TEACHING LEARNING SPEAKING BY USING AUDIO-LINGUAL METHOD AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP N 9 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG 2017**

DECLARATION

Hereby, I State This Thesis Entitled "TEACHING-LEARNING SPEAKING BY USING AUDIO-LINGUAL METHOD AT THE FIRST SEMESTER OF THE EIGHT GRADE AT SMP N 9 BANDAR LAMPUNG IN ACADEMIC YEAR 2017/2018" is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

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Motto

" and He taught Adam the names – all of them. Then He showed them to the angels and said,

" inform Me of the name of these, if you are truthful.¹" (Q.S Al – baqaroh : 31)²

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¹ Allama Abdullah Yusuf Ali, *The Holy Quran Arabic Text with English Trans,* (New Delhi : Milat Book Centre, 2004), p.8

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

- My beloved parents: Father and Mother who always prays for my success and give me motivation to study hard until now. I love them so much.

- My beloved husband: Fajar Maula Abdi who always prays and gives me spirit and suggestion for my success.

- My beloved sister and brother: Aisyah, Mutmainah and Syabili who always support me and give me motivation until now.

- My beloved friends : Azizah, Ike, Zaitun, Evi, Ana, Citra, PBI class, who always support me to finish this thesis.

- My beloved Almamater Raden Intan State Islamic University, Lampung.

CURRICULUM VITAE

The writer's name is Uswatun Khasanah. She was born in Lampung Selatan on March 11th, 1994. She is the third child out of four children of Mr Turmudi and Mrs. Raudoh. She has two sister and one little brothers.

She began her study at elementary school of elementary school Dipasena Makmur in 2000 and graduated in 2006. Then, she continued at Junior High School of Madrasah Tsanawiyah Al-Fatah in 2006. After graduating from Junior High School in 2009, she continued again at Senior High School at Madrasah Aliyah Al-Fatah Natar in 2009 and graduated in 2012. Then, she continued her study in the Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficient, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled "Teaching-Learning speaking by using Audio-Lingual Method at the second   Semester of the Eight Grade at SMP N 9 Bandar Lampung in Academic Year 2017/2018" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

- Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.

- Meisuri, M.Pd, the chairperson of English Department, and Rohmatillah, M.Pd, the secretary of English Department, who give the researcher opportunity to study until the end of this thesis composition.

- Dr. M. Muhassin, M.Hum, the first advisor for his guidance, help and countless time given to the researcher to finish this final project.

- Dian Reftya Wati, M.Pd, the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.

- Yulianti, S.Pd and all English teachers at SMP N 9 Bandar Lampung who gave the guidance and spirit in conducting this research.

- All lecturers of English Department of IAIN Raden Intan Lampung, who have taught the researcher since the first year of her study.

- All friends of the English Department of IAIN Raden Intan Lampung, especially beloved friends in class C, then all of her best friends who always give suggestion and spirit in framework of writing this research.

- Beloved husband, Fajar Maula abdi who always support me.

- All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.

- All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class C, then all of her best friends who always give suggestion and spirit in framework of writing this research.

☐   All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,

The Researcher,

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CHAPTER I
INTRODUCTION

A. Background of the problem

Language is a tool of communication and language is the vehicle to make relationship among people. Without language, it is impossible for everyone to make interaction each other. According to Setiyadi, "language is a system for the expression of meaning".[3] This language is also used to express ideas, thought, opinions and feeling. People can fulfill their needs of life by communication with each other and people can transfer knowledge using language. People can not express the ideas or opinions if people do not know the language.

English has many functions, one of them as stated by school based curriculum that English as a means of communication for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is that the students are expected to master the four skills of language: listening, speaking, reading, and writing.[4] Teaching and learning will be succeed if it is supported by some factors such things as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment. Indonesia as one of the developing countries has also set its educational

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[3] Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.10.
[4] Agustien, H.I.R, *Communication Strategies in Sustained Casual Conversations,* published, on 1997.

curriculum to include English as a foreign language which is studied from junior high school up to the university level.

In learning English, people should be based on the four language skills. Those are listening, speaking, reading, and writing. If people want to master English, people should see them well. But in the research, the reseacher only focused on speaking skill. Moreover, now, speaking skill in many schools is still low. Speaking is so much a part of daily life that we take it for granted. By speaking, people can express their ideas, thoughts and feelings to communicate. According to Thombury the average person produces tens of thousands of word a day, although some people may produce even more that.[5]

Speaking is one of skill that should be mastered by students, where the students can use English in their activity, at school or at home. Speaking is one of the important skills in language learning. According to Bull, "Speaking is talking to somebody about something use voice to say something."[6] It means that the primary goal of learning a foreign language is to be able to speak it; teaching should therefore help students to achieve that goal to the best of their ability, because with the available teaching technique the students can enjoy and increase their speaking ability.

For many students speaking is also difficult to be mastered. There were some factors that can make it difficult to be laerned. It is caused by some factors like difficulties

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[5] Scott Thombury, *How to Teach Speaking (*Kuala Lumpur: Longman, 1998), p.1
[6] Victoria Bull, *Oxford Learner's Pocket Dictinory,* (New York: University Press, 2000), p.414

for remembering about English words, students did not have enough time to practice English and not confidence to speak English because it is the foreign language and they feel shy and unfamiliar to speak different language and they feel shy and unfamiliar to speak different language. Some factors that can be the causes of the low speaking ability in Indonesia are: English considered as a foreign language, less exposure of English in the environment, learning English is not stressed on speaking ability but focus on more structure and vocabulary, Ashamed and fear of making mistake, English is not considered as a necessity.[7]

The function of the teacher is not to tell the students what they should learn, but to help them to select what they want to learn.[8] The teacher becomes a facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they may need English. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the use of a variety of teaching methods.

Furthermore, in teaching speaking, it becomes the problem when it does not reach its target and students are lack of patience and so forth. Those kinds of problems which commonly occur in teaching speaking should be really taken care and solved.

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[7] Kasihani K.E. Suyanto, *English for Young Learners*, (Bumi Aksara, Jakarta, cetakan ke-1, 2007) p.57.
[8] *Ibid.,*

Because the success or the failure in accomplishing teaching speaking and the implementation of the effective method relies heavily on teaching and learning process in the classroom.

To help the teachers in teaching speaking to junior high school students, teachers may use an interesting teaching method to present their teaching materials that also help them in creating fun class. One of the alternative methods is Audio-lingual teaching method. According to Gheeta, the Audio-Lingual Method can be traced back to the language teaching programs devised in America during the Second World War. Its focus was on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.[9] Audio-Lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appear to be very "productive" students.

Moreover, being able to use the target language communicatively is the goal of this method. Therefore, students need to over learn the target language, to learn and use it automatically without stopping to think by forming new habits in the target language and overcoming the old habits of their native language.

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[9] Nagaraj, Geetha, *English Language Teaching: Approaches, Methods, and Techniques* (Delhi: Sangam Books, 1996), P.79

Based on the preliminary research on October 20, 2016 by interviewing the English teacher of excellent class (Mrs. Yulianti) and some students as a sample at SMP N 9 Bandar Lampung, the reseacher found out some of the problems related to the use of disappearing dialogue in speaking class. The problems came because the students unmotivated in learning speaking English. Some of students speaking English is still low. The problems faced by the teacher, Yulianti, the students still have difficulties in speaking English and the students' vocabularies is still low, in learning process; consequently she often found some students who were really passive and got bored in teaching and kept chatting with other friends.

