

CHAPTER I

INTRODUCTION

A. Background of the Study

As human, we cannot live without others. We always need to communicate with our surrounding. Because, communication is the process that people use to express messages and share the meaning about their ideas. So, language is the key element of communication. We cannot communicate with others without language. There are many languages in this world. One of the languages is English

English is an international language used by everyone to communicate with others who come from different countries and it is very important for the development of education. In Indonesia, English is regarded as a foreign language. It is only taught in formal education, but Indonesia has a big motivation to learn English. In the past, English was only taught in secondary school, but nowadays, English lesson is being taught for Elementary school program. We have to start to learn English from now, so in the future we can speak and master English well.

In the teaching-learning process of English as a foreign language, students must master all of the aspects of English, namely speaking, listening, writing, and reading. In teaching and learning a language, there are four

aspects that support four language skills; grammar, vocabulary, spelling, and pronunciation that are also taught in English teaching and learning process.

One of the basic elements of language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without understanding the words, because it is fundamental in language learning. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions, we may have learned for comprehensible communication. (Nunan, 1998:117)

Studying English is easy for many Indonesian students, since it is a foreign language. So, in teaching to children, especially in Elementary school, teacher should pay attention on how the techniques are suited to the students' characteristic as children. Teaching English to children should be easy and effective. It is to get the purpose of teaching learning English, so the teacher chooses Audio Lingual Method to teach them.

Audio Lingual Method is a style of teaching used in teaching foreign language. It was derived from Skinner's Behaviorist Psychology. It is one of the methods in English teaching-learning process. Audio Lingual Method trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior.

Audio Lingual Method drills students in the use of grammatical sentence patterns. 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 skill especially student's vocabulary. The teacher is easier to control the student's behavior and student's vocabulary. After that, the teacher can know the memorization of the students' vocabulary. As mentioned, lesson in the classroom focuses on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation.

In this research, the writer takes SD NEGERI BEDORO 2 SAMBUNGMACAN as a place to be observed. First, because there are some students who have problem in learning English. So, the writer is very interested in studying the process of teaching English at elementary school. The second reason the writer makes this research is she can get the great knowledge and experience about how to teach English using Audio Lingual Method, especially to teach fourth year students of elementary school.

Based on the fact above, in this research the writer will focus the research entitled **THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING ENGLISH AT THE FOURTH YEAR OF SD N BEDORO 2 SAMBUNGMACAN SRAGEN.**

B. Problem Statement

Based on the background of the study above the writer formulates two following problems:

1. What is the implementation of Audio Lingual Method in teaching English especially at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
 - a. What is the classroom activitiy of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
 - b. What is the teacher's role of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
 - c. What is the student's role of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
2. What are the problems faced by the teacher and the solution in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?

C. Objective of the Study

Based on the problems statement, this research is aimed at describing;

1. the implementation of Audio Lingual Method in teaching English especially at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?

- a. the classroom activities of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN.
 - b. the teacher's role of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
 - c. the student's role of Audio Lingual Method in teaching English at the fourth year of SD N BEDORO 2 SAMBUNGMACAN SRAGEN?
2. the problems faced by the teacher and the solution in teaching English using Audio Lingual Method.

D. Benefit of the Study

The writer really hopes that this research has some benefits. There are two kinds of benefits in this research, theoretical and practical.

1. Practical Benefits

- a. For the English teacher of SD N BEDORO 2, the result of the study can be source of information and reference for teaching learning English by using Audio Lingual Method.
- b. For the students, teaching English using Audio Lingual Method is expected to motivate the students to be interested in learning English.

- c. For the principle, the result of this study can be another side of accumulated ideas on teaching English.

2. Theoretical Benefits

- a. The results of this research paper can be used as an information and reference in the process of teaching-learning English, particularly at the fourth year of elementary school.
- b. The finding of this research will develop the theory of teaching English using Audio Lingual Method.

E. Research Paper Organization

This research paper has five chapters. Chapter I is introduction. It includes background of the study, problem statement, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature. It includes previous study and theoretical review; the notion of audio lingual method, classroom technique of audio lingual method, notion of teaching English in elementary school, classroom activity of teaching English in elementary school, and characteristics of young learner.

Chapter III is research method. It includes type of the research, subject of the research, object of the research, data and data source, technique of collecting data, and technique for collecting data.

Chapter IV is research finding and discussion. It has two subchapter; they are research finding and discussion. Data research finding

consist of; the classroom activity of teaching English using ALM, teacher's roles, student's roles the result of the implementation ALM in teaching English, and the problem faced by the teacher and the solution in teaching English. The last part is discussion of the finding.

Chapter V is conclusion, and suggestion.