AUDIO-LINGUAL METHOD AS METHOD IN IMPROVING SPEAKING ABILITY OF SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF UNRIKA

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ABSTRACT

Audio-lingual approach in teaching of speaking at the second semester of English Department of University of Riau Kepuluan is significant. When they know the meaning of audio-lingual approach, it mean the students got motivation to be more active in learning. They can interpret than audio-lingual approach was good achievement of the speaking improvement. Teaching by using audio-lingual approach to the students can be used here, because this procedure could be use to introduce the English language. These usages represent the kinds of knowledge units we store plus the link ages, or relation between knowledge units. Knowledge of the relationship between learning with another learning is very important not only for learner the meaning English language but also for the developing the ability to react. In other word, for developing native like competence in the English language.

Key Words: Audio-lingual Method, Speaking Ability, and Teaching

1. Introduction

English is one of the international which is known widely. Therefore, English is used in Indonesian national curriculum as primary lesson from junior and senior high schools. Pitauli (2011:1) states that teaching of English is very important start with the existence of the globalization era. It is because all people in the world today use English for communication both in the oral and the written forms. Everybody can look at current information is fast and the science and technology always develop. Many sources of knowledge are delivered or written in English. Playing such an important role, it is a must for language students to study English for mastering the four language skills, namely speaking, listening, reading, and writing to be able to use English in taking part of the globalization era. Lestari (2012:1) states that teaching English in Senior High School we're not similar with in Elementary or Junior High School. In Senior High School the teacher should prepare a graduate student who has skill and capability in English. For students who want to continue study, especially in Batam and Indonesia for general. There are many organizations or institutions offer scholarship for

students who are able in English by oral and written context. To achieve this chance is not easy; the students should follow some test and interview. Some students are able to fill up answer on the questions sheet. But most of them are failed when doing interview because of lack in confidence or less vocabulary.

The teaching of speaking skill is also important in order to be able to use English for communication purposes. In order to achieve this purpose, the teacher should provide material and lesson plan in exciting and interesting method. This is a hard work for teachers; due to English in Indonesia is a foreign language (EFL).

In addition, Zamora (2011:1) adds that English language teaching, for more than six decades of research and practice, has identified the four skills—listening, speaking, reading, and writing—as the most important parameter in the textbooks or curriculum development. Brown (2001) then adds that the textbook or curricula used tends to focus on one or two of the four skills. Moreover Kartadinata in *KTSP* (2009:1) placed teachers as facilitators and mediators who help keep students' learning process goes well. The main attention is on students learning not on discipline or the teacher. Therefore, the researcher dares to entitles this research is "The Usage of Audio-Lingual in teaching speaking of Second Semester of English Department Students of the University of Riau Kepulauan".

2.   **Literature Review**

English has been known widely in the world. Gregory (1964:15) states that English was taught as a foreign language in these schools, very few indigenous children attended them. and According to Tilaar (1995:28), in 1930, the literacy rate in Indonesia was a mere 6.4% and in 1940, there were only 37 senior high schools in the entire country. The privileged class of Indonesians that received

an education grew up knowing Dutch and perhaps some English but English was never taught to be used as a medium of communication.

Furthermore, English as a foreign language in Indonesia, not so many people use it in their day-to-day communication. However, in certain communities in this country English has been used for various reasons. Leading to the fact that some people use it as the second language, for example in working field and some schools in Batam are quite familiar with English and occasionally use it for communication. In the media such as television presenter and radio announcer can be easily found here. Richard/Platt/Weber (1985) that a way of teaching a language which is based on systematic principles and procedures, i.e., which is an application of views on how a language is best taught and learned. Language teaching methodology from Richard/Rodger (2001:20-34):

a) General Field of enquiry into how teachers can best organize their teaching and facilitate language learning in classrooms.

b) Methodology is that which links theory and practice.

c) Theories of language and theories of second language acquisition (and learning)

d) Design features include stated objectives, syllabus specification, types of activities, roles of teachers, learners, materials.

2.1 Teaching Speaking

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 a Junior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate.

Speaking can be defined based on Oxford Advanced Dictionary (1995:32) the definition of speaking is to express or communicate opinions, feelings, ideas, etc by or as talking and it involves the activities in the part of the speaker as physiological (articulator) and physical (acoustic) stages. AndHuebner (1960:5) said language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. While, Fauziati (2002:126) defines that: As a part of communication speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a 22 second or foreigner language, and success is measured in terms of the ability to carry out a conversation in the language. Then Syakur (1987:3) states that besides as a part of communication and as a skill, speaking also could be reputed as an art named the language of arts that is most frequently used by people all over the world. The art of speaking is very complex, it requires the simultaneous use of the number of abilities which often develop at difference rate generally there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. Those will be explained as follows:

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

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According to Heaton (1978:5), he Suggest it is needed for students to arrange a correct sentence in conversation. It is in line with explanation and student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c.   Vocabulary

One can not communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

2.2   Definition of Audio-Lingual Method

As quoted from Lestari (2011) that audio-lingual method is to improve students speaking ability teachers present the material to the students through dialogs. The dialogs are learned thought drills, such as: repetition, substitution, and question-answer.