Speaking skill is taught to the students in order to be able to use English in the real communication. But based on the preliminary research that was conducted while doing interview the English teacher in SMP N 9 Bandar Lampung, who is she teaching there (Mrs. Yulianti S. Pd). She said that for many students speaking is also difficult to be mastered. There were some factors that can make it difficult to be learned. It is caused by some factors like difficulties for remembering about English words, students did not have enough time to practice English and not confidence to speak English because it is the foreign language and they feel shy and unfamiliar to speak different language.[10]

Based on the data above, the total number of students at the eighth grade of SMP Negeri 9 Bandar Lampug are 151 students and it is divided into 5 classes. The

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[10]Yulianti. The English teacher at SMPN 9 Bandar Lampung . An Interview February 27th, 2017

students' speaking score in SMP Negeri 9 Bandar Lampung is still low which only 18.4% or only 31 of 151 students. It can be seen that speaking score in SMP Negeri 9 Bandar Lampug (See Appendix 6). In this case, the researcher found the speaking ability of 120 or 81.6% students of eighth grade in SMP Negeri 9 is still low. Students get difficulties in speaking English words correctly. According to Brown, for speaking skill there are at least are five criteria to assess speaking skill, they are pronunciation, fluency, grammar, vocabulary and comprehension. He said that speaking score of students is poor if the students get 45-64 (See Appendix 7). Based on the criteria above the researcher concludes that only a few students can reach the excellent score and the most of them still low.

Based on the condition above, in this research the researcher will focus on Teaching Learning Speaking by using Audio-Lingual Method (ALM) in at the first semester of the eighth grade student at SMP N 9 Bandar Lampung. The researcher decided to choose the subject of SMP N 9 Bandar Lampung, because this school is completed with good facilities for supporting speaking skill. And the other reason the researcher does the research because can get the larger knowledge and experience about how to teach and learn speaking English by using Audio-Lingual Method, especially to teach first semester of the eighth grade students of junior high school.

There are some previous research about Teaching speaking as follow firstly 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 Pemalang in he academic year 2006/2007. The result of the researcher shows that the developed Using Audio-lingual teaching 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.[11],

The Second is Iin (2014) discused about using board game towards students' speaking ability.[12] The research showed that difference between the avarge of student's score before they were using board game 64% difficult to speak English well and after they are using board game , there is improvement of students' speaking ability jus only 35% sudents difficult to speak English well it could be said that there is a significant influence of using board game towards students' speaking ability.

Third previous research that had been done by Liza (2014) discused about using relatively game towards students' speaking ability. The research showed that difference between the avarge of student's score before they were using relatively

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[11] Purwati, *Audio-Lingual Teaching as an alternative method in teaching speaking an action research given to the first year students of SMP N 2 Pemalang in he academic year 2006/2007,* (Pemalang: Pemalang Press, 2007), p. 71.

[12] Iin, *The influence of using board game towards students' speaking ability at the first semester of the seventh grade at SMPN 3 Terbanggi Besar Central Lampung in the academic year of 2013/2014,* (Lampung:Lampung Press, 2014), p. 7.

game (14,6%) And after they are using relatively game (68,4%). It was can be conclude that the relatively game is an effetive and effisien in teaching speaking.[13]

Based on discusses of previous study, it can be concluded that there is a significant different of this research for previous ones. The difference lies on topic and skill applied. This research only focus on teaching learning speaking by using Audio-Lingual Method at the first semester of the eighth grade student at SMP N 9 in Bandar Lampung 2017/2018 whereas previous studies focus on developing and improving speaking ability. The researcher considers that Audio-Lingual Method is one of the most important things related to speaking English learning process. The researcher has choose the topic in this research because the researcher assumed that many students had problem in speaking English, especially the students in SMP N 9 Bandar Lampung.

Therefore the researcher is interested in conducting the research entitled "Teaching-Learning speaking by using Audio-Lingual Method at the First Semester of the Eight Grade at SMP N 9 Bandar Lampung in Academic Year 2017/2018.

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[13] Liza Fitria, *The influence of using Relatively Speaking Game Toward Students'* (Lampung:Lampung Press, 2014), p. 5.

B. Identification of the Problem

Based on the background of the problem, the researcher identified some problem as follows:

1. The students' vocabulary is still low.

2. The students are difficulties in speaking English words correctly.

3. The students really pasiv and fell bored with in teaching learning speaking.

C. Limitation of the Problem

In this research, the researcher limited the problems of the research to make it more focus. In junior high school, there are many interesting aspect to be analyzed, but the researcher only focused on Teaching-Learning Speaking by using Audio-Lingual Method and the problem face by the teacher and the students at the first semester of the eighth grade of SMP N 9 Bandar Lampung In The academic year of 2017/2018.

D. Formulation of the Problem

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

1. How is the process of teaching speaking by using Audio-Lingual Method in especially to the first semester of the eighth grade of SMP N 9 Bandar Lampung?

2. What are the problems faced by the teacher in teaching speaking by using Audio-Lingual Method to the first semester of the eighth grade of SMP N 9 Bandar Lampung?

3. What are the problems faced by the students in learning speaking by using Audio-Lingual Method to the first semester of the eighth grade of SMP N 9 Bandar Lampung?

E. Objective of the Study

The research is aimed at describing:

1. To know the process of teaching learning speaking by using Audio-Lingual Method.

2. To know the problems of teaching speaking by using Audio-Lingual Method by the teacher.

3. To know the problems of learning speaking by using Audio-Lingual Method by the students.

F. Use of the Research

It is expected the finding of the research can be used as follows:

1. Theoritiecally

   a. The results of this research are epected to be a source of information for further research in speaking by using Audio-Lingual Method

b. The finding of this research will be useful to the readers who are interested in analyzing teaching learning speaking process to the students of junior high school.

2. Practically

a. For the researcher, she can get the larger knowledge and experience about how to teach English using Audio Lingual Method, especially to teach the second semester student of junior high school.

b. For the teachers of SMP N 9 Bandar Lampung, it can be a source of information and knowledge about the kind of teaching methods especially in teaching learning speaking and also it can be implemented by the teacher in teaching and learning English especially in speaking skill.

G. Scope of the Research

The scope of this research is as follows:

1. The subject of research was the students of the second semester of the eighth grade and the English teacher in SMP N 9 Bandar Lampung.

2. The object of the research was conducted in eighth class of SMP N 9 Bandar Lampung in the academic year of 2017/2018.

3. The place of research was conducted at SMP N 9 Bandar Lampung.

4. This time of research was conducted at the first semester of the eighth grade in 2017/2018 Academic year.

CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Concept of Teaching Learning English as a Foreign Language

English as an International language that has large influence to human life. English has been acknowledged by most countries in the world as an International language. Consequently, English has to be used in International communication, for general as well as specific needs. Therefore people in countries where English used as a foreign language have to learn it. Geoffrey, et. al. States "English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.[14] It means that the student who learns English as a foreign language should have limited time to use their English in daily activity.

According to Setiyadi, English is really foreign language for language learner in Indonesia, because in Indonesia it is learned only at school and people do not speak the language in the society.[15] It is expected that the students should have the ability or knowledge of English which can be used for communication.

In Indonesia, English is taught as a foreign language. Therefore, English is not used for daily communication. In many sources, especially in internet source, explained that English as first foreign language initiative meant to promote the use of the

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[14] Geoffrey Broughton and friends, *Teaching English as a Foreign Language,* (New York: University of London Institute of Education, second edition, 2003), p. 6.

[15] Ag Bambang Setiyadi, *Teaching English as Foreign Language,* (Yogyakarta:Graha Ilmu, 2006), p. 22.

English language as first foreign language in all the countries around the world. It means that the English is a language which use by all of the word as the first foreign language to communicate.

Considering this fact, and remembering in the importance of English, teaching as a foreign language should be put as one of the first priority. This way will be introduced not only something new about the language to student but also about its culture. Then, to achieve the goal of English teaching needs skilful, creative and innovative teachers teaching media and another facility which can support achieving the goal. In addition, the teaching should be also interesting, appropriate for student. Teaching is a distinct skill. The teachers should be very energetic- who make the students feel excited about learning. So a teacher will inspire and keep the students motivation strong. Learning English using the Mastery can make the students learns much faster and will enjoy learning more.

Teacher need to consider how close they should be to the students they are working with. The most important part is that the teacher should be able to manage classroom effectively and handle any situations in the class.[16] First of all they are usually exposed to language which they are more or less understand even if they cannot produce the same language spontaneously themselves. Secondly, they are motivated to learn the language in order to be able to communicate. Finally, they have the

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[16] Jeremy Harmer, *How to Teach English.* Cambridge: Longman, 2007, p. 34.

opportunities to use the language they are learning, thus giving hem chance to flex their linguistics muscle-and check their own progress and abilities.

