

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the research introduction and the content. It includes the study's background, research question, aims, significance, research framework, hypotheses, and previous research.

#### **A. Background**

Putra (2022) said that Indonesia EFL learners are urge to master the four English language skills, namely speaking, reading, listening and writing. Speaking is the most essential skills to be learn because speaking a tools to communicate or share information in this world. Brown (2001) claims that there are some criteria of speaking skills they are pronunciation, grammar, vocabulary, fluency and comprehension. The speaking criteria cover part of English language skills that shows you have to learn to speak first then the other skills.

Speaking is a crucial component of language learning for effective communication among English language learners (Nunan, 1991). However, in practice, students experience difficulties communicating, as Fitriyni (2010) claims that speaking is harder to learn. The students' face several challenges in learn speaking skills. Celce-Murcia (2001), said that one of the challenges students face is difficulty in articulating words, which can result in unclear and inaccurate pronunciation. One of the challenges is pronunciation since students are not used to and are embarrassed to speak a foreign language in front of the class when conveying ideas, feelings, or stories. Therefore, teaching speaking skills is needed for more practice speaking. Hence, this study aims to assist students in improving their Speaking skills.

However, in the face English not a first language, which is a big problem with Indonesian EFL students'. When learning to speak, students faced several challenges, including a lack of vocabulary and confidence in expressing ideas, and almost all students had inaccurate pronunciation. Some students have difficulties distinguishing sounds, for example, three and tree. This must be challenging for

location, participants, and data collection method. Previous research collected data through classroom action research, whereas this study collected data quantitatively.

Previous studies have both differences and similarities with this study. This research differs from previous research in terms of the locations, subjects, and methodologies applied. In contrast to previous studies, this one applied a pre-experimental method as the quantitative approach to get the data collection. Similar to previous research, this study aims to enhance students' speaking abilities in the classroom using an audio-lingual approach. Nonetheless, this study focuses on one aspect of speaking, namely pronunciation, by using the audio-lingual method to improve students' in-class speaking skills.