There is the student-to-student interaction when students perform in chain dialogs prepared by teacher. This method very popular and success achieved in communicative competence. Through memorization and "over-learning" of language, students and teachers were often able to see immediate result. This method called the Audio-lingual; it was to create communicative competence in learners. However, the most effective way to do this was students to "over-learn" the language through repetition and drills. The idea was to produce the language into the mind of learners automatic and "habitual".

> Audio-lingual Method refer to Brown (2000:74): "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 translators through

very intensive language course focusing on aural/oral skills. This 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)".

The approach developed by linguists at Michigan and other universities became known variously as the Oral Approach, the Aural-Oral Approach, and the Structural Approach. Language was identified with speech, and speech was approached through structure. If there was any learning theory underlying the Aural-Oral materials, it was commonsense application of the idea that practice makes perfect. There was no explicit reference to then-current learning theory in Fries' work. It was the incorporate if the linguistic principles of the Aural-Oral approach with state-of-the-art psychological learning theory in the mid-fifties that led to the method that came to be known as Audio-lingualism method.

3. Research Method

In this research, the writer is interested in studying how speaking is taught by lecturer at University of Riau Islands. Fauzi (2002:2) states that research is human struggle which is done to search an answer of his or her curiosity. This research is quantitative research. This study can be classified in to quasi – experimental method. While, Hatch and Farhady (1982:24) state that quasi-experimental is practical compromises between true experimentation and the nature of human language behavior which we wish to investigate. Such designs are susceptible to some of the question of internal and external validity. The design used in an intact group pretest-posttest design that involves a group of student who belongs to control group.

In this research, the writer focuses on selecting of the respondents chosen at Second semester of English Department. According to Bell (1999:15) states that the principle of such experiments it that if two identical groups are selected, one of which

(experiment group) is given special treatment and the other (the control group) is not and the other was the control group. Arikunto (2006:105) explains that if the population less than 100, all will be used as sample. Hence, the samples will studied of the whole students as well as investigated were the whole students of both experimental and control group class. The researcher takes 23 students(10%) of the population as the sample, because the whole population is 233 students. The researcher will uses student 1, 2, 3 etc to keep the real name in order to maintain the students's 'face' (embraced) if they got bad score.

4. Analysis of the Data

The research was done only to one class with one cycle. The data were taken from one class which consists of 23 students. The exact number of the students is 230; the writer took 23 as the sample from 230 students of English department. The writer took some students. In every cycle included the four steps of the action research. The teaching process of teach English was done by using audio-lingual method.

4. 1. 2 The Result of Pre-Test

After giving the treatment as the process in teaching English to the second year students by using multi method, the writer also prepared the post – test to the students. Generally, the result of pre- test was as following section.

Table 1

Score of the each student in pre- test

No	Name	Score	Category
1	Student 1	64	Fair
2	Student 2	60	Fair
3	Student 3	62	Poor
4	Student 4	50	Poor
5	Student 5	64	Fair
6	Student 6	50	Poor

7	Student 7	70	Good
8	Student 8	46	Poor
9	Student 9	45	Very Poor
10	Student 10	80	Good
11	Student 11	60	Fair
12	Student 12	82	Excellent
13	Student 13	82	Excellent
14	Student 14	82	Excellent
15	Student 15	52	Poor
16	Student 16	70	Good
17	Student 17	65	Fair
18	Student 18	66	Good
19	Student 19	58	Poor
20	Student 20	68	Good
21	Student 21	75	Good
22	Student 22	72	Good
23	Student 23	82	Excellent
	Total	1505	
	Mean Score = $\frac{\sum fx}{N}$	65,43	Fair