One significant factor that influences most of the successes in teaching and learning are teachers. Teachers have to be able to guide the students into an understanding of the lesson. They have to find the way how to make the students enjoy the lesson. The students' willingness to study is fragile; they can lose their spirit and willingness to study easily if the teachers are dull or uninteresting.

> Harmer states in his book, one of main tasks for teacher is to provoke interest and involvement in the subject even when the students are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and their seriousness that they may influence he students. It is by their own behaviour and enthusiasm that they may inspire.[17]

It is clear that teachers also have great effects in the process of learning. The better the teacher teach the easier the students will understand. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make that happen, the students must actively involved in the teaching learning process and do a lot of practices. The teacher also should be managing the class in a good way. The teacher should be creative in teaching, so the students will not feel bored or lose eagerness to learn.

The objective in teaching learning English as a foreign language is to increase students' ability in four language skills, namely listening, speaking, reading, and

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[17] *Ibid*, p. 8.

writing. And the purpose of the foreign language to develop the students' skills by understanding of listening, speaking, reading, and writing, while giving insight into the culture of which the language is part.

Brown states "Teaching is showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand".[18] It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparation the aim of teaching can be reached. By teaching English, students are expected to able to apply their English language for communication. Everyone has known that English is the international language which is used in the world society. Everyone communicates with other people by using it, so by this language they can develop their knowledge and they can follow the new information in the world. From this point of view, it is clear that how important of English is as a mean of communication.

B.   Speaking

Speaking is one important part in learning. Sanggam states that: the spoken productive language ability is called speaking. It is the ability of speaker to communicate information to a listener or a group listener.[19] Speaking is one of the four basic abilitys in learning foreign language besides listening, reading, and writing.

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[18] H. Douglas Brown, *Principle of Language Learning and Teaching,* United States of America: Prentice Hall Regents, Third Edition, 1994), p.7.

[19] Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

It has been taught since the students enter a junior high school; however it is not easy for students to communicate in English. They have to think more often when speaking English.

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by student in learning English. it is an essential tool for communicating. It is supported by Christhoper, "that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.[20] It means speaking is one effective way to interact and communicate among people in social life. According to Lado, that speaking is the ability to express oneself in life situation, or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.[21] It can be interpreted that speaking is a way to communicate with others, to share information, express idea, feeling, emotions to other person or give an explanation or to ask a question for someone. Speaking used the language to express sequence ideas and at the same time tries to get the idea or the message.

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[20] Christopher Turk, *Effective Speaking Communicating in Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

[21] R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

Likewise, Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.[22] It means that speaking is to express or communicate opinions, feelings, and ideas, and so on by or as talking. Moreover, by speaking, the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings and ideas.

From the definition above, the researcher can conclude that speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

2. Elements of Speaking

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[22] Scott Thornbury, *How to Teach Speaking,* (London: Longman, 2005), pp. 1-2

Harmer states that the ability to speak in English needs the elements necessary for the spoken production as the following:

a) Language Features

1. Connected Speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of speaking but also the use of fluent connected speech. In connected speech sound are modified, omitted, added or weakened.

2. Expressive Device: Native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).

3. Lexis and grammar: teacher should therefore supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.

4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b) Mental/ Social Processing.

1. Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that

are not only comprehensible, but also every convey the meanings that are intended, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2. Interacting with other: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3. (on the spot) Information processing: quite apart from our response to others feelings, we also need to be able to process the information they tell us at the moment we get it.[23]

Based those explanations above, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis, grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

It can be said that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get idea or the message across. In presenting something, students also need to pay attention about connected speech, lexis and grammar, confidence and so on. Therefore what did the students present can be understood by the other

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[23]*Ibid,* pp. 269-271.

friends. In this case, there is a process of giving message and at the same time; there is a process of understanding the message of the first speaker.

3. Speaking Skill

The mastery of speaking skills is a priority for many second-language or foreign-language learners. Hence, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel. They have improved in their spoken language proficiency.[24] The ability to speak in foreign language is important, it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to understand and express our throughts are all reflected in our spoken performance in foreign language. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainly, etc.

The ability to speak a foreign language is the most pressed skill because someone who can speech a language will also be able to understand it. Lado defines speaking ability as: "The ability tp use in essensially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at

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[24] Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, available on: www.finchpark.com/courses/tkt/Unit_07/Richards-Teaching-Listening-Speaking.pdf, 2008, accessed on March 14th 2017

normal rate delivery for native speakers of the language".[25] Meanwhile Lwin states that speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intellegence.[26] Speaking ability can be called by verbal intellegence. No doubt, speaking is the most common communicative activity in daily life. Every time and anywhere people use speaking to others as ability in expressing their ideas and thought.

Subsequently, the definition of speaking skill lexicallly is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition, Lado points out that speaking ability/skill is described as the ability to report acts or situation, or the ability to report acts or situation in precise word, or the ability to converse, or the express a sequence of ideas fluently.

Speaking skill is an important part of the curriculum in language teaching and this make them an important object of assessment as well. Assessing speaking is challenging, however there are so many factors that influence our impression of how well someone can speak a language, and because we expect test to be accurate, just and appropriate for our purpose.[27] It means that the speaking skill should be seriously assesed accurately that appropriate with assessment criteria.

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[25] R. Lado, *Language Testing,* (London: Longman Group Limited, 1961), pp. 239-240

[26] Lwin, Adam Khoo, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's Intellegence,* (2nd Ed), (Jakarta: Indeks Publisher, 2008), p. 11

[27] Sari Luoma, *Assessing Speaking,* (New York: Cambridge University Press, 2004), p. 1

There are modified from of a scale such as the one suggested for evaluation speaking can be used:

1. Grammar

2. Vocabulary

3. Comprehension

4. Fluency (the ease and speed of the flow of speech)

5. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).

6. Task[28]

According some explanations above, it can be concluded that speaking skill means the ability to use English to practice conversation in groups suitable with the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

C. Teaching Speaking

Speaking is a crucial part of second language learning and teaching.[29] There are so many ways in teaching speaking that most of teachers of English having some ways in teaching learning speaking. The teacher has responsibility to make their teaching

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[28] P. David Haris, *Testing English as A Second Language,* (New York: Mc Graw Hill, Inc, 1969), p. 81
[29] *Op.cit,* Hayriye Kayi, p.1.

successful. The teachers of English also should apply various interesting technique that can attract students' motivation in learning English so that the students enjoy in learning English. English is a relatively easy to learn and speak. The secret to learning English is to speak English as soon as possible so as you learn you practice and practice verbally. In learning speaking English students will also automatically learn the words and the sentences of language spontaneously in speaking.

1. Definition of Teaching Speaking

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transfering ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effeciently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehealsal oppurtunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.

3. The more students have oppurtunities to activate the various elements of language.[30]

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each students to speak that clear language is very important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

Brown states that the procedures of teaching speaking are:

1. Pre teaching

   Arouse student's interest in planning task.

2. While teaching

   a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.

   b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

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[30] Jeremy Harmer, *How to Teach English,* (Harlow: Pearson Educated Limited, 2007), p. 123

3. Post teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.[31] As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking whit others in class.

2. **Teacher's Problem in Teaching Speaking**

Speaking is one important skill in English as a foreign language. There are some problem in teaching speaking, according to Thornbury, there are some problems in learning speaking, they are knowledge factor is the learner does not yet know aspect of language the enables production. They are lack of knowledge of the language and lack of practice interactive speaking itself. And then skill factors is the learners has known about aspect of language, but because they are rarely practicing speaking English, thus their skills are sufficient to ensure fluency.[32] The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in Maley such as:

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[31]H. Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (San Francisco: California, 2000), p. 278

[32] Thornbury,*Op.Cit.* p.123

1. Students will not talk or say anything.

   It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.

