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# **THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING SPEAKING TO THE EIGHTH YEAR STUDENTS OF MTs. AL-IKHLAS MAYUNG- CIREBON**

## **A THESIS**

Submitted to the English Education Study Program Department of *IAIN Syekh Nurjati Cirebon* in partial fulfillment of the requirements for Islamic Scholar in English Education (S.Pd.I)



By:

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CIREBON  
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## ABSTRACT

### **PUTRINDA DWI AMELIA: The Implementation of Audio-Lingual Method in Teaching Speaking to the Eighth Year Students of MTs. Al-Ikhlas Mayung Cirebon**

As it is known that teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates the condition of the students who are lack of vocabulary. Second, the students get used to speak their Javanese language; third, they rarely practice to use English to communicate. The aim of this research is to get the data about the students' response to the implementation of Audio-Lingual Method, the problem faced by the teacher and students in the implementation of Audio-Lingual Method in teaching speaking, to know the implementation of Audio-Lingual method in teaching speaking.

The Audio-Lingual Method, or the Army Method, is a style of teaching used in teaching foreign languages, that based on behaviorist theory, which professes that certain traits of living things, and this case humans, could be trained through a system of reinforcement-correct use of a trait would receive positive feedback while incorrect use of trait would receive negative feedback (Barker: 2001).

The writer uses qualitative method. To collect the data, she uses some techniques namely observation, interview, questionnaire and documentation. The population of this study was the eighth year student of Junior high School. The sample of this research was class VIII C. The number of the student was 30 students. Researchers is a key instrument. To increase the degree of confidence in the data acquisition, carried out by the technique: (1) the extension of participation, (2) persistence of observation, (3) triangulation, (4) peer examination, (5) checking members. The technique analyzing data in this thesis is conducting 4 steps to analyze data: (1) Collecting data, (2) Classifying data, (3) Analyzing data by matching the data with relevant theories.

The result of this research is the implementation of Audio-Lingual Method in teaching speaking to the Eighth year students is good response that evidence with who choose "yes" are 41.10% students, who choose "no" are 22.77%, who choose "doubtful" are 19.45%. Refers to the finding of the research, that the implementation of Audio-Lingual method in teaching speaking is an impact on the students speaking skills. Beside that the problem faced by the teacher and the students in the implementation of Audio-Lingual method are many problems in teaching speaking, it relates to the condition of the student who are lack vocabulary, the students get used to speak their Javanese language, and than they rarely practice to English communicate, the teacher sometimes can't control the class and this situation makes them impossible to continue the learning process.

In conclusion that Audio-Lingual Method teaching is very important for increasing speaking skills. In line with the result, the writer suggests that the Audio-Lingual Method is one of the effective methods as to increase students' enthusiasm in learning English.



## PREFACE

In the name of Allah, the most gracious, and the most merciful. All praises due to Allah SWT and thankfulness to be Allah because of HIS permission the writer has been able to finish this thesis. My invocation and safety always given to the prophet Muhammad SAW (peace be upon him) his family, his companion and followers up to the end of the world.

This thesis is entitled in **“The Implementation of Audio Lingual Method in Teaching Speaking To The Eighth Year Students of MTs. Al-Ikhlas Mayung Cirebon”**. Presented to the English Educational Department of Tarbiyah Faculty *IAIN Syekh Nurjati Cirebon* in partial fulfillment of requirement for Scholar Degree in English Education.

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The writer also realizes that this thesis is far from perfect. For this reason, writer invites the readers to give any suggestion, correction, and comment for revision if it is needed.

Hopefully, this thesis will become a great valuable contribution to the thoughts of anybody who reads it, especially for the writer herself and all readers who wants to improve their English.

Cirebon, July, 2012

The writer



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## CHAPTER I

### INTRODUCTION

In this chapter, the writer explain about the background of the problems why the writer choose this title “The Implementation of Audio Lingual Method in Teaching Speaking To The Eighth Year Students of *MTs. Al-Ikhlas Mayung Cirebon*” it is very important to make introduction of the research first before makes a thesis because it used as a project proposal and submitted to Tarbiyah Faculty before make a thesis.

#### A. Background of the Problem

We never stop learning language-from the babbling of babies to the vicarious preschool years, from our early encounters with print and our first attempts at writing through to the secondary textbooks and then beyond to the new demands of the adulthood, where we still continue to learn and refine the language needed in every new situation in which we find ourselves. (Derewianka, 1990:3) People use language to express their mind, wishes, and ideas.

Language is a means of communication people use to share ideas with others. Language predicts attitude and wishes of the users. Ramelan (1992:14) says: “...the use of language enables the members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding.”



