

CHAPTER 1

INTRODUCTION

In this chapter, the writer explains context of problems for which she has chosen this title “The Implementation of Audio-Lingual Method in Teaching Speaking Skills to Grade 9 Junior High School Students of SMP N 1 Kupang in Academic Year 2022/2023”.

1.1. Background

Speaking itself is the action of delivering information or expressing someone’s feeling. It means that speaking is the activity of delivering ideas into some words which are spoken and become a good sentence, Bahadorfar and Omidvar, as cited in Dionar and Adnan (2018). Kosar and Bedir (2014), state that speaking is the essence learning the language. Active communication cannot be acquired if the learners cannot speak what their minds. If they cannot deliver ideas, it means neither communication nor relationship will not be achieved.

However, teaching speaking is not an easy job. There are many problems to solve. First, it related to the condition of students who are lack of vocabulary, and they rarely practice to use English to communicate. Another problem related to students is that they are not interested in the material given to them. In addition, speaking sub-skills become the complexities that make speaking difficult (Tanjung & Fitri, 2020). English Learners in Indonesia spend around ten years studying English starting from the first grade of junior high school until they pass college. It is a huge number of learning periods that does not give enough satisfaction either for the parents or learner themselves. Most of learners can understand grammar

and are even able to write stories unfortunately, they cannot speak still. Teachers play a huge role to make learners understand. The need for a strategy to solve those problems cannot be denied as well.

Many methods were designed to overcome the needs of learners, teachers' preference, and constraints of school or educational setting. "Methods appear based on different views of what language is and how it is learned" (Edward Anthony, 1965). One of the methods that can be implemented was the audio-lingual method, "Audio-lingual method is one of the effective methods in increasing students' speaking skills" (Amelia 2012). The audio-lingual method is a teaching style used in teaching foreign languages (Krashen, 1982). It is one of the teaching methods of the English learning process. The audio-lingual method trains students to achieve conversational fluency in a variety of foreign languages and emphasizes behaviour.

The audio-lingual method teaches students to use grammatical sentence patterns. In the audio-lingual method, teachers want their students to be able to use the target language in a communicative way. The audio-lingual method uses repetition, substitution and answering questions to deepen speaking ability, especially students' vocabulary. A teacher is easier to control the student's behaviour and student's vocabulary. After that, the teacher can learn more about memorizing students' vocabulary. As mentioned, the classroom lesson focuses on correct imitation of the teacher by the students. Not only do students have to produce a correct result, special attention is also given to correct pronunciation.

Based on the background above, the writer wants to know how the process of implementing the audio-lingual method and what problems are faced by the teacher of

SMP N 1 in teaching speaking in the implementation of audio lingual method, because when the writer approached the teacher of SMP N 1 Kupang, audio lingual method already implemented there and there were some problem faced by her. It is the responsibility of the writer as teacher in future to solve those problems.

Based on the above, in this research the writer focuses on the research titled **The Implementation of Audio-Lingual Method in Teaching Speaking Skills to Grade 9 Junior High School students of SMP N 1 Kupang in Academic Year 2022/2023.**

1.2. Research Problems

Based on the formulation of the problem in this research, the researcher formulates problems as follows:

1. How is the process of the implementation of audio-lingual method in teaching speaking skills to grade 9 junior high school students of SMP N 1Kupangin academic year 2022/2023?
2. What are problems faced by the teachers in the implementation of audio-lingual method in teaching speaking skills to grade 9 junior high school students of SMP N 1 Kupang in academic year 2022/2023?

1.3. Aims of Study

The aims of the research are:

1. To know how is the process of the implementation of audio-lingual method in teaching speaking skills to grade 9 junior high school students of SMP N 1 Kupang in academic year 2022/2023.
2. To know problems faced by teachers in the implementation of audio-lingual method in teaching speaking skills to grade 9 junior high school students of SMP N 1 Kupang in academic year 2022/2023

1.4. Significance of Study

There are two major uses in this research; they are practical and theoretical uses.

1. Practical Use

- a. For the writer, she can gain broader knowledge and experience on how to teach English using audio-lingual method
- b. For junior high school teachers, it can be a source of information and knowledge about type of teaching methods, and can also be implemented by a teacher in teaching and learning English, especially in language skills.

2. Theoretical Use

- a. The results of this research paper can be used as input and reference in teaching speaking, especially in teaching to junior high school students.
- b. The results of this research will be useful to readers interested in analysing teaching speaking to high school students