3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.[33]

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that yo can help them resolve. According to Ur, there are solutions to speaking problems as follows:

a) Group Work: Working in groups also lowers the inhibitions of shy students who are not confortable speaking in front of the whole class.

b) Easy Language: Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.

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[33] Alan Maley, *Classroom Problems* in Teacher British Council, available on: http//www.teachingEnglish.org.uk/article/teaching.speaking-skills-2-oovercoming-classroom-problems,Elt, Caracas, 2004, accessed on May 16th 2017

c) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.

d) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.

e) English Monitor: A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.[34]

Related to explanation above, the teacher is expected to be able to manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: first working in groups can help the shy students interacting more comfortable, second simple language can help the students more understand about the material. Third choose the interesting topics can make the students more interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

D.   Learning Speaking

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[34] Penny Ur, *A Course in Language Teaching,* (New York: Cambridge University Press, 1991), pp. 121-122

In learning speaking process instead of concerning to the components of speaking, and the student's motivation and interest are much needed to make process of their understanding is easily. The goal of someone to learns English because they can be able to use the foreign language with real people in communication.

1. Definition of Learning Speaking

Learning is defined an process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.[35] Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[36] It is a relatively permanent change in behaviour tendency and the result reinforced practice. It means that learning is about getting a knowledge from study, from experience, or instruction. It is supported by Cameron, "At the root of learning is the process of making meaning out of participation in the social word. As children's minds stretch to find meanings in new experiences, so learning occurs."[37] In other word, learning not only about getting knowledge from study, but it can be from experience, or instruction.

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[35] Danise E. Murray and Mary Ann Christison, *What English Language Teachers Need to Know Vol 1,* available on: http://perpus.stkipkusumanegara.ac.id/file_digital/Buku%20Digital%2072.pdf, 2011, accessed on April 9th 2017, p. 140

[36] H. Douglas Brown, *Op.Cit.,* p. 7

[37] Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 241

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing information.[38] Along with, Turk states that speaking is the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.[39]

Based on these explanations, it can be concluded that speaking is someone process to interact with others and to get information, ask question, and share everything. In speaking, students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing.

Based on both of these explanations, it can be concluded that learning speaking is students' process to get knowledge through interact with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also need teacher's guide to control the students when they in conversation.

Learning speaking English must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation and fluenty. The descriptions is as follows:

a) Pronunciation

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[38] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 140

[39] Christopher Turk, *Op.Cit.,* p. 9

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible articulation. For example the students say *Like/lek/* and then the researcher asks the students not */lek/ but /laik/*.

b) Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

c) Vocabulary

Vocabulary is total number of word that makes up a language. Those words are used in speaking. Vocabulary means the appropriate diction which is used in communication.

d) Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking.[40]

It can be said that in learning speaking process instead of concerning to the components of speaking. Students learn English because they can be able to use

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[40] H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, *Op.Cit.,* pp. 172-173

the foreign language with real people in communication. It is supported by Harmer "many people learn English because they have moved into a target-language community."[41] It means that, all around the world, and students of all ages is learning to speak English, because they think it will be useful in some way for international communication.

From the explanation above, it can be concluded that in learning speaking process must be focused on components of speaking concerned with grammar, vocabulary, pronunciation and fluency. Students learn to speak English because they need to be able to operate successfully within that community.

2.   Students' Problem in Learning Speaking

In order to know clearly about the problems in learning speaking that students' may have problems. They are included:

a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

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[41] Jeremy Harmer, *How to Teach English, Op, Cit.,* p. 11

b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.[42]

From the explanation above, it can be concluded that students' problems in learning speaking above are very difficult to solve. Those reasons occurred because the learners are not native speaker or they are foreign learner, when they learn an English lesson the harder and ability to know have to rich. But this case have often occurs because the base of the learner is low, such as inhibition, low or uneven participation and mother tongue.

E. Concept of Audio Lingual Method

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[42]Penny Ur, *Op, Cit.,* p. 121.

According to Larsen-Freeman, Audio-Lingual Method is used by the teachers who want their students to be able to use the target language in daily speaking communicatively.[43] In this research, this method was used in the classroom to improve the students' speaking ability and it was hoped that this method facilitate students to use the target language, especially English, in daily life.

The Audio-Lingual Method is a teaching method that developed in the United States in 1940's during World War II. At that time, there was an urgent need for people to learn foreign languages rapidly for military purposes. That is why it was also referred to as the *Army method*. Audio-Lingual Method appeared as a reaction to The Grammar-Translation Method, which did not prepare people to use the target language for communicative purposes as it focused on the writing abilities at the expense of the speaking abilities.

The Audio-Lingual Method, like the direct method, is also an oral-approach. The Audio-Lingual Method supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule in the target language. However, unlike the direct method, the Audio-Lingual Method doesn't focus on teaching vocabulary. Rather, the teacher drills the students in the use of spoken grammar.

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[43] Larsen-Freeman, D. "*Techniques and principles in language teaching.*" (Oxford: Oxford University Press, 2000), p. 37

On the other hand, Freeman states the Audio-Lingual Method drills students in the use of grammatical sentence pattern.[44] It indicates that the focus of this lesson is to improve students' target language communicatively. The goal of this method for the students is to be able to use target language. Meanwhile, Audio-Lingual Method consist techniques which can be achieved by the students. For the sake of more practicality, the following points mentioned below provide expanded descriptions of some techniques introduced by Larsen-Freeman that are closely associated with the Audio-Lingual Method:

a. Dialogs memorization: Students memorize an opening dialog using mimicry and applied role playing.

b. Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part start in at the end of the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

c. Repetition drill: students repeat teacher's model quickly and accurately as possible.

d. Chain drill: Students ask and answer each other one by one in a circular chain around the classroom.

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[44] Larsen-Freeman, *Ibid.* p.33.

e. Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

f. Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line.

g. Transformation drill: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, affirmative to be turned into negative, Active to passive.

h. Question and Answer drill: Students should answer or ask questions very quickly. (Enhance fluency, reduce inhibition).

i. Use Minimal Pairs: teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the students to pronounce and differentiate the two words.

j. Complete the dialog: Selected words are erased from a line in the dialog- students must find and insert.

k. Grammar games: Various games designed to practice a grammar point in context, using lots of repetition.[45]

Therefore, researcher intends to restrict those techniques to be uses in this research in order to ease the research later on. They are Repetition drill and transformation drill. The consideration why researcher takes those techniques to be uses in this reasearch

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[45] Larsen-Freeman, *Ibid,* p. 34.

is to check the students'speaking. However, Audio-Lingual Method consist principles that should be done in the teaching of the drill techniques. According to Brown the principles of the Audio-Lingual Method are as follows:

1. New material is presented in dialog form

2. There is dependence on mimicry, memorization of set phrases, and over learning

3. Structures are sequenced by means of contrastive analysis and taught one at time

4. Structural patterns are taught using repetitive drills

5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation

6. Vocabulary is strictly limited and learned in context

7. There is much use of tapes, language labs, and visual aids

8. Great importance is attached to pronunciation

9. Very little use of the mother tongue by teachers is permitted

10. Successful responses are immediately reinforced

11. There is great effort to get students to produce error-free utterances

12. There is tendency to manipulate language and disregard content. [46]

The Audio-Lingual Method, like the direct method, is also an oral-approach. However, it is very different in that rather than emphasizing vocabulary acquisition

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[46] Brown, *Op,cit.* p. 57.

through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

In conclusion, general of the Audio-Lingual Method is to enable the target language communicatively. And there are two objectives in Audio-Lingual Method such as: brook distinguishes between short range objectives include training in listening comprehension and accurate pronunciations. Long range objectives or the ultimate's goal is to develop the students' abilities are same like what native speakers have, to use it automatically without stopping to think. And the main principles on which the audio lingual method is based are following: foreign language learning is basically a process of mechanical habit formation.

