

CHAPTER I

INTRODUCTION

1.1 Background

The ability to speak English is also very important because this was help EFL students communicate well in English. Speaking ability is an action from the language to express oneself orally. By paying attention to what they say, speaking practice becomes meaningful for students. Thus, the students can learn better on how to require the ability to cover or to express their ideas fluently with precise vocabulary and good or acceptable pronunciation. As a beginner-level English user, this is very important for elementary school students. In speaking, there are several components, such as vocabulary, accuracy, fluency, and pronunciation, to make clear information. Improvement is the way to fix, enhance, or develop something to be better. In this context, the improvment referred to refers to improving students' speaking ability.

There are so many problems in teaching speaking that are often encountered, by the first is students who lack vocabulary. Second, students are used to speaking in their mother tongue, even in English class. Third, they rarely practice using English in communication. When the teacher asks them to come forward to talk with friends, they refuse. Another issue is that students may lack interest in the materials presented by the teacher or dislike the class, resulting in a reluctance to develop their speaking. The main problem that often arises in teaching English in elementary schools is the of varied teaching methods. In many schools in Indonesia, English teaching is still dominated by traditional methods that focus on memorizing vocabulary and grammar without providing enough opportunities for students to use English in real contexts. This method often makes students feel bored and less motivated to learn. In addition, the low English proficiency of most teachers is also a problem. Although many English teachers are well qualified, they may still face difficulties in mastering English skills comprehensively, especially in terms of speaking and in depth understanding of English culture. This can affect the quality of teaching and students' ability to achieve the expected level of fluency.

Based on the researcher observations during the teaching internship (a.k.a PPL) at SD GMT 7 Oebufu, the researcher found problems in the learning process. Where the school had just started English learning. So students at that school have never studied English. For that, students at the school must be taught English from the basics. Basic English in question is the introduction of words and expressions related to everyday life. As first-level students, elementary school students must be taught continuously so that they can easily remember what the teacher has taught. In this case, the researcher thinks that teaching a foreign language to elementary school children repeatedly through speaking is a suitable thing. Whereas from the habit of speaking directly, children find it easier to understand what is being learned. For example, a mother gets used to talking to her baby when she is a baby, even though the child does not understand what is being said. Over time, the baby grows and little by little begins to be able to speak. Brown (2000:57) stated that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so forth. From this case, it can be concluded that habits and practice can make someone able to speak a language that is often repeated.

To solve the problem above, an appropriate teaching method is needed. The right method was help teachers more in delivering learning materials, especially in the process of teaching speaking to elementary school students. The researcher feels that the Audio-Lingual Method is suitable for application in teaching speaking. This method was chosen because it focuses on practice and repetition activities. The audio-lingual method used drills and pattern practice in language teaching. Then, the method can be said has been beneficial to optimize memory. Communicative language teaching (*CLT*) can increase students' English speaking ability, and so can the audio-lingual method (*ALM*) the methods that can be effectively applied in teaching speaking English, Ghofur, et al. (2017). Communicative language teaching (*CLT*) considers the communicative dimension beyond grammatical structure, motivates learners, and focuses on their interests and needs. While the Audio-Lingual Method focuses on listening and responding to recording because language is acquired through habit formation and imitation.

The audio-lingual method has been proven effective in improving students' speaking ability through a student-centered and interactive approach.

According to Larsen-Freeman (2000), the audio-lingual method is an effective approach for enhancing speaking abilities in a new languages. One of the main advantages of this method is that it helps students develop their speaking ability quickly and effectively. Larsen-Freeman (2000) stated that the nature of the activities in the audio-lingual method shows that oral exercises are a typical part of the activity. This method requires teachers to imitate the sound or pronunciation of words or sentences while students repeat the pronunciation. The teaching media is the target language. Students gain the ability to use the language they have learnt in real-world situations by employing dialogues. As a result, individuals get more confident in their ability to speak and are more equipped to use the target language in real situation. So that, this method was be effective in helping fifth grade students at SD GMIT 7 Oebufu develop their speaking.

Although this method has many benefits, there are also challenges such as the need for competent teacher training in the time constraints in partial implementation. Thus, from the explanation and the problems above the researcher intends to examine the application of Audio-Lingual Method in improving speaking ability at the elementary school level with the research title: ***THE USE OF AUDIO-LINGUAL METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT SD GMIT 7 OEBUFU.***

1.2 Research Problem

Based on the background above, the researcher formulated the research problem that is "Does the use of Audio-Lingual method improve students' speaking ability at SD GMIT Nomor 7 Oebufu?"

1.3 The Aim of the Study

From the research problem above, the aim of the study is to evaluate whether the use of Audio-Lingual method improves students' speaking ability at SD GMIT 7 Oebufu.

1.4 Significance of Study

1.4.1 Implication

This research is expected to support the theory that the Audio-Lingual Method is a method used to teach oral communication aimed at using language in a social context, (Bushra, 2001).

1.4.2 Application

- a. For the students of SD GMIT 7 Oebufu can easily learn to speak English words or sentences using the Audio-Lingual Method, and students can practice English speaking fluency with repetition drills.
- b. For EFL teacher at SD GMIT 7 Oebufu can also create interesting learning using the Audio-Lingual Method related to everyday life so that is easier for students to understand.
- c. For the other researchers may have alternative sources and references to study further the audio-lingual method, in improving speaking ability of the EFL students.