

THE USE OF AUDIO LINGUAL METHOD TO IMPROVE SPEAKING ABILITY FOR THE TENTH YEAR STUDENTS

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Abstract

This study analyzed teaching speaking using audio lingual method to improve speaking ability for the tenth year students of SMK PGRI 3 Sidoarjo. In this study, the audio lingual method in dialogue was used. Data were collected by using many techniques likes: questionnaires, test items and observation. The result showed that learners who may be reluctant to master a lot of vocabulary to express their ability or shy in taking part the dialogue because of fear of making mistakes or worrying to be the foolish person in the classs. From the observation, indicating that the problems in teaching speaking skills, the teacher only uses the vocational method and assignments so that students feel bored and uninterest in learning. In this study, the researcher has to use the communicative technique (especially the dialogue) to students of SMK PGRI 3 Sidoarjo, in which students participate in a dialogue, to improve speaking ability. By using the dialogue, students can develop their speaking ability although they make the mistakes. Also, the teacher should give compliments and rewards and motivate the students to practice the dialogue. Furthermore, they could use it for reality. Moreover, by using the audio lingual method of dialogue, students gave positive responses in teaching English to express idea. Also, it could help the students to practice language orally, although they could use simple dialogue only.

Key words: speaking, audio lingual method

Abstrak

Studi ini menganalisis pengajaran berbicara menggunakan dialog untuk meningkatkan kemampuan berbicara siswa kelas delapan di SMK PGRI 3 Sidoarjo. Metode yang dipakai adalah analisis dialog. Data dikumpulkan melalui questionnaire, test items, and observasi. Hasil penelitian menunjukkan banyak siswa enggan ikut serta dalam dialog untuk menyampaikan ide atau pikiran mereka di karenakan takut membuat kesalahan atau kelihatan seperti orang bodoh di kelas, dan guru hanya menggunakan metode yang biasa dan penilaian saja, sehingga siswa merasa bosan dan tidak tertarik dalam pelajaran. Melalui studi ini peneliti melakukan metode yang benar dan melakukan pendekatan

komunikatif dengan melibatkan siswa SMK PGRI 3 untuk berpartisipasi dalam audio lingual method dengan menggunakan teknik dalam drama, untuk meningkatkan kemampuan berbicara siswa, meskipun siswa masih membuat kesalahan, tapi tidak lupa guru memberi pujian dan penghargaan dan motivasi untuk siswa yang mempraktekkan dialog secara nyata, dan siswa memberi respon positif didalam pengajaran bahasa inggris untuk menyampaikan ide atau pendapat mereka dan dapat membantu siswa mempraktekkan bahasa inggris secara nyata meskipun hanya menggunakan dialog sederhana.

Kata kunci: berbicara, audio lingual method

Introduction

Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those functions of language, people study language both formal or in class and informal or outside the class. Speaking is one of important skills in learning English, we can communicate using English with other person from one country.

Audio-lingual method is a kind of method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken (Lado in Omaggio,CA, 1986:61)

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered at a junior high school, however, there are some difficulties faced by junior high school students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teacher, friends and so on) to communicate. Since speech is power, act, manner of speaking (Hornby, As. 1995:828) and as stated in *The New Book of*

Knowledge, speech is one of man's most valuable possessions (Horn D.Thomas,1997:376). Some teachers say that they still have difficulties to teach speaking for senior High School students since students are not able to express what is on their minds because their lack of actual language.

Findings and Discussion

The first observation

The first observation took place on 9 September 2014, and 47 students attended this observation. The researcher in the first day of observation began it by observing the truly teacher gave its material to the students and taught them in the first session. This study would be carried out through four activities. The two activities are teaching-learning process. In the first activity, the researcher will give a pre-test. The purpose was to know how far the students could speak English fluently by performing the simple dialogue relating to the given materials. In the second activity, the writer applied audio lingual teaching method in teaching-learning process with the material "Introduction".