The mean Score was calculated as follow:

$$M = \frac{\sum fx}{N} = \frac{1505}{23} = 65,43$$

The writer analyzed the result of pre- test, based on it the research found that the

mean score of student of the second semester of English Department were 65,43.
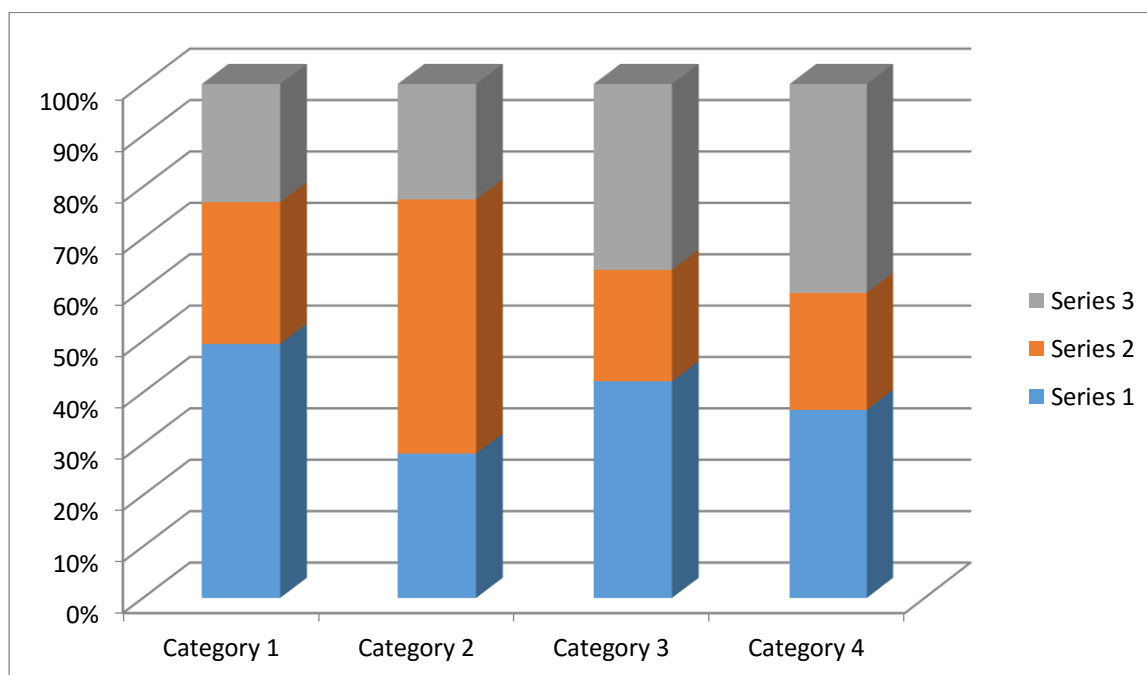
Most students got fair range score 56-65.

Table 2

The Percentage of students Ability in pre Test

No	Range Score	Frequency	Percentage	Category
1.	81 – 100	4	17,39	Excellent
2.	66 – 80	7	30,43	Good
3.	56– 65	5	21,73	Fair
4.	46– 55	6	26,08	Poor
5.	-45	1	4,37	Very Poor
	Total	23	100%	

The diagram of students Ability in pre- test

The Percentage of students Ability in pre Test.

From the table above, we can see the improving of students usage audio-lingual approach test result. there were 4 or 17,39% got the excellent and 7 or 30,43% got the good and 5or21 % got the fair, 6 or 26,08 % got the poor score, and 1 or 4,37% got the very poor. Based on students result in the pre – test we.

4.1.2 The result of post – test

Improving speaking skill by using audio-lingual method used this test to see the ability of student in achievement before the writer conducted the research. The pre – test was given to the students, which were used as sample of this research. This test aimed to be compared with the last result in post test after they were taught by using audio-lingual method.

This post-test will be seen in following table. Thus, they generally categorized of pre test in the table 3 and polygon below:

Table 3

Score of the each student in post- test

No	Name	Score	Category
1	Student 1	78	Good
2	Student 2	80	Good
3	Student 3	68	Good
4	Student 4	78	Good
5	Student 5	64	Fair
6	Student 6	68	Good
7	Student 7	90	Excellent
8	Student 8	64	Fair
9	Student 9	70	Good
10	Student 10	86	Excellent
11	Student 11	70	Good
12	Student 12	92	Excellent
13	Student 13	90	Excellent

14	Student 14	86	Excellent
15	Student 15	62	Fair
16	Student 16	80	Good
17	Student 17	70	Good
18	Student 18	72	Good
19	Student 19	66	Good
20	Student 20	78	Good
21	Student 21	82	Excellent
22	Student 22	72	Good
23	Student 23	86	Excellent
	Total	1752	
	Mean Score = $\frac{\sum fx}{N}$	76,17	Good

The mean Score was calculated as follow:

$$M = \frac{\sum fx}{N} = \frac{1752}{23} = 76,17$$

The writer analyzed the result of post- test, based on it the research found that the mean score of students of semester two of English Department were 76,17. Most students got good score with range score 66-80.

