

CHAPTER 1

INTRODUCTION

This chapter explains the general description that covers all of this research. There are eight points in this chapter. It deals with research background, research questions, research objectives, significances of the research, scope of the study, definition of terms, and outline of the Study. Each point is explained detail below:

1.1 Background of Research

Nowadays, English is one of languages that is the most used as a global language and it has a vital role in modernization. English has a set of four capabilities as interpersonal communication. Speaking is one of four capabilities which needs to be mastered by students besides reading, writing and listening.

Based on the curriculum of 2013, the aim of English education is to qualify students for using English as communication. It means that English teachers are not only to prepare students passing the test but they also need to shape students to be able to use English effectively in real life. Unfortunately, most of English teachers are not aware of this aim and they just focus on preparing students to past the test so students are not triggered to use English actively in the classroom. It is line with Bygate (2008) that the basic problem of teaching a foreign language is to trigger students to use the language itself.

The problem of using the language basically depends on what actually the role of teachers in the learning process. In reality, both teachers or students do not use the

target language and they still use native language mostly in the main part of learning. Whereas if someone masters a language, he is intuitively capable speaking that language (Tarigan, 2009). This opinion clearly implies that speaking skill implies someone has a complete mastery of a language.

The importance of having English speaking skill as a communication tool is also seen at the school. Based on the curriculum 2013, the students of grade XI need to be provided with some speaking materials, in the second semester such as of bargaining expression. At this point, they are demanded to negotiate and dispute the price which will be paid, service or something else between buyer and seller in the market, department store, or the exact transaction that will take place and eventually come to an agreement (Syllabus, 2019). Based on the result of pre-observation in SMAN 15 Semarang, it showed that speaking is the most difficult and challenging activity. The problems were faced in teaching speaking. The first problems were students' lack of vocabulary causing them unable to express their ideas orally and they were also lack of inspiration and motivation because speaking needs an idea and inspiration for what they want to speak out. The second, most of them always thought that English is a difficult subject to learn because it has different forms in both spoken and written. The third, they did not have a good confidence to speak since they all were afraid of making errors in either pronunciation or grammar. Consequently, students never practiced to speak with their friends in English. The fourth problem came from the learning strategy. Teachers did not use English while learning process

in the classroom. They just asked students to create a sentence and submit it as an assignment without asking students to practice speaking of the sentence and teacher did not figure out how to pronounce it correctly.

Based on the problems they experienced, teachers need to know the suitable method to teach speaking in appropriate way. One of the methods in teaching English as a foreign language is audiolingual method. In this method, students are taught a foreign language directly, by emphasizing repetition and drill pronunciation and grammatical sentence patterns without explaining new words or grammatical rule in the target language (Qian, 2017). It indicates that the focus of using audiolingual method in improving students' speaking abilities is students can speak the target language communicatively, students know how to pronounce the target language and students are expected to be active learners in the class and it will be increasing their confidence to use English.

1.2 Research Questions

I formulate the research questions based on the background above as follow:

- 1) How is the implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang?
- 2) How is the effectiveness of audiolingual method to improve students' speaking ability in SMAN 15 Semarang?
- 3) How is students' perception towards the use of audiolingual method in learning process?

1.3 Research Objectives

Relation to the research questions, the objectives of the research are:

- 1) to explain the implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang.
- 2) to find out the effectiveness of audiolingual method to improve students' speaking ability at SMAN 15 Semarang.
- 3) to ascertain students' perception towards the use of audiolingual method in learning process.

1.4 Significances of the Research

There are two kinds of significances of this research. The result of the study is expected to be useful theoretically and practically.

Theoretically significance:

- 1) The result of this research is expected to give additional reference about theory of improving students' speaking abilities by using audiolingual method.
- 2) The research hopefully is expected to give the information about the factor that helps students to improve their speaking abilities by using audiolingual method in teaching and learning process.
- 3) The result of this research is expected to give the information, principally on the issue of how to use audiolingual method in improving students' speaking abilities in teaching and learning process.

Practically significance:

- 1) The result of this research can improve the reader's knowledge about audiolingual method; especially in teaching English in the class.
- 2) The result of this research can give teachers to know how to use audiolingual Method in teaching and learning process.
- 3) The result of this research can be used as reference and will be beneficial to plan and conduct enhanced learning situation or other study, especially study about improving students' speaking abilities by using audiolingual method.

1.5 Scope of the Research

I limit the scope of this research in teaching speaking on bargaining expression material. I apply audiolingual method in XI MIPA 7 at SMAN 15 Semarang.

1.6 Definition of Terms

I define the definition of terms as follow:

1) Improving

According to Eastwood (2019 in Cambridge Advanced dictionary), improving is defined as gerund or present participle which means make or become better in mental capacity by education or experience.

2) Teaching

Teaching is a set of process carried out by teachers in guiding, assisting and directing students to have learning experiences to support internal learning process (Sequeira, 2013).

3) Speaking

Speaking is a basic condition that needs to be taken seriously in learning foreign language that aims to convey the message orally and communicate with others effectively (Azadi et al, 2015).

4) Audiolingual Method

Audiolingual Method is a combination method between behavioral psychology and linguistic in which there are many practices and exercises in the form of dialogue that aims to students are expected to speak like native speaker (Hasanah & Dahniar, 2017).

1.7 Outline of the Study

The research is divided into five chapters. The first chapter is introduction. It explains the general description that covers all of this research. There are seven points in this chapter. It deals with research background, research questions, research objectives, significances of the research, scope of the study, definition of terms and outline of the study.

The second chapter is review of the related literature. It contains about literature which is related to the topic about audiolingual method in teaching speaking. In this chapter, I explain about the previous studies related to topic and theoretical theories about audiolingual method and speaking. The aim of this chapter is to describe the related references upon which the research hypothesis is built.

The third chapter is methodology of the research. It consists of research design, research subject, research setting, data collection technique, data analysis and research procedures. This chapter discusses about the method is used in this analysis. It is aimed to describe the fact of the object of the research.

The fourth chapter is research findings and discussion. It presents the results of the data analysis in three parts and discussion of the result. The first part presents the implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang. The second part presents the effectiveness of audiolingual method to improve students' speaking ability at SMAN 15 Semarang. The third part presents the students' perception towards the use of audiolingual method in learning process.

The fifth chapter is conclusion and suggestion. It mainly presents the conclusion and the suggestion of this research. The analysis in the previous chapter are concluded and finally the researcher will attempt to suggest some important matter concerning to the discussion of this research. These suggestion are considered to be important for everyone especially teacher or other researcher who is going to conduct the research in the same field.

