CHAPTER 1

INTRODUCTION

A. Background

Teaching is an honorable profession. In our conventional society a teacher is used to be a highly respected figure and entitled "Mr. knows all". Teacher was the source of knowledge that people on the society come to seek answer as well as information. It is not completely true, but the fact is teacher helps us to know everything that we do not know and what we must know for our life. Teacher is not only someone who teaches us about knowledge at school, but also as parents at school. It is because the teacher also teaches the students about attitude. The other function of the teacher as attitude builder for the students' selves' identity is still as the additional point for the teacher in teaching students. So that, teacher has multiple functions for students. Nowadays, teacher is as a facilitator in the teaching-learning process. The learners have to learn by themselves with constructive sight, and the teacher as the students' facilitator and moderator. Teacher corrects the students false, give them explanation, and give them more knowledge.

Teaching is a process to transfer knowledge, from the teachers to the students. There are many kinds of subject to teach at school. In teaching language there are three kinds of language. They are teaching language as a first language, teaching language as a second language, and teaching language as a

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foreign language. Here the writer focuses on English teaching. In Indonesia, English is studied as a foreign language, because Indonesian people do not use English in their daily life (we can call it first language) or in the national language (we can call it second language). Those are the reasons the students do not have high motivation to learn English. They also have difficulties in learning English because it has different spelling and pronunciation from the students' mother tongue, English also has different grammar from *Bahasa*. In teaching a foreign language, a teacher needs suitable methods to teach and approach to various language classrooms activities. As H. Douglas Brown said in his book *'Principles Language Learning and Teaching'* that; "Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique. So the teacher needs suitable way in teaching." [1]

In learning language there are four kinds of skills that must be learned by students, namely, reading, writing, speaking, and listening.

In reading skill, students will do much reading activity. This activity is to increase students' vocabulary. Knowing many vocabularies is needed by the students; this is to make the students understand more about the text in the target language.

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[1] H. Douglas Brown, *Approaches and Methods in Language Teaching*, page. 14

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After the students are able to read words in English or other target language, the students learn the way to write words in English. In writing, they need grammar to combine and arrange words.

Other kind of language skill is listening. The activity in the teaching-learning process is students have to listen to the native speaker's voice or English speaking, broadcasting, etc. This is to make the students used to listen the way the native speaker say and pronounce the words in English or target language correctly.

Speaking skills is the ability of the learners in producing words in language or foreign language orally. Speaking is not only the process to say something, but also pronouncing the words well with right intonation and stressing. The concept of pronunciation may be said to include the sounds of the language or phonology, stress and rhythm, and intonation. All of those items influence the meaning of the word, because different sounds, stressing, or intonation will change the meaning of the word. So the learners need to know the meaning of the words and pronounce the words correctly to make sure they say and choose the right words when they speak.

From those kinds of language skills above, the writer is interested in speaking skill. Speaking skill is one of the language skills that show the students' ability in producing the target language. Speaking is the real application for the learners. By speaking students can make communication with the native speaker or at least someone who is able to speak English, although he/she is not a native

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speaker of English. In speaking, we can know all of skills that students have is used, and the students' ability in learning language is increase. When we speak and do communication with the English speaker or at least someone who is able to speak English, we have to listen to the words well, understand the meaning and respond or answer the questions. When we respond or talk, we have to combine and arrange the words, here we need grammatical competency. When we want to do speaking or writing, we need grammatical competence, but in speaking we also need communicative words to make our partner understand what we talk about.

In teaching speaking, teacher has various kinds of suitable method that can be used especially the pronunciation. They are; Community Language Learning, Communicative Language Teaching, and Audio Lingual Method, etc.

In community language learning, students make a group or community that has the same interest in learning and practicing language. The activities in teaching - learning process, for example; students make a circle, then the teacher is standing in the center of the circle and whispers message in the native language (L1) the teacher translate it into the foreign language (L1), then the students repeat the message in the foreign language into cassette, students compose further with teacher help and students reflects their feeling.[2] The second method is communicative language teaching. The basic premise of this method is

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[2] Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, page. 113

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contextualization. Communicative language teaching is learning to communicate. Communicative competence is the desired goal i.e. the ability to use the linguistic system effectively and appropriately.[3]

And the last is Audio Lingual Method. Audio Lingual Method is a method that develops since the end of the 1950s. This method focuses on the pronunciation. The goal of Audio Lingual Method is the learners'/students' ability to practice the target language that they learn. The skill that they learn is speaking. Audio Lingual Method has three approaches. There are oral approach, oral-aural approach, and drilling. In drilling approach, the learners must learn the same words form for many times. It makes the learners feel bored and tired to learn English using Audio Lingual Method. Oral approach is also used in Audio Lingual Method. Reading on the road can improve and support students' fluency in speaking and pronounce words in English.

In this research, the writer focuses on teaching speaking especially in pronunciation of English subject using Audio Lingual Method. The reason for this is, because many students have difficulties in pronouncing words in English. The cause of the students difficulties are, English is not the students daily language, English is not the students' mother tongue and the students' environment does not support the students to use English frequently.

