

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is one of the most important and useful tools for human being in their lives. It is used for communication, either in writing or speaking. Without language, human being can't express their feelings, ideas and thoughts to other people or they cannot value themselves in social activities. Language is considered as a unification tool for society that allows people live, work and play together.

There are many definitions of language, some of them are:

- a. Language is a system of arbitrary vocal symbol which permit given culture or other people have the learned the system of to communicate or interact (Finocchiaro, 1993: 3)
- b. Language is the system of speech sound by which human being communicate with one another (Paul Robert, 1958: 18)
- c. Language is as potentially self-reflexive, structure' system of symbols which catalogue the object, events, and relation in the world (De Vito, 1970: 7)

Based on definitions above language is used not only in oral but also in writing as a means of communication to express ideas and feeling among human being.

There are many languages in the world. Every country has its own national language. Although there are many languages that are used as international language, but English is understood more widely than any other languages for international communication.

Indonesia as a developing country has realized that English as international language is needed to master by Indonesian people and English has become the first foreign language to be learned and taught at the fourth year of elementary schools up to the university.

Since 1994, the Indonesian government has put English as a major of local content of elementary school curriculum. English is essential to be taught since elementary schools because at this stage, children are easier to acquire language than adults.

Naturally, the first process of language acquisition by means of listening. In this situation an English school subject is absolutely the new one school subject for the elementary school students. Accordingly, the listening process is very crucial for them. This process of listening is becoming the problem of doing research in this thesis. In general, they very confused when listening the sound of English.

Webb (1974, 35-37) gives several reasons for teaching languages to young children. Here is his explanation.

1. Learning a foreign language effectively is a lengthy process an early start is one way to be sent or the acquisition of this skill.

2. It is often considered self evident that because young children are not more self-conscious than adults and gives a gift on vocal mimicry and they can also learn foreign language more easily.
3. Closely allied to this notion young children can learn a foreign language “painlessly” in very much the same way that they acquire their mother tongue.

From those points, it is very clear that teaching English for young children is as important as for the adults. Further more, the age of learners will determine the process of the language acquisition.

In learning English there are many influence factors among other: psychological factor, the material, the method, the curriculum and the competence of teacher. These are very important to be known. The last factor is considered as the important one. Because the success failure is on their own hand. John Marley (1992 : 92) declares that the teachers should have authority to conduct or manage by means of using strategies or method, so that the process teaching and learning will be more effective.

Meanwhile Cheryll (1982: 9) states that there are five basic steps and they are still used by many teachers:

1. Preparation: review of familiar, relevant material
2. Presentation: examples of language in using and the discovery of rules by learners.
3. Association of new and familiar material.
4. Systematisation: generalization, recapitulation of new material in a context.
5. Application: practice

From five steps above the writer would like to discuss, especially in point two that is presentation. The presentation of the teacher has a very close relationship to the method. She used the selection of the appropriate method will imply to the teaching and learning process itself. Based on above explanation, the writer will research about the correlation between the applications the audio-lingual method and the students' achievement in English vocabulary at the sixth year students of *SDN I Astanalanggar Losari Cirebon*.

B. The Formulation of the Problem

In formulating the problem of this thesis, the writer divides it into three parts namely:

1. Identification of the Problem

a. The field of research

The field of research is method of teaching

b. The approach of research

The approach of research in this research is quantitative research, it means that the obtainers data in particular form of correction, which is presented by numbers, should be measured and interpreted by means of statistic analysis.

c. The kind of problem

The kind of problem of this research is unclear how the correlation between the application of ALM and the students' achievement in English vocabulary.

