elementary school, most of the students in vocational high schools rarely use English when they communicate with their teacher or their partner in the classroom. This condition can be caused of some factors. Students had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words, because the limitation of teaching method that is not interested for the students, it makes the students have no interesting side to speak English. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the

classroom consulted a dictionary. Audio-Lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. There is a research about Teaching speaking as follow Purwita (2007) at the Pamalang with the title of the research was development of Audio-Lingual Teaching as an alternative method in teaching speaking an action research given to the first year students of SMP N 2 Pematang in the academic year 2006/2007. The result of the researcher shows that the developed using Audio-Lingual Method to teach speaking to first year student of junior high school was very good. It was supported by the higher scores gained by the students who have been taught using Audio-lingual teaching method. By using this method in improving students' speaking, researcher hopes students can be active learners and it will be an interesting class. Besides, students' listening and speaking ability can be improved so that there is no mispronunciation in learning English and having a will to learn english more.

The researcher agreed that teaching English Speaking using Audio Lingual Method was effective to improve the students' speaking ability (Nur: 2012). These are the main purpose of the researcher to take the title "The Effect Of Using Audio-Lingual Method on Students' Speaking Achievement at 10<sup>th</sup> Grade in SMKN 6 Surabaya"

## **B. Limitation of the Study**

The scope of this study is teaching speaking and the limitation of this study is using Audio Lingual Method on students' speaking achievement in daily activities material at grade tenth in vocational high school.

## **C. Statements of the Problem**

The statement of the problem of this study is:

Is there any effects of using Audio-Lingual method on students' speaking achievement at 10<sup>th</sup> grade in SMKN 6 Surabaya?

## **D. Purpose of the Study**

The purpose of the study is:

To presure wether or not there is the effect of using Audio-Lingual method on students' speaking achievement at 10<sup>th</sup> grade in SMKN 6 Surabaya.

## **E. Significance of the Study**

The study is expected to provide information for the next English education students concerning the knowledge of teaching speaking. The teaching speaking can be very easy and enjoy with several ways. The students can develop their own skill in English. This method can give the goal to students, teacher, and the other researcher.

### 1. Students

By using Audio-Lingual Method can stimulate students' interaction in the classroom. This method trains students speaking ability spontaneously by changing some words in an utterance. It also will be fun to be use in partner. The students can use some daily activities as the material to be drilled with their partner.

### 2. Teacher

The teacher can apply this method for fun activities. This activities also give the creative thinking for increase the critical ideas. This method make easier to teach speaking in order to warming up the interaction in the classroom.

Teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. The English teacher can drilled the students alternately. Teachers can understand the students' needs and know the students' lack of skill, especially in speaking so that they can give appropriate materials, task, and some vocabularies bank to teach their students.