F.   Procedure of Audio-Lingual Method

The Audio-lingual methods provide relatively complete technique and procedure. There are a number types of Audio-Lingual Method that are dialogue memorization, backward Build up (Expansion Drill Repetition Drills, chain drill, Single slot Substitution Drill, multiple slot Substitution Drill, Transformation Drill, Question and answer drill, use minimal pairs, complete the dialogue, and grammar game.[47] The teacher may choose some of them because it all depends on the needs of the

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[47] Larseen-Freeman, *Loc,cit,* p. 34.

students; they are Repetition Drill and Transformation Drill. The procedure as a follow:

a. Repetition Drills

This is the simplest drill in learning the language. It is used for very beginning of language learners.

Example:　　　Teacher　　　: I study in the morning.

　　　　　　　Students　　　: I study in the morning

The researcher chose the repetition drill because it is needed to strengthen the students" memorization. By drilling to repeat some phrases or sen-tences correctly lots of times, it will lead the students to master the language and know the pattern of the language grammar. It is in line with the assumption of the method that repetition by the teacher and followed by the students is one of the way in teaching the target language.

b.　Response Drill

Language learners respond to somebody's sentence. In this drill the answers are patterned after the questions. This drill may involve "who" question or "yes/no" questions. Example:　　　T1: Alice is at school.

T2: Where is Alice?

T3: At school.

Although the concept of audio lingual method is speaking first under-standing later, by using this type of drill the students not only could remember the utterances, but can respond the utterances.

G.   Teaching Speaking through the Audio-Lingual Method

Brown states that Audio-Lingual Method activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize.[48] Accordingly, dialogues are very relevant in the sense that they provide students with the right structure and an idea about how to use the different types of patterns in the right situations because dialogues usually illustrate socio-cultural situations of the target language, i.e., Speech acts, such as greetings, showing approval or disapproval, opinion exchanges or discussion of standard topics (weather, hobbies…etc.). This actually helps students recognize which utterance is suitable for each situation. In addition to this, by repeating and memorizing the whole dialogue or at least some specific parts of it, learners, in the Audio-Lingual Method, should focus on proper pronunciation, intonation, and stress and rhythm usage.

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[48]Douglas, Brown H, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition,* (New York: Addison Wesley Longman, 2001), p.118.

For a simple improvement in their speaking ability (pronunciation included) the teacher can use a simple memorized phrases or sentences. It can be practiced trough repetition drill. It can also improve the student' memorization of phrases or even utterances by giving a lot of repetition practices. For example teacher says 'I am the winner of the math Olympiad', the students will repeat the same phrase 'I am the winner of the math Olympiad'. The teacher may also vary the method of teaching by choosing Audio-Lingual Method. For example teacher shows or writes word 'a station', and say 'where is the station' then the students repeat it then move to the substitution words. This concept of teaching is aimed to make improvement in students speaking ability as clearly stated by Harris:

a. Vocabulary.

b. Pronunciation (including the segmental features; vowels and consonants; and the stress and intonation).

c. Fluency (the ease and speed of the flow of speech).

d. Grammar.[49]

The speaking ability is needed to be mastered by the students to communicate in the speaking class at school environment or another environment. But communication is not the only function of learning the language. Talking something in English means need to consider how to pronounce some words or even sentences in English.

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[49] David P Harris, *Testing English as a Second Language*, (USA: McGraw-Hill, Inc.1969), p.81.

Related to the language assumption of Audio-Lingual Method (the main part of drill technique) that language is habit formation and another assumption about language of Audio-Lingual Method that language is everyday spoken utterances, all these assumption about language will support the students to produce the language as what native speaker said, not Indonesian-English (as it is the common problem of learning English). The teacher drills the students to master the language by much doing repetition in producing utterances or dialogues that it is spoken everyday in daily life conversation.

As it is stated by Setiyadi that the one of the linguistic aim of Audio-Lingual Method is language learners are able to speak in acceptable pronunciation and grammatical correctness, the drill technique will provide the students focus accuracy.[50] The students will be able to produce some phrases or sentences without making mistakes because they are drilled by the teacher with correct grammatical phrases and sentences. By using the technique the students can notice the correct form or pronunciation of a word or phrase. The researcher also assumed that the technique will help the students to memorize and atomized the language patterns.

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[50] Ag, Bambang Setiyadi,. *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.55.

H. Procedure of Teaching and Learning Speaking through Audio-Lingual Method

Audio-Lingual Method has an appropriate procedure of presenting the language materials. As it is in line with Huebener in Setiyadi, the audio lingual method has a set of procedure of teaching the foreign language, where listening and speaking

ability is the first ability to be considered.[51] That's why the first procedure of teaching is more related to listening and speaking ability. This is the procedure that will be used for teaching the language by using the technique based on the assumption about language learning in the Audio-Lingual Method.

According to Setiyadi one of the principles of Audio-Lingual Method is language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters and also language learners are able to speak in acceptable pronunciation and grammatical correctness.[52] Audio Lingual Method drills students in the use of grammatical sentence pattern and to speak well. In Audio Lingual Method, the teacher wants their students to be able to use the target language communicatively. Audio Lingual Method uses repetition, replacement, and question answer to drill speaking ability.

According to Larsen-Freeman, language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. Audio-Lingual Method believes that learning a foreign language is the same as the acquisition of the native language. This is clear enough to be the reason of constructing the concept of the lesson plan as follow:

Pre-activity

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[51] *Ibid,* p. 56.
[52] *Ibid.*

a. The teacher attracted the students' motivation by asking them some vocabularies that they know.

b. The teacher explained the material about Descriptive Material the theme is Asking and Giving Information (this is for the first cycle) without giving them know that they will be the object of research of using drill technique in teaching them.

While-activity

a. The teacher will give phrases to be repeated by the learners.

For simple example:

Teacher : Do you want to lend me your English book?

Student : Do you want to lend me your English book? (Repeated the phrase)

Teacher : Oh, never mind.

Students : Oh, never mind. (Repeated the phrase).

Or it can be a little dialogue as follow:

A : Do you have a big family, Dani?

B : Not really, only one sister.

A : How big is your family Yuni?

B : I have two brothers and three sisters.

b. The language learners listen carefully while the teacher recites the correct grammatical utterances, each sentence may be repeated half dozens of times.

c. The teacher then guided them to make repetition of each line by the language learner in chorus.

d. Repetition then continued with group decreasing in size, which is first the two halves of the class, then thirds, and then single rows or smaller groups.

e. After that the teacher will use one by one those types, Substitution and Response of Audio-Lingual Method.

Post-activity

The teacher asked them randomly to see their pronunciation by asking them to repeat, substitute, and to response the teachers' phrases/utterances/sentences. [53]

The concept of the lesson plan above is based on the principle of the Audio Lingual Method. The first type of drill that will be used is repetition drill, because the researcher need to consider the hard level of the technique, means it should be started from the easier then go to the harder. The researcher began the process of teaching by using repetition technique. It is easy for the learner to only repeat the phrases and to make sure they mastered the phrases; the researcher decreased the size of the students as the object of teaching, which is first the two

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[53]*Op,cit,* Larsen-Freeman, p.44

halves of the class, then thirds, and then single rows or smaller groups and one person. The next step then the researcher will use the substitution Audio-Lingual Method.

As mentioned earlier that the purpose of the method is to make the language learners able to speak English in acceptable pronunciation and grammatical correctness, means later the students need to understand what they are talking about. By applying the substitution drill and response drill, the students will be able to change the utterances as they need to talk to someone else based on the suitable topic. They will not bound themselves in talking to someone by matching the phrases they are memorized, because sooner or later they will understand the meaning or even in which context they will use the phrases.

I.   Advantages of Using Audio-Lingual Method

According to Larsen-Freeman the advantages using Audio-Lingual Method are:

a. Learners are able speaking the target language communicatively.

b. Learners have no difficulties to understand the lesson as it is carried out in the mother tongue.

c. Learners are able to give correct response directly.

d. Learners more concern about the combination between behavioral psychology and linguistic.[54]

One of the obvious advantages of this method is the pattern drills which are good for developing structural awareness but caution should be taken that the structure should be taught as means to meaning, not as ends. Other good aspects include the emphasis on correct pronunciation and sequencing according to difficulty levels of the language structures.

