

CHAPTER I INTRODUCTION

A. Research Background

English is considered an international language that is used for almost every sector of daily activity, such as communication. As a language, English has four basic skills that must be mastered by student: there are reading, speaking, writing and listening. Those skills are divided into two groups of skills. They have receptive and productive skills. Listening and reading are receptive skills while speaking and writing are a productive skills.¹ Receptive skills are skill that students get from learning it is can from listening and learning. And productive skills are some skill that students produce after pass the learning process from listening and learning, it can a speaking like debate or public speaking and a writing like make novel or article.

In English learning the competencies tested in the TOEFL (*Test of English as a Foreign Language*) or IELTS (*International English Language Test System*) are spoken and written with various types of text. Both of these competencies require special skills or special classes in learning English, including writing and speaking classes.² Speaking is one of the four basic skills that must be developed quite intensively because speaking is one of the most effective means of communication in language learning.

This statement proves that speaking is very important, because people need to communicated each other so they can interact to achieve goals to make a better life. It is following Qur'an Surah An Nisa' Verse 63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
 أَنْفُسِهِمْ قَوْلًا بَلِيغًا

“They are people who (indeed) Allah knows what is in their hearts. Therefore turn your back on them, and give them advice, and speak to them words that will impress their souls.”

¹ Nafisah Yunda S, *The Implementation of Audio-Lingual Method in Teaching Speaking To The Second Grade Students of SMPN 1 Gadingrejo Pringsewu*, (Skripsi Universitas Lampung, Bandar Lampung, 2019), 2

² Usman Sidabutar, *English Speaking Improvement Training Using Audio Lingual Method*, (*Jurnal Pengabdian Pada Masyarakat*, 2021), 1, No: 2, 149.

Based on the verse above, it appears that Allah's command is to convey and speak in good and correct language so that it can be accepted and leave an impression on the listener. Good and correct speech is obtained by practicing a lot and also learning about language.

According to Nunan, "*speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning*"³ apart from learning to speak, teaching speaking is also one of the problems that must be faced by the teacher, especially when the learning is not in accordance with the target and there is a lack of patience in dealing with students who have difficulty learning to speak. This is often a problem that teachers must be able to overcome so the learning process can take place well and students are able to participate in learning happily. This must be addressed immediately because the success or failure of learning and the methods used depend on the teaching and learning process that takes place during class.

To help teachers teach speaking, they can use methods that are easy to understand and can guide students during the teaching and learning process. *Audio-Lingual Method* (ALM) is one method that can be use for teaching speaking, especially for teaching foreign languages. Brown argues that ⁴ *Audio Lingual Method* which is based on behavioristic theory, which at one time became a method that was promoted as a method in all circumstances. By using the basic behavioristic, *Audio-Lingual* is very suitable to use for various target objects. This method can be adjusted based on the students who will learn English.

According to Bambang the *Audio-Lingual Method* believes that the essence of change lies in mental and physical behavior that must be forced to change due to the environment.⁵ The theory is heavily influenced or adapted by a psychological theory known as behaviorism. *Audio-Lingual Method* is based on the theory of behaviorism belonging to Burrhus Frederic Skinner, or often called Skinner's theory. Based on Skinner's theory of behaviorism, humans learn things by using verbal behavior, namely the expansion of

³ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003),48.

⁴ H. Douglas Brown, *Teaching By Principles an Interactive Approach To Language Pedagogy : Second Edition*, (California: Longman, 2000), 23

⁵ Ag. Bambang S, *Teaching English as Foreign Language (2nd edition)*, (Yogyakarta: Graha Ilmu, 2020), 44

learning theory called operant conditioning. This concept refers to the human condition of sending a response or operant (an utterance or sentence) without any visible stimulus. To maintain the operant, namely by doing reinforcement.⁶ This method also has similarities with the method that has been used before, namely the *Direct Method*. Like the *Direct Method*, it requires students to learn foreign languages directly, but this method focuses on word processing using grammar with basic sentence patterns and grammatical structures, while the *Direct Method* only focuses on acquiring vocabulary. It is what causes *Audio-Lingual* to be given more attention and is used as the basic method of acquiring a foreign language after the *Direct Method*.

The *Audio-Lingual Method* has many advances and give quite a good impact on foreign language development, many linguists and researchers in the academic field have conducted research on *Audio-Lingual* and its impact, especially on students' speaking skills. Several experimental studies on the *Audio-Lingual Method* on students' English speaking results have been carried out by many researchers. They are Hardiyanti Rahman, et al (2020), Muhammad Elipudin, et al (2019), Usman Sidabutar (2021), Eka Mardariyanti, et al (2014), Eva Dina Mareta, et al (2020), Ika Oktaviani, et al (2021), Eko Permadi Sukarman, et al (2022), Nafisah Yunda Safitri, et al (2019), Tamuna Khetaguri, et al (2016), M. Haris Juwanda Mochtar in (2021), Fatemeh Ebrahimi, et al (2021).