The second observation

The first observation took place on 16 September 2014, and 47 students attended this observation. The researcher in the first day of observation began it by observing the truly teacher gave its material to the students and taught them in the first session. This study would be carried out through four activities. The two activities are teaching-learning process. In the first activity, the researcher will give a pre-test. The purpose was to know how far the students could speak English fluently by performing the simple dialogue relating to the given materials. In the second activity, the writer applied audio lingual teaching method in teaching-learning process with the material "hobbies".

The teacher asked the students one by one to perform the expressing of “hobbies” themselves like the example in the front of in the class. It supposed to know and assess the student’s achievement comprehending lesson of English speaking. After that, the students work in a pair or group to make simple dialogue conclude introduction and hobby themselves. When the students practiced the simple dialogue, it seems that the students show the good reaction to the new technique of audio lingual method (using the simple dialogue) and also they start giving enthusiastic response.

After all students had performed, the teacher made the assessment to them. She explained the grammatical errors made by students. Although in fact most of the students seemed to be difficult to make the simple dialogue in English by using their own words, but in this activity the teacher did not dominate the class. When the students faced difficult and did the mistakes, the teacher tried to guide the students to correct the mistakes and explain the difficult things, such as asking the meaning of some words in English. As a result, the better improvement to practice the speaking happened, especially the simple dialogue of drama can be done by students mostly better.

Based on the result of the assessment, one can found that:

Table questionnaire

Question number 1 asked about the students’ opinion whether they like English or not. There were (75%) students answering “yes” and only (25%) students answering “no”. Based on the answer of the question number 1, it is clear that the majority did not like English, because they think that English is difficult.

Item number 2 asked about whether the students are interested in practicing the dialogue in English or not. There were (62,5%) students answering “yes” and only (37,5%) students answering “no”. From the question number 2, the students are interested in practicing the audio lingual method.

Item number 3 is related with the question whether any the students can pronounce the English words correctly and well or not. There were (75%) students answering “yes” and (25%) students answering “No”. Based on the answer of the question number 3, the majority of the students feel difficult to pronounce the English word correctly.

Item number 4 asked about whether your English teacher ever apply or use the audio lingual method or not, especially in teaching English. There were (56,25%) students answering “yes” and only (43,75%) students answer “no”. Based on the answer of the question number 4, it proves that the English teacher never or probably only sometimes used audio lingual method.

Item number 5 asked about whether the students’ capability in speaking can be developed (increased), after using audio lingual method. There were (75%) students answering “yes” and only (25%) students answer “no”. Based on the answer of the question number 5, it indicated that audio lingual method is suitable for the tenth grade senior high school.

Item number 6 asked about whether the students feel relax by usu audio lingual method. There were (100%) students answering “yes” and (0%) students answer “no”. Based on the answer of the question number 6, it indicated that audio lingual method is suitable for the tenth grade senior high school.

Conclusion

Based on the research which is done at SMK PGRI 3 Sidoarjo in 2014/2015 academic year reached that examination result of different mean is significant. Thus from the examination result can be concluded that hypothesis alternative stated there is significant in the oral achievement between practical conversation and speaking ability. It can be proved the truth based on 10 % of significant or 90% of trust. The researcher concluded the advantages of using Audio lingual

teaching method to teach speaking to the Tenth year student of Senior high school. The advantages could be described as follows:

1. The students showed a great enthusiasm during the lesson
2. This teaching method has an impact on the students' speaking skills may derive from the fact that the students become more confident and motivated in learning the language because of the teaching materials used in the class along with the provision at the teacher's positive reinforcement.
3. The Tenth year students of Senior High School have positive attitudes towards the Audio-lingual Teaching Method, because during the class, students were positively reinforced. With the positive reinforcement, students' intrinsic motivation became promoted that was the most fundamental to learn the language for their own self-perceived needs and goals leading them to positive attitudes towards the teacher, the class, the teaching method, and of course, language learning.

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