2. The limitation of the problem

It is said that there are some popular method and approaches to teach foreign language like English, for example grammar translation method, audio lingual method, reading method, total physical response, etc. however, the writer would like to limit the terminology by using of audio lingual method, which is beyond this terminology of these following word

- a. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. While an approach is axiomatic, a method is procedural. Jack C. Richards and Theodore S. Rodgers (1986: 15)
- b. Students is person who is studying at a college, polytechnic or who is devoted to the acquisition of knowledge (Paikeday, 1976: 654)
- c. Audio-lingual method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learners repeat patterns until able to produce them spontaneously (Susan Kaifuthu, 2002: 1)

- d. Vocabulary is total number of words, phrases or expressions which (with rules combining them) make up language (A.S. Hornby, 1988:959)

3. The Statement of the problem

Based on the limitation of the problem above, the writer formulates some problems as follows:

- a. How is the students' response to the application of Audio-lingual method?
- b. How is the students' achievement in learning vocabulary using Audio-lingual method?
- c. How far is the correlation between the application of the Audio-lingual method and the students' achievement in English Vocabulary?

C. The Aim of the Research

The aims of the research that will be gained are as follows:

- a. To get the data of the students' response to the application of Audio-lingual method.
- b. To get the data of the students' achievement in learning vocabulary using the Audio-lingual method.
- c. To get the data of the correlation between the application of Audio-lingual method and the students' achievement in English Vocabulary.

D. The Frame of Thinking

In elementary school, one of the very important things in the process of teaching and learning English is vocabulary. Because in the elementary school, it is the first time for the students to study English.

English has the largest vocabulary that cannot be separated with grammar. Grammar is very important because it covers the result of that language. In short, vocabulary and grammar should go hand in hand; in addition, English is very different from Indonesian, especially, in vocabulary. Consequently, the difference makes the students difficult to improve their English.

In this case the writer is of the opinion that Audio-lingual method can be considered as suitable method because it deals with coordination of speech and action.

Audio-lingual method gives a fun situation for the students to comprehend English through method gives vocabulary, which help by audio-lingual aids. And audio-lingual method aims is to a void mentality burden for basic avoid this burden, they also can study grammar and vocabulary.

Learning and teaching process in Audio-lingual method is made compulsory audio-lingual aids such as tape-recorder, picture, dialog, etc. white in teaching process. The teacher should use pattern drill and structure in language, especially in dialog. Because they are introduced in the dialog, until the students

memorize and practice some of vocabulary unconsciously (M.E. Suhendar and Pien Supinah, 1993: 43)

Method of language teaching in the process English learning is using of Audio-lingual method, it is very demanded by students because they can practice, they can express their idea, their feeling, and their attention, so, it happened teaching-learning process.

In a typical audio-lingual lesson the following procedures would be observed:

- a. The students first hear a model dialogues (either read by the teacher or on tape) containing the key structures that are the focus of the lesson.
- b. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases this is acted out by the students.
- c. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds.
- d. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- e. Follow-up activities may take place in language laboratory, where further dialogue and drill work in carried out (Jack C. Richards and Theodore S. Rodgers 19⁰⁶58).

Audio-lingual method relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the students was

constantly learning and moreover, was shielded from the possibility of making mistakes by design of the drill.

The following example shows typical Audio-lingual drill:

Teacher: There's a cup on the table.....repeat

Students: There's a cup on the table.

Teacher: Spoon

Students: There's a spoon on the table

Teacher: Book

Students: There's a book on the table

Teacher: On the chair

Students: There's a book on the chair. Etc

This kind of patterned drilling has same drawbacks quite apart from whether or not it can be shown to lead grammatical and or lexical mastery of the structures being focused. In the first place the language is de-contextualised and carries little communicative function. Second, by doing its best to banish mistakes, so that students only use correct language, such teaching runs counter to a belief among many theorists that making (and learning) from errors is a key part of the process of acquisition. Indeed Audio-lingual methodology seems to banish all forms of language information in their minds. The audio-lingual method gives the students' achievement in English vocabulary that has the teacher given using imperative sentences to repeat and memorize.