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. English is one of the widely used international languages. Both as a means of oral and written communication, including the broadcasting and the writing of newspaper, magazine and technological as well as scientific books. Therefore, people who want to be acquainted with technology and scientific advances have to master this language well since it is much used in science and technology in almost all countries.

In countries where English is neither the first nor the second language, it is taught or learned as the first foreign language for practical necessary uses of communication. English can serve as the language of instruction in higher education or as a *lingua franca* among those whose native is not English. According to Harmer (2001:1) a *lingua franca* can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. In other words, it is used for communication between two speakers who have different native languages and they use more than one language as a second language.

In Indonesia English is taught at SMP (junior high school), SMU (senior high school), in University, many courses and it has also been taught at SD (elementary school). Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the



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quality of English teaching. By improving the quality of teachers and other components in educational process, hopefully the English teaching can be improved. One of the improvements of the English teaching deals with the syllabus which is reflected in the materials given to the students.

According to Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP, 2006:278) the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture.

*“The result of teaching English in some of the Junior and Senior High Schools at South-East Asia, especially speaking, is still considered unsatisfactory. The students still have very poor ability to use English for oral communication. Due to the fact, it needs some efforts to improve the students' ability in speaking. (Noparat 1994:21)*

One of the improvements of the speaking ability deals with the method which is reflected in the material and the way of teaching given to the students. Brown explained:

*“The next ‘revolution’ in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translation through very intensive language courses focusing on aural/oral skills. (Brown, 1994:45)*



He adds that this in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM) (Brown, 1994:47). According to Nagaraj (1996:79) 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. Meanwhile Moulton, as quoted by Nagaraj (1996:79) enumerated five slogans which formed the basis of the Audio-lingual Method is as follows: (1) Language is speech, not writing, (2) A language is set of habits, (3) Teach the language, not about the language, (4) A language is what native speakers say not what someone thinks they ought to say, (5) Languages are different.

As the writer said in the previous paragraph one of the methods which can be used to teach speaking is Audio-lingual Method. Just as with the Direct Method, the 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



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forming new habits in the target language and overcoming the old habits of their native language. (Freeman, 2002:45)

He also adds that the main characteristics of this method are that new vocabulary items and structures are represented through dialogues. Those dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns presented in the dialogues. According to Freeman (2002:46) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, they explain that drills, as part of audio-lingual method, have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary. Second, the students get used to speak their Javanese language. Third, they rarely practice to use English to communicate. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. Another problem related to the students is that they are not interested in the material given to them. Those problems are faced by the students of *MTs. Al-Ikhlas Mayung Cirebon* at the eighth year. The teacher sometimes can't control the class and this situation makes them impossible to continue the learning process.

The other problem is their pronunciation, such as: in pronouncing the word "type" they pronounce it //tɪ:p//. The indication that we can see from the



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students' difficulties in pronouncing the English words is still influenced by Indonesian pronunciation (e.g. when the students pronounce the word "sir" they pronounce //sir//).

The problems are found by the writer at the eighth year in *MTs. Al-Ikhlas Mayung Cirebon*, when the writer interviewed the English teacher on April 15, 2012. It is the responsibility of the writer as the teacher to solve those problems. The writer wants to do research using Audio lingual Method to find a good method in teaching English speaking.

Audio lingual Method is one of the methods in English teaching learning process. In this method, Audio lingual Method trains students in order to attain conversational proficiency in a variety of foreign language, and puts the emphasis on behaviorism. Audio lingual method uses repetition, replacement and answer the question to drill speaking skill especially students' speaking. By Audio lingual Method, the teacher is easier to control the students' behavior and student's pronunciation. The teacher can serve as a model, give the stimuli, listen with a critical ear and provide the langue reinforcement to the stimuli presented.

Based on the condition above, in this research the writer will focus on analyzing the implementation of Audio Lingual Method (ALM) in teaching speaking to the second year students of *MTs. Al-Ikhlas Mayung Cirebon*. In this research the writer focuses the research to analyze "The Implementation Of Audio Lingual Method In Teaching Speaking To The Eighth Year Students of *MTs. Al-Ikhlas Mayung Cirebon*."



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## B. The Identification of The Problem

### 1. Research Area

This thesis, which is entitled: “The Implementation Of Audio Lingual Method In Teaching Speaking To The Eighth Year Students of *MTs.Al-Ikhlash Mayung Cirebon*”, try to make the students can speaking in English language, the students will be better if make a conversation and interaction with other people.

### 2. The Kinds of The Problem

There are many problems in English, especially about speaking.