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[3] Ibid. page. 67

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Although Audio Lingual Method is an old method in teaching English, the writer found interesting thing when a teacher in SMP NEGERI 1 SEDATI used this method. The interesting of the Audio Lingual Method that used by the teacher in SMP NEGERI 1 SEDATI is the teacher uses different system to make the students have interest in learning English. The teacher collaborates with the students in choosing the material to learn. The students may suggest the topic and material for the teaching-learning process and they can also practice their own dialog in front of the class for their classroom activities. In this research, the writer focuses on speaking, especially in pronunciation.

The writer chooses first grade students with the assumption that the first grade students never get the Audio Lingual Method in their elementary school. Because in the elementary school the learning focus is on the vocabulary getting. So the influence of the Audio Lingual Method can clearly show their speaking skill especially in their pronunciation. Students in the first grade have more difficulties in pronouncing words in English, because in the elementary school most of the English teacher is only focusing on the students' vocabulary. Because of that, the students do not really able to produce words in English. Beside the students' ability and the students' experience, the teacher that using Audio Lingual Method in that school is teaching the first and the third grade students of junior high school. The writer does not choose the third grade students because the third grade students must have intensive leading from the teacher for their national examination.

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The study will be done in SMP NEGERI 1 SEDATI, because the teacher in this school uses Audio Lingual Method. And the other reason is that the writer has limited time. This school had already complete media for the teaching learning process, such as Audio Visual room that supports Audio Lingual Method, CD, OHP, LCD, TV, etc. Beside the media, the teacher also uses his own system in the teaching- learning process using Audio Lingual Method. This school has just got new status as RSBI (Rintisan Sekolah Berbasis Internasional) school. It means that this school is having good quality and suitable for my research.

So the title of this research is THE INFLUENCE OF AUDIO LINGUAL METHOD ON TEACHING SPEAKING ESPECIALLY IN PRONUNCIATION TO THE FIRST GRADE STUDENTS OF SMP NEGERI 1 SEDATI.

B. Problem of the study

Based on the background of the study above, this study will try to answer the following questions:

1. How the teacher applies the Audio Lingual Method in teaching speaking especially in pronunciation?
2. What is the influence of the Audio Lingual Method to the students' ability in pronunciation?

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C. Objective of the study

1. To know how the teacher applies the Audio Lingual Method in teaching speaking skill especially in pronunciation that the teacher did.
2. To know the influence of Audio Lingual Method to the students' ability in pronunciation.

D. Significance of the study

We always try to do things which are useful for ourselves and other people. And the significances of this study are:

1. This research is useful for the English teachers. Teachers can use Audio Lingual Method as the reference method in teaching English especially in teaching speaking and pronunciation.
2. Readers know the strengths and the weakness of the Audio Lingual Method.
3. Readers also know how the application of Audio Lingual Method in teaching speaking skill especially in pronunciation that done by the teacher.

E. Scope and limitation

1. The objects of this research are the teachers and the first grade students. SMP NEGERI 1 SEDATI has five English teachers, the teachers teach in the different classes in different level. The writer chooses one English teacher that has already used Audio Lingual Method in his teaching-learning process in speaking. The teacher uses his own strategies in the teaching-learning

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process using Audio Lingual Method. This makes her interested. It is because most people think that Audio Lingual Method is an old method which causes the teaching learning process is boring. The teacher uses his own strategy which makes this old method interesting.

The writer chooses first grade students because the first grade students have difficulties in speaking. It is so because in elementary school most of the teachers focus on vocabulary getting. So, the influence of Audio Lingual Method can easily be seen in the students' speaking ability especially in pronunciation.

2. The research will be focused on the Influence of Audio Lingual Method in teaching speaking skill especially in pronunciation to the first grade students of junior high school. The limitation is in the teaching pronunciation in speaking. Because correct pronunciation is needed when we speak, different pronunciation or incorrect pronunciation can influence the meaning of the word.

3. The place of the research is in SMP NEGERI 1 SEDATI in Jalan Brantas No. 1, Juanda, Sedati-Sidoarjo.

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F. Definition of key term

a. *Method* is the way to do something.[4] In teaching, teaching method is the way to teach something.

b. *Audio Lingual*, audio is sound recorded and produced by electronic means. Audio Lingual is sound recorded and produced by electronic in the need of language.

c. *Speaking* is talk of something.[5] Speaking is the activity to produce words in the target language.

d. *Skill* is the ability of someone in practicing language, the four language skills are: speaking, listening, reading, and writing. In other meaning, skill is ability to do something well.[6]

e. *Pronunciation* is the way in which a language is spoken; the way of person speaks the words of a language.[7] Pronunciation is a neglected skill in many classrooms, despite the obvious importance attached to it by learners.[8] (David Nunan. 1991)

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[4] Homby, *Oxford Advance Learner's Dictionary*, page. 734
[5] Ibid, page. 1140
[6] Ibid, page.1109
[7] Ibid, page.928
[8] David Nunan, *Language Teaching Methodology*, page. 106

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