J.   Disadvantages of Using Audio-Lingual Method

Since the aim of the method is speaking ability, teaching though the Audio-Lingual Method language learners will spend most of time for speaking. Huebener in Setiyadi states that the method still has certain disadvantages to be considered, these are the disadvantages:

a. The primary aim of foreign language instruction in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.

b. Real conversation is difficult to achieve in the classroom because the time to develop it is limited.

c. Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of

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[54] *Op,cit.* Larsen-Freeman, p. 43

common interest. Part of its effectiveness is due to facial expression and gesture.

d. Speaking ability is the most difficult phase of foreign language to teach and to acquire.

e. This ability is least likely to be retained, for it depends on constant language.

f. It is difficult to teach because it requires unusual resourcefulness, ability, and energy on the part of the teacher. No textbook can make up for the originally of an everyday life situation.

g. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control stress.[55]

The problems will not going to be serious problems when students practice a lot outside the classroom. And the teacher should pay full attention to the students activities related to the goals of the teaching activity that using the method.

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[55] Ag. Bambang Setiyadi,. *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 9.

CHAPTER III

RESEARCH METHOD

A.   Research Design

In this research, the researcher employs qualitative research. Bodgan and Taylor state that qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed.[56] By this qualitative research, the researcher focuses on the teaching learning speaking by using audio-lingual method at the first semester of the eighth grade of SMP N 9. In this research, the researcher does not focus on the achievement of students in grade but focused how the implementation took effect. In short, it is used to know how the teaching learning process of Audio-Lingual Method (ALM) in teaching speaking.

Sugiyono adds that qualitative research has the natural setting as the direct source of data and researcher is the key instrument.[57] The type of qualitative research that has been used in this research is focused description. Setiyadi states that focused description is a research where the researcher collected the data based on the data category that has been prepared collecting the data.[58] With the focused on description research, the researcher sorted the data needed based on the category.

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[56] Ag. Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, Yogyakarta, Graha Ilmu, 2006, p. 219.

[57] Sugiyono, *Memahami Penelitian Kualitatif,* Bandung, Alfabeta, 2005, p. 9.

[58] *Ibid*, p. 232.

During the research, researcher is being functioned as an observer. Researcher observed the teaching learning process carried out by the regular class teacher.

B.   Research Subject

In this research the researcher were use purposive sampling technique. Arikunto says that purposive sampling technique is sampling technique which is done because limited time and finding.[59] It means that in this research the researcher had choosen the class and make a research in that class.

Furthermore according to Marguerite *et.al.* Purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.[60] In other word, in this research the researcher used qualitative research to identify the information. Then, to select the sample as the source of data the researcher used purposive sampling technique.

Population is a generalization area which consists of object or subject that has certain qualities and characteristics that set by the researcher to learn and then drawn the

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[59] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta,2002),p.127

[60]Marguerite, et.al, *Methods in Educational Research*: *From Theory to Practice*, (San Francisco: Jassey-Bass, 2006), p.152

conclusion.[61] Arikunto states that population is the total number of student's research.[62] In this research, the researcher took location in SMP N 9 Bandar Lampung. The subjects of research are the students of the first semester of the eighth grade and the English teacher of SMP N 9 Bandar Lampung 2017-2018 Academic Year. The total numbers of students are 151 students that consist of 5 classes.

Table I
The Number of the Eighth Grade Students at SMP N 9 Bandar Lampung in the second Semester of 2017/2018 Academic Year

Class	Number of Students		Total
	Male	**Female**	
VIII A	6	24	30
VIII B	7	23	30
VIII C	8	20	28
VIII D	12	19	31
VIII E	12	20	32
Total	45	106	151

Source: The Student Archive of SMP N 9 Bandar Lampung

From the data above, the researcher took one class as the sample of this research and the data will be obtained from the students of E class that consists of 32 students as the sample, it is based on the data of students' writing that show the students writing is lower than others class.

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[61]Sugiyono, *Statistik Untuk Penelitian,* Alfabeta, Bandung, cetakan ke-2, 2007, p.61
[62]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* Rineka Cipta, Yogyakarta, 1997, p. 115

Table II
Students' Speaking Score of SMPN 9 Bandar Lampung 2017/2018
(Pre-Research)

No	Class	Point		Total
		< 70	**≥ 70**	
1	A	28	2	30
2	B	28	2	30
3	C	25	3	28
4	D	30	1	31
5	E	31	1	32
Total				151

Sources: Documentation of the Students of The Eighth Grade of SMP N 9 Bandar Lampung
The Academic Year of 2017/2018

From the table above, it can be said that each class had various average score. The class that had low average score is E class. The researcher used E class as a sample of this research because, class E has the lowest average score so that is possible for the students to find the problem and difficulities in teaching and learning speaking by using Audio-Lingual Method. It is appropriate with purposive sampling technique that has been explained. The sample represents the population because the students in this class have low average score compared to the other class. The researcher used class E as the subject of this research. It consists of 32 students.

C.   Data Collecting Technique

In this research, there are some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher conducted the observation, interview and the questionnaire as the data collecting technique of this research. The steps are as follows:

- **Observation**

    Observation is proper used in the research which related with teaching learning interaction, students' behavior, and group interaction because through observation, the researcher learns about bahavior and the meaning attached to those behaviors.[63]

    The aspect that has been observed is students' activity in the class that consists of their activeness and their attention in the teaching learning process using observation sheet that has been prepared. Another aspect that has been observed is teacher. The researcher observed the teaching activity by teacher in the class. How the teacher explains the material was recorded using observation sheet.

    In this research, the researcher observed the activities in teaching learning process in the classroom. The real teacher of SMP N 9 Bandar Lampung acted as a teacher

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[63] Sugiyono, Memahami Penelitian Kualitatif, Bandung, Alfabeta, 2005, Cet.1, p.64.

who explained the material and the researcher acted as an observer who observed the teaching learning activity.

- **Interview**

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interviewing provides the researcher a mean to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation.[64]

The interview used in collecting the data from the teacher. The teacher will be asked about her opinions of the activity process including problems faced in the use of Audio-Lingual Method in speaking class.

- **Questionnaire**

In this research, the researcher give questionnaire to the students. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.[65] Direct relationship between the subject and researcher is needed to get some information which supports the data. The researcher will give the questionnaire to the students in order to know the further opinions and the aspect that may influence the students'

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[64] Sugiyono, *Op. Cit.,* p. 318

[65] Wikipedia, the free encyclopedia, available at [http://en.wrikipedia.org/wiki Questionnaire]

learning process. From collecting data through questionnaire, the researcher found out that the students got problems in teaching-learning process.

D.   Research Instrument

In collecting the data, the researcher used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.[66] It consists of observation, interview, and questionnaire. The description of those instruments is follows:

1. Observation

    In this process the first information will be gotten by observing people and places at a research site. In this research, the researcher will use observation manual that has prepared before. Researcher will observe the process of teaching and learning speaking by using Audio-Lingual Method in the class. By using this instrument the researcher uses specification as follows:

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[66] Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p. 246

Table III

Specification of Observation

No	Aspect	Indicator	Number of Items	Total items
1	The procedure of teaching speaking by using Audio-Lingual Method	To know the teacher uses Audio-Lingual Method in teaching learning process	**1,2,3,4,5,**	**5**
2	Teacher's problems in teaching speaking	To know the teacher's and students' activity in the classroom	**6,7,8,9,10,**	**5**
3	The students' problems in learning speaking	To know the problem's teacher and students which may arise in teaching learning process.	**11**	**1**

From the observation the researcher got the data to know how the process of teaching and learning through Audio-Lingual Method. The observation sheet also used to know whether the teacher follow the procedure or not, for example if the teacher explain the words that used in nursery rhyme, the researcher checklist "yes" in the observation sheet, it means that the teacher follow the procedure of teaching speaking through Audio-Lingual Method. The researcher collected the data after that analyze the data and make a report from the observation in speaking task.