Based on the large number of studies, it is necessary to organize the data, dig up as much information as possible that was obtained from the previous studies, and approach data similarity with other purposes. There is a lot of data in the form of journal articles and theses that discuss the application of the *Audio-Lingual Method*. In journal articles and theses that have been published, there are various kinds of different results from each researcher. Unfortunately, there are no studies that have reviewed or summarized the effectiveness of the results of these studies. Therefore, it is necessary to reanalyze its aim to see how much the *Audio-Lingual Method* influence students' speaking results. To conduct this study, researchers can use meta-analysis techniques.

Meta-analysis is a quantitative analysis that uses a considerable amount of data and applies statistical methods by practicing them in processing the amount of information derived

⁶ Saepudin, *An Introduction to English Learning and Teaching Methodology*, Yogyakarta : Trust Media, 2014, LIII.

from large samples whose function is to complement other purposes to organize and extract information as much as possible from the data obtained, as well as a technique aimed at re-analyzing research results and processing them statistically based on primary data collection.⁷

According to Heri⁸, meta-analysis is a systematic synthesis of various types of research on certain research topics. The data in the meta-analysis is obtained by collecting studies with relevant topics and then processed and used to make statistical conclusions. Subsequently, the data is tested with a measure that will be calculate with a formula expressed by various mathematical equations related to the meta-analysis carried out and the size in question is the *effect size*.

In this case, there are so many teachers keep using Audio-Lingual Method to teach students especially for beginner, and the researcher are curious about the impact learning using this method. So, researcher begin to looking many thesis, journal and articles are using Audio-Lingual Method as teaching method. There are so many thesis, journal and articles about the effectiveness of Audio-Lingual Method as teaching method especially to improve students speaking skill. But, there has been no research on the *Audio-Lingual Method*, moreover it focuses on improving students' English speaking. So, based on the problems that have been described above, the researcher intends to conduct research on "The Effectiveness of *Audio-Lingual Method* to Improve Students' English Speaking Skills" with samples of articles or scientific research journals that have been published.

B. Research Focus and Scope

This research focuses on meta-analysis group contrast on effectiveness of *Audio-Lingual Method* to improve students speaking skill. In this study, researcher realizes that there are so many research about *Audio-Lingual Method* to improve students speaking skill. So this research focuses to summarize all the quantitative research especially experiment and control group research. Researcher only focus on thesis, journal and articles used English learning that have been publish in the last 10 year from 2012-2022.

⁷ Mansyur and Akbar Iskandar, 'Meta Analisis Karya Ilmiah Mahasiswa Penelitian Dan Evaluasi Pendidikan', *Jurnal Sientific Pini*, 3.1 (2017), 72-79.

⁸ Heri Ratnawati et al, Pengantar Analisis Meta, (Yogyakarta: Parama Publishing, 2018), 2-3

C. Research Problems

Based on the identification and limitation of the problems above, the formulation of the problems in this study include:

1. How is the effect size of *Audio-Lingual Method* (ALM) on improving English speaking skills?
2. How is the effect size of *Audio-Lingual Method* (ALM) on improving English speaking based on school level?
3. How is the effect size of *Audio-Lingual Method* (ALM) on improving English speaking skills by region?
4. How is the effect size *Audio-Lingual Method* (ALM) on improving English speaking skills based on the dependent variable?

D. Research Objectives

1. To find the *effect size* value that impact on improving students speaking skill with using *Audio-Lingual Method*.
2. To find the *effect size* value that impact on improving students speaking skill with using *Audio-Lingual Method* based on educational level.
3. To find the *effect size* value that impact on improving students speaking skill with using *Audio-Lingual Method* based on region.
4. To find the *effect size* value that impact on improving students speaking skill with using *Audio-Lingual Method* based on dependent variable.

E. Research Significances

This research is expected to give benefits to other people that will be classified as follows:

1. Theoretical Significance

The benefits of this study are expected to provide an overview of the influence of the learning model *Audio-Lingual Method* on improving students speaking skill.

2. Practical Significance

a. For Researchers

It can be a guide and add to the knowledge of researchers about meta-analysis studies related to the effectiveness of the use *Audio-Lingual Methods* towards to improving students speaking skill.

b. For English Speaking

It is hoped to inspire the teacher to shape the effectiveness and activity in the learning process of teaching

English speaking skills so that it can motivate the student to improve speaking ability.

c. For Readers

The results of this meta-analysis study are expected to provide information for readers or researchers to further study the effectiveness of the *Audio-Lingual Method* to improving students speaking skills for the time to date regarding the efficacy of the learning model of the *Audio-Lingual Method*.

F. Definition of Key Terms

1. ALM : Audio-Lingual Method
2. Speaking skill : Improve the language quality of somebody or something.
3. Meta-Analysis : Combination or integration of two or more similar quantitative researches

G. Organization of Thesis

Chapter 1 is an introduction that consists of a background that explains how this research appears, how this research gained the problem, and something that explains the background of this research.

Chapter 2 is about the theoretical framework that correlates with the previous chapter. This chapter provides various theories and material related to the research matters.

Chapter 3 is about research methodology that explains the method used by the researcher related to the data and analysis, research setting, instrument, data validity, data analysis, and also research formula that used in this research.

Chapter 4. This chapter presents the results of the analysis data that have been analyzed by the researcher in the research methodology.

Chapter 5. This chapter is about the summary of findings and the whole argument of this research as well as.