Table 4

The Percentage of students Ability in Post- Test

No	Range Score	Frequency	Percentage	Category
1.	81 – 100	7	30,43	Excellent
2.	66 – 80	13	56,53	Good
3.	56– 65	3	13,04	Fair
4.	46– 55	-	-	Poor
5.	-45	-	-	Very Poor
	Total	23	100%	

The diagram of students Ability in post- test
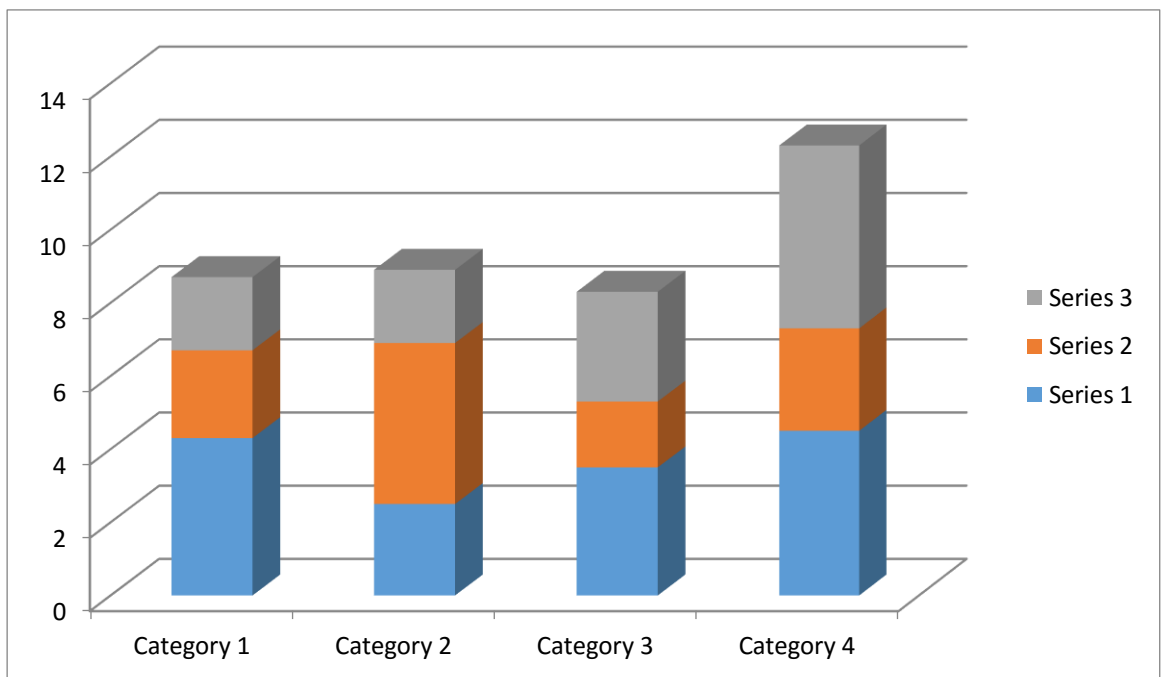
From the table above, we can see the percentage of students ability students or 30,43 % got the excellent and 56,53 % got and 13,04% got the fair. The mean the score

of post- test was 76,17. This condition to motivate the writer to conduct the research to teach the English speaking to the second semester students of English Department, Riau Kepulauan University by using audio-lingual method.

5. Conclusion

As it has been discussed in the previous chapter 1 this research, the writer tries to find the answer of the problem related to achievement the usage audio-lingual approach speaking improvement of the second semester students of English Department. After analyzing the data and presentation in previous sub topic of this chapter as can been seen above, the writer has found the answer the problem in this research. They are presented as follow:

1. In the pre-test the students got values less gratify, meaning at the student it is true have to be given by a way of different by previously so that there is differ meaning ably the students previously.

2. After treatment was done, seen by a change which significant from ability of student English. This means that used approach gave good correlation at study English ability of students at second grade. The levels of student get good to excellent

3. Based on compared the result of pre – test and post – test after being taught by using approach, that general students get better score in study English it means significant and it can be stated that using multi method gave better on the teaching English to the student.

4. At field note first meeting seen that the student not yet so understand by usage approach so that the class circumstance less be controlled, while at meeting here in after do not such again problems with students.

The writer found that there were improvements in the study English ability of the students in usage audio-lingual approach. We can see the improvements from poor score or (moderate) to good to excellent or (very high) of the students after they were taught by using audio-lingual approach.

The level of correlation is as follow:

The r product moment table

Product Moment (R)	Interpretation
0,00-0,20	Very low
0,20-0,40	low
0,40- 0,60	Moderate
0,60-0,80	high
0,80-100	Very high

According to Riduwan (2004:138), based on the result of statistic calculation above, the correlation between the two variables X and Y is positive, it is 0,872. This research explains how the effect correlation of usage audio-lingual approach in teaching of speaking at the second semester of English Department of University of Riau Kepuluan is significant. When they know the meaning of audio-lingual approach, it mean the students got motivation to be more active in learning. They can interpret than audio-lingual approach was good achievement of the speaking improvement.

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