2. Questionnaire

The researcher gave questionnaire to the students, to know the further opinions and the aspect that may influents the students learning process and to confirms the answers from their teacher. The researcher used the questionnaire to get the detail

information of students' problems in learning speaking by using Audio-Lingual Method. The questionnaire can be described as follows:

Table V
Specification of Questionnaire

No	Aspect	Indicators	No. Items	Total items
1	Students problems in learning speaking	To know students' frame about English	1	1
		To know students' problem in learning speaking	2,3,4,5, 7,	5
2	The procedure of teaching speaking by using Audio-Lingual Method	To know students' opinion about learning speaking by using Audio-Lingual Method	8,	1
		To know students responses in learning speaking by using Audio-Lingual Method	9.	1

The researcher got the data from the questionnaire about students' problem in learning speaking by using Audio-Lingual Method. For example, if most of students' answer difficulty in pronunciation it means that there is students' problem in teaching and learning speaking by using Audio-Lingual Method. The researcher collected the data after that analyze and make a report from the observation in speaking task.

3. Interview

The researcher interview the teacher to get the data from the teacher about the teaching learning process of speaking by using Audio-Lingual Method. The topics of interview can be described as follows:

Table VI
Specification of Interview

No	Aspect	Indicators	No. Items	Total Items
1	To know the teacher problem in teaching speaking	Ask the teacher about the teacher's problem in teaching Speaking	1,	1
		Ask the teacher's opinion about practical clasroom skill.	2,	1
2	To know general process of English learning activity.	Ask the teacher whether she find student's difficulties in learning Speaking .	3,4,	2
		The researcher asked teacher about the students' participation while teaching learning process	5,6,	2
3	To know the problem during the process while applying speaking by using Audio-Lingual Method	Ask the teacher what are the problem faced by students in learning speaking by using Audio-Lingual Method	7,8.	2

The researcher collected the data from interview about teacher's problem. The researcher analyzed and makes reduction from the interview, after that report the result in speaking task.

E.   Research Procedure

In order to gain data, the following procedures are taken into account:

a. Determining the source of the data. The researcher chosen the class to conduct the research.

b. Conducting the observation. The researcher recorded the teacher and students' activities and taking note about all events and problems that may occur during the teaching learning process.

c. Interviewing the teachers directly after using disappearing dialogue in speaking class process.

d. Giving questionnaires to the students.

e. Analyzing the data and making the report of the research.

F.   Trustworthiness of the Data

Acording to Setiadi, basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent.[67] Whereas validity is a researcher always tried to keep the data collected must be authentic, life overview of research subjects in an honest and balanced.[68] The method commonly used to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data.[69] Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Cohen is Setiyadi, there are several kinds of triangulation as follow:

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[67] Bambang Setiadi, *ibid,* p.30
[68] *Ibid*, p. 31
[69] *Ibid.,*

1. Time Triangulation

    a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.

    b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

    For more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

    Researcher collected data based on different theories.

4. Method triangulation

    Researcher use different methods for collecting similar data

5. Researcher triangulation

    Collect data for the same or similar, can be done by several researchers.[70]

Based on the statement above, the researcher will use triangulation of method. In triangulation method, the researcher uses three data collecting techniques, and they are observation, interview, and questionnaire. The observation is focus on the process of teaching learning speaking using Audio Lingual Method. Interview and questionnaire were conducted to get the data which can be used to make sure about the result of the observation. The questionnaire will give to the students' in order to know the further opinions and to know the aspect that may influence the students'

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[70] *Ibid*, pp.31-32.

learning process and to confirm the answers given by their teacher. And the last is interview. The interview will be used in collecting data from the teacher. The teacher will be asked about their opinions of the activity process including problems face in the use of Audio Lingual Method in teaching learning Speaking.

G.   Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis.[71] To analyze the data, the researcher has to see all of the action so the researcher can explain how an aspect influences another aspect. In order to analyze data in qualitative research, there are some steps according to Moleong, they are:

1. Making the observation of all collected data to be treated in one unit as the result of the research finding.

2. Arranging all collective data by uniting data as it is stated on the objective of the research.

3. Categorizing the grouped data by giving coding for each data based on the objective of the research for the discussion of findings.

4. Interpreting data into substantive theory. It is intended to describe the data, analytic data, and substantive theory and stating as the findings of the research.[72]

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[71] Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif*, graha Ilmu, Yogyakarta, Cetakan Pertama, 2006, p. 94.
[72] Lexy Moleong, *Metodologi Penelitian Kualitatif*. Bandung Remaja Rosdakarya, 1994. P.189.

The data analysis in qualitative research done when the data collecting is going on and after finishing the data collecting. Huberman states that in analysis of qualitative data is done interactively and directly arround, so the data satisfied.[73] For this case, the researcher will use Sugiyono's data analysis which recomended as follows:

1. Data Reduction

   Data reduction means making summary, choosing the important things, so the data gave describing clearly and the researcher easily to collect the data.

2. Data Display

   Data display is used to explain the data in order to be meaningful. Data description will be finished in the form narrative, graphic or table. Through the presentation of these data, the data organized, arranged in a pattern of relationship, so it will be more easily understood.

3. Conclusion Drawing/Verification

   According to Miles and Huberman, the third step in the analysis of qualitative data is to conclude the data.[74]

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[73] Sugiyono, *Op. Cit.,* p.91.
[74] Sugiyono, *Op. Cit.,* pp.338-345.

CHAPTER IV

RESULT AND DISCUSSION

A.   Result of The Research

This research was conducted in the First Semester at the SMP N 9 Bandar Lampung in the Academic Year of 2017/2018. The researcher used E class as a sample of this research because class E has the lowest average score so that was possible for the students to find the problem in teaching learning speaking by using Audio Lingual Method. It consists of 32 students.

In this research, Researcher analyzed the students and teacher process in teaching and learning speaking by using Audio-Lingual method. After collecting the data, the researcher analyzes the data that consist of observation, interview,and questionnaire. According to Miles and Huberman, there are three major phrase of data analysis, data reduction, data display and conclusion drawing or verification.[75]

1. Process of Teaching and Learning Speaking by using Audio-Lingual method

The observation was conducted to know how is the process of teaching learning speaking through Audio-Lingual method. The researcher observed the teacher, the students, the teaching learning process and the situation of classroom process. The observation was also used to know the procedure of teaching speaking by using

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[75] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

Audio-Lingual method. In the observation process, the researcher prepared an observation sheet. The data of observation been identified as described in the following discussion.

In the first session on September 29th 2017 at 07.15 to 08.25 AM. In the morning before teaching and learning was done, teacher had prepared the materials with the theme "Vegetables".

a. **Pre-activity (introduction)**

The teacher started the class by greeting the students. Then, the teacher checked the attendance list. After that she built good relationship or made small talk with students before starting the lesson.

b. **Main-activity**

In the main activity, the teacher reviewed the last lesson and built students' knowledge about the lesson. After pre teaching, the teacher introduced Audio-Lingual method by discussing materials related to vegetables. She asked the students about kinds of vegetables. They looked enjoying the materials of speaking. The teacher asked about their favorite vegetables. Then, the students mentioned what their favorite vegetables. After that, the teacher gave the new speaking about the theme. Then, she asked the students to repeat what she said. After that the teacher gave a sentence which was related by the theme. The teacher gave the sentence to the students and asked the students to repeat the

sentence after the teacher and then repeat it together. The students looked interested in teaching and learning process. The teacher asked the student to repeat the sentence together. Then, the teacher gave chance to the students to ask if they had difficulties and the teacher asked the student to memorize the sentence. The process of teaching and learning did not run well, because some students felt shy to speaking. Some of students looked busy with their own activity, such as chatting with their friends but some students looked interested in teaching and learning process. The teacher tried to make the students enjoy the process. In addition the teacher evaluated the students' respond in teaching and learning. The teacher reviewed any mistakes that students did when they mentioned the words. Some students forgot the meaning of words. The teacher said "it is ok, but you have to remember again ok?" then "loudly! Don't be shy!" then the teacher gave correct pronunciations of the words. For example, when the teacher said "eat" the students repeated after it. Finally, the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again.

c. **Close activity**

In the close activity, the teacher closed the lesson.