E. The Steps of Research

In this research, the writer uses the steps of research as follow:

1. Data Resource

a. The Theoretical Data Resource

To obtain the theoretical data resource, the writer has read the 1994 curriculum for elementary students, the English books for elementary students, some scientific English books on method of teaching foreign language, and grammar, especially about vocabulary and some other books either there are written in English or Indonesia which are relevant to the discussion to the topic of this thesis.

b. The Empirical Data Resource

The writer has done on observation and interview with headmaster, the teacher, the student and administrator of SDN I Astanalanggar Losari Cirebon.

2. Populations And Sample

a. Population

The population in this research is the sixth year of the students of SDN I Astanalanggar Losari Cirebon, the number of population is 60 students. All of them are taken for population.

b. Sample

The sample is a part of population that taken from the object of research, which is representative (Winarno Surakhmad, 1988:98). The number of

sample for this research is 60 students. The technique is used in taking sample by using purposive sampling, because the research takes all population.

It is based on the "Suharsimni Arikunto (2002:112) say:

"Apabila subyeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi, selanjutnya jika jumlah subyeknya lebih besar (lebih dari 100) maka dapat diambil 10-15% atau 20-25% atau lebih".

"If the number of population or is less than 100, it would be better for the research her to take all the number of the population so that the researches becomes population research, but if the number of population is big a naught, the researcher may take 10-15% or 20-25% of the population or more than this"

3. The Technique of Collecting Data

The writer will collect the data by using various techniques, namely:

- a. Observation: The writer chooses SDN I Astanalanggar Losari Cirebon to be observed about the reality of the field and asks some questions to the students, teachers, headmasters and staffs.
- b. Interview: The writer would like to interview the students, teachers, headmasters and staffs about the process of teaching and learning especially in English school subject.
- c. Test: The writer hands out the test hopefully the writer confines the students, test illustrating the process of teaching and learning English. Test is used to take the data of the students' achievement in English vocabulary.

- d. Questionnaire: The writer hands out the questionnaire hopefully the writer confines the students' response illustrating the process of teaching and learning English and also the writer used it to take the data of the response of using Audio lingual method.

4. The technique of Analysis data

- b. Qualitative data analysis: the data based on the objective condition of the school.
- c. Quantitative data analysis: to know the correlation between the response of the application of using the audio-lingual method and the students' achievement in English vocabulary.

The writer choose the formulation as follow:

1. The correlation Product Moment (r_{xy})

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} \{N\sum y^2 - (\sum y)^2\}}}$$

r_{xy} = The coefficient correlation between x and yang

X = Independent variable

Y = Dependent variable

N = Total of respondents

2. To test the correlation significant with the formulation bellow:

$$T = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

3. To determine the level of correlation value the writer orients to limitation bellow:

Less than 0,20: slight, almost negligible relationship

0,20 - 0,40: low correlation, definite but small correlation

0,40 - 0,70: Moderate correlation, substantive correlation

0,70 - 0,90: High correlation, marked relationship

0,90 - 100 : Very high correlation, very dependable relationship

4. If there is no correlation between variable X and variable Y to determine the value use the formulation below:

$$K = 1 - r^2$$

5. To look how far the influence of variable X to variable Y, the formulation is:

$$E = 100 (1-K)$$

6. To interpret the results, the writer uses the qualitative category. The writer takes it from Arikunto (2003: 245) which is available in guidance book of academic activity IKIP Yogyakarta.

Table qualitative category

Score 100	Score 10	IKIP	Letters	Means
80-100	80-100	8,1-10	A	Baik sekali/ Very good
66-79	6,6-7,9	6,6-7,8	B	Baik/Good
56-65	5,6-6,5	5,6-6,5	C	Cukup/ Enough
40-55	4,0-5,5	4,0-5,5	D	Kurang / Less
30-39	3,0-3,9	3,0-3,9	E	Gagal /Failed

7. The hypothesis of research

Null hypotheses : There is no positive correlation between the application of audio-lingual method and the students' achievement in English vocabulary at the sixth year of SDN I Astanalanggar Losari Cirebon.

Research hypotheses : There is positive correlation between the application of audio-lingual method and the students' achievement in English vocabulary at the sixth year of SDN I Astanalanggar Losari Cirebon.