Would like to mention the kind of the problems in the thesis:

- a. The students aren't given enough practice in speaking English
- b. The students motivation in speaking English is still less
- c. The students are less in basic pronunciation, vocabulary and Grammar

### 3. The Main of Problem

The main of problem in this research in the students' weakness of ability in speaking, as the problem solving to solve the problem.

## C. The Limitation of the Problem

The limitation of the problem in this thesis, the researcher will be obtained are follows:

1. The researcher has limited the problem of the implementation of Audio-Lingual Method in teaching speaking.
2. The researcher has limited only in the lack of the students' speaking skills.





#### D. The Question of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. How do the students' response to the implementation of Audio-Lingual Method?
2. What are the problems faced by the teacher and students in the implementation of Audio Lingual Method in teaching speaking to the Eighth year students of *MTs.Al- Ikhlas Mayung Cirebon*?
3. How is the implementation of Audio-Lingual Method in teaching speaking especially to the eighth year students of *MTs.Al-Ikhlas Mayung Cirebon*?

#### E. The Aims of the Research

Based on the reason above, So, The aims of the research in this thesis are:

1. To know how do the students' response to the implementation of Audio-Lingual Method.
2. To know what are the problems faced by the teacher and students in the implementation of Audio Lingual Method in teaching speaking to the Eighth year students of *MTs.Al- Ikhlas Mayung Cirebon*.
3. To know how is the implementation of Audio-Lingual Method in teaching speaking especially to the eighth year students of *MTs.Al-Ikhlas Mayung Cirebon*.



## F. The Uses of Research

There are two major uses in this research; they are practical and theoretical uses.

### 1. Practical Use

- a. For the writer, she can get the larger knowledge and experience about how to teach English using Audio Lingual Method, especially to teach the second year student of senior high school.
- b. For the teachers of *MTs.Al-Ikhlas Mayung Cirebon*, it can be a source of information and knowledge about the kind of teaching methods especially in teaching speaking and also it can be implemented by the teacher in teaching and learning English especially in speaking skill.

### 2. Theoretical Benefit

- a. The results of this research paper can be used as an input and reference in teaching speaking process especially in teaching speaking to the second year students of senior high school.
- b. The finding of this research will be useful to the readers who are interested in analyzing teaching speaking process to the students of senior high school.

## G. Assumption

The assumption of Audio-Lingual according to Brown (1994:57) explains that:

“The Audio-lingual Method was widely used in the United States and other countries in the 1950’s and 1960’s. It is still used in some programs today. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching “linguistics patterns” in combination with “habit forming”.

He also explains that this method was one of the first to have its roots “firmly grounded in linguistics and psychological theory” (Brown,1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day. According to Brown (1994:57): “Another factor that accounted for the method’s popularity was the “quick success” it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and “over-learning” of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to “over learn” the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language “habits” of the first language would



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constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of “habits” appropriate linguistically to the language being studied.

By the explanation above the writer concludes that 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.

## H. The Frame of Thinking

The Audio-Lingual Method, like the Direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical in base in linguistics and psychology (Larsen –Freeman 2000: 35)

According to (Brooks 1964:111) In Audiolingualism, as in Situational Language Teaching, the teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Language



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learning is seen to result from active verbal interaction between the teacher and the learners.

Model the various types of language behavior that the student is to learn:

- a. Teach spoken language in dialogue form.
- b. Direct choral response by all or parts of the class.
- c. Teach the use of structure through pattern practice.
- d. Guide the student in choosing and learning vocabulary.
- e. Show how words relate to meaning in the target language.
- f. Get the individual student to talk.
- g. Reward trials by the student in such a way that learning is reinforced.
- h. Teach a short story and other literary forms.
- i. Establish and maintain a cultural island.
- j. Formalize on the first day the rules according to which the language class is to be conducted, and enforce them.

This method of Language Learning is also called the Aural-Oral Method. This method is said to result in rapid acquisition of speaking and listening skills. The audio-lingual method drills students in the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement.



The Audio-lingual Method is based on the following principles (Harmer: 2001):

1. Speaking and listening competence preceded reading and writing competence.
2. Use of German is highly discouraged in the classroom.
3. The development of language skills is a matter of habit formulation.
4. Students practice particular patterns of language through structured dialogue and drill until response is automatic.
5. Structured patterns in language are taught using repetitive drills.
6. The emphasis is on having students produce error free utterances.
7. This method of language learning supports kinesthetic learning styles.
8. Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.
9. The printed word must be kept away from the second language learner as long as possible.

As Harmer (2001:79) notes, “Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds.” As this type of lesson is very teacher centered, it is a popular methodology for both teachers and students, perhaps for several reasons but in particular, because the input and output is restricted and both parties know what to expect.



According to Kifuthu (2002:43) one of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.



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