In the second session, on Oktober 3th 2017 at 07.15 until 08.25 in the morning, the activities were not too different from the first session.

a. Pre activity

The teacher opened the class by greeting the students and checked the attendance list.

b. Main activity

The teacher reviewed the previous lesson. In the first meeting the teacher still continued teaching and learning speaking through Audio-Lingual method. The topic of first meeting was still same. The teacher drill to help the students recalled what speaking that they had learned last week. In the first meeting, it was better than the first meeting. Because the students knew the material before the lesson began.The students looked more confident and enjoyable in teaching and learning process than the previous meeting. The teacher asked the student to repeat the sentence together.

After that the teacher asked some students to speaking in front of the class one by one. But some of the students looked shy and were not confident to speaking, but the teacher tried to guide the students to be brave. Some of students speaking with little voice, because they felt shy and afraid make a mistake in pronounce. The process teaching and learning was enjoyable even some of the students were still busy with their own chatting and playing with their friends. Finally the teacher asked the students to learn more and more.

The first meeting was the last meeting. Before the teacher closed the lesson, the teacher gave the researcher time to deliver the questionnaire to the students. They filled the questionnaire in fifteen minutes. After that, the researcher gave the class to the teacher.

c. **Close activity**

In the close activity, the teacher closed the lesson.

2. **Teacher's Problem in Teaching and Learning Speaking through Audio-Lingual method**

Teacher's problem in teaching and learning speaking through Audio-Lingual method was identified by using two instruments. They were observation and interview.

a. **Observation**

Based on the observation, the researcher got some data to know the teacher's problem in teaching speaking through Audio-Lingual method. The researcher used observation checklist to know whether teacher applied all of the steps or not. For all that, the teacher had some difficulties in teaching speaking through Audio-Lingual method. The teacher looked difficult to handle the class because the students were very passive to speaking.

b. Interview

To support the data of the observation the researcher used interview as instrument to know the teachers' problem in teaching and learning speaking through Audio-Lingual method. The process of teaching speaking did not run very well because the situation of the class was little bit noisy and crowded. The teacher followed all the procedures of Audio-Lingual method. The teachers' difficulties in teaching speaking through Audio-Lingual method were the teacher had difficulties to handle the class because students were busy with their activities like chatting and made the class became noisy during learning activity. In addition the teacher use Audio-Lingual method essepecially repetition drills in the teaching learning process because the teacher felt that method is needed to strengthen the students' memorization.

By drilling to repeat some phrases or sentences correctly lots of times, it will lead the students to master the language and know the pattern of the language grammar. Moreover, repetition drills is simple to use and the students is easy to follow the method and the repetition drills is appropriate with the material in the teaching learning process more than another methods in Audio-Lingual Method likes; Dialogs Memorization, Backward Build up (expansion drill), Chain drills, Single slot Substitution Drill, multiple slot Substitution Drill, Transformation Drill, Question and answer drill, use minimal pairs, complete the dialogue, and grammar game.

3. Students' Problem in Learning Speaking through Audio-Lingual method

Students' problem in learning speaking through Audio-Lingual method was identified by using two instruments. There were observation and questionnaire.

a. Observation

By using observation the researcher acquired the data of students' problem in learning speaking through Audio-Lingual method. The point of observation was students' problem that consisted of two points. The first was about students' interested in lesson. The researcher noted that some students paid attention while others did not care. The first was about the students' self confidence to speaking the words during the lesson. The researcher noted that some of the students still felt shy to speaking and afraid to make mistake. Those were the result of observation process about students' problem in learning speaking through Audio-Lingual method.

b. Questionnaire

The questionnaire consisted of nine questions (see appendix 8). The first question was to know the students' interested in learning English. The first until the sixth question were employed to know the students' problems in learning speaking through Audio-Lingual method.

The results of questionnaire of the students' problem in learning speaking through Audio-Lingual method were the first about pronouncing the words. The researcher noted that some of the students were having difficulty to speaking the word. The first was about memorizing the meaning of the words. The researcher noted that

some of the students were difficult to memorize the meaning of the word and when the students speak together it gets too noisy and out of hand and lose control of the classroom The seventh until the ninth question were students' opinion about Audio-Lingual method. Students' were happy and interested during teaching and learning process speaking through Audio-Lingual method.

B. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through Audio-Lingual method, the teacher's problem in teaching speaking through Audio-Lingual method and the students' problem in learning speaking through Audio-Lingual method produced by the participants of fourth grade students of SMP N 9 Bandar Lampung in the first semester academic year 2016/2017 that had been observed.

1. The Process of Teaching Learning Speaking through Audio-Lingual Method

The researcher employed an observation to know how is the process of teaching learning speaking through Audio-Lingual method and the problems that may raise in the process of teaching and learning. Most of the students looked active in the teaching and learning process . This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the

teaching and learning process especially in speaking through Audio-Lingual method did not run effectively. Because there were many obstacles faced by teacher and her students, it did not give the big influence for teaching and learning process. The students looked active in teaching and learning process.

2. The Teacher's Problems in Teaching Speaking through Audio-Lingual Method

The teacher can run the entire step in teaching speaking, it means that the teacher had competence but she still had difficulties in teaching speaking through Audio-Lingual method.

Based on the result of interview and observation, it can be concluded that there are two problems that was faced by the teacher that related with the theory that appeared in this case were, overcrowded classes and there was no a good teaxtbook. The teacher can not handle the class well, because some of the students were busy with their own activity like chatting and it made the class became noisy and the teacher did not use sub standart textbook for teaching and learning process. From the observation activity, the researcher also concluded that in both meeting the teacher followed all the steps of Audio-Lingual method, it means that the teacher has good competence.

3. Students' Problems in Learning Speaking through Audio-Lingual Method

The researcher employed a questionnaire to know the students' problem in learning speaking through Audio-Lingual method. Based on the result of questionnaire answered by the students, the problems related with the

theory are pronunciation and memorizing. The students had difficulties in pronouncing and memorizing the meaning of the words. Based on the observation, the researcher found some problems during the implementation of Audio-Lingual method in teaching and learning speaking, Some students were parroting teacher aloud, so seemed crowded and seemed disturbed other students and the students felt unconfident to come front the class. It happened because of many reasons such as they were ashamed and also afraid to making mistakes. After the teacher gave the questionnaire to the students, the researcher concluded that there are two problems faced by the students related to the theory and two problems faced by the students in learning activity in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it could be concluded that:

1. Teaching and learning process were conducted in two meetings. The teacher had been applied eight steps of Audio-Lingual method. The process did not run well because the teacher got difficulties in guiding the students to come in front of the class because not all the students were brave to speaking. It was a good method but it was not appropriate to be implemented in teaching learning speaking in SMP N 9 Bandar Lampung Audio-Lingual method was not easy to be implemented by the teacher and students because there are teacher's problems and students' problems in teaching and learning process.

2. The teacher's problems faced by the teacher in learning speaking through Audio-Lingual method were, first the teacher difficult to handle the class, they seemed noisy during process teaching and learning, because some students were busy with their activity like chatting and some students not pay attention in learning process. The second, the teacher was not used textbook.

3. The students' problems in learning speaking through Audio-Lingual method were difficult to pronounce the words, and memorize the words. Also some students did not want to come forward, it happened because they were ashamed and also afraid of making mistakes.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. **Suggestion for the Teacher**

   a. The teacher should provide a variety of techniques, especially in teaching speaking in order to make teaching and learning process more interesting and to attract the students in learning English.

   b. The teacher should use variations of rhymes.

   c. The teacher should use standart textbook, so the teacher can prepare the material well.

2. **Suggestion for the Students**

   a. The students should be more active and have motivation to learn and practice their English at school or out of school to improve their speaking.

   b. In learning speaking, students should practice the speaking they have learned in everyday life.

   c. The students should keep trying hard and be nice students as always.

3. Suggestion for the school

The school should provide English book and teaching media so the students can increase their English ability.

4. Suggestion for other researcher

The other researcher should prepare the theory that related to the research that will be conducted.