

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of the related literature. It comprises of previous studies, theory of the study which consist of teaching speaking to Junior High School, Speaking literature and Audio-lingual method theories.

2. 1. Previous Studies

Audio-lingual method is one of many methods which can be used in learning and teaching speaking, especially for Junior High School.

There are some studies already done by observers observing teaching speaking by using Audio-lingual method. Firstly, research was done by Siti Rohmah (2011) entitled "Teaching Speaking Using Audio Lingual Method at the First Grade Students of SMP N 2 Karawang Barat". The purpose of the research was to find out whether or not teaching speaking using Audio-lingual Method can improve students. She had finished the experiment, she can conclude the advantages of using Audio-lingual teaching method to teach speaking to the first year student of junior high school. The advantages could be described as follows:

1. The Audio-lingual teaching method has a significant effect on the first year students' speaking skills of Junior High School due to the significant difference ($p=0.05$) between the pretest and posttest scores of the students' speaking skills, in which the posttest's mean is significantly higher than those of the pretest.
2. The students showed a great enthusiasm during the lesson.
3. Using Audio-lingual teaching method to teach speaking to first year student of junior high school was very good. It was supported by the higher scores gained by the students who have been taught using Audio-lingual teaching method.

Secondly, research was done by Nur Fahmi Faridatusolihah (2011) entitled "Teaching English Speaking Using Audio Lingual Method at the Second Grade Students of Junior High School 1 Cisolak Kab.Subang". The objective of the

research was to find out whether or not teaching English speaking using Audio-lingual Method was effective to improve the students' speaking ability. She had finished the research and the results of the data analysis showed that the mean score posttest of experimental group was 8.0476, the mean score posttest of control group was 6.47, the t_{obs} was 3.13, the t_{crit} value at the significance level 0.05 with degree of freedom (df) 82 was 1.67. Based on the data analysis above, the alternative hypothesis was accepted because the t_{obs} was higher than t_{crit} ($3.13 > 1.67$). It also meant that teaching English Speaking using Audio-lingual Method was effective to improve students' speaking ability.

Thirdly, experimental research was done by Yuliana (2013) entitled "The Application of Audio Lingual Method to Improve Student's Speaking Ability n SMA Pgri 1 Sidoarjo". The objective of the research was to explain the effectiveness of Audio-lingual Method as an alternative method in improving the students' speaking. She had finished the research, after finishing the experiment the researcher concluded that using Audio-lingual teaching method to teach speaking at the first year student of Senior High School had advantages. The advantages could be described that the students showed a great enthusiasm during the lesson. By using Audio-lingual teaching method to teach speaking at first year students of senior high school was very good. It was supported by the higher scores gained by the students who have been taught using Audio-lingual teaching method.

Based on this experiment, Audio-lingual teaching method has a significant effect on the first year students' speaking skills of Senior High School at SMA PGRI 1 Sidoarjo due to the significant difference ($p=0.05$) between the pre-test and post-test scores of the students' speaking skills, in which the post-test's mean is significantly higher than those of the pre-test. 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 aids and materials used in the class along with the provision at the teacher's positive reinforcement.

Based on the previous studies above, the writer interests for conducting the research entitled “The Effectiveness of Audio-lingual Method in Teaching Speaking”. In this research, the writer has been conducted a research to find out the effectiveness of using Audio-lingual method for students in teaching speaking. It has done at eighth grade students of SMP Walisongo Pecangaan Jepara in academic year 2017/2018. The writer hopes that the result of this study will be advantageous for students.

1.2. Theory of the Study

1.2.1. Teaching Speaking at SMP Walisongo Pecangaan Jepara

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become (Harmer, 2007:123). In these cases, the writer implements Audio-lingual method in teaching speaking skill at SMP Walisongo Pecangaan and the students more ready to speak up in English with their friends efficiently.

1.2.2. Definition of Speaking

There are four skills in language. They are listening, speaking, reading and writing. They have connection but different. Speaking is one crucial skill in teaching and learning language because speaking is the form of producing word before people talk about something, so that people have to learn before they are talking about something. Speaking is the productive skill in oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

There are some definitions of speaking by some experts. According to (Maxom, n.d.:183), speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking. It means that speaking is the basic skill when people who learn

foreign language have to practice it as the result they study the language. It is also as measuring rod of the people learn English language through the pronunciation, fluency, accuracy, grammar and so on. While (Brown, 2004:140) states that speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure and discourse. It means that speaking is as a tool to express someone feeling, sometimes listener has to more focus to the speaker say because she or he uses implicit meaning.

2.2.2.1. Types of Speaking Activities

There are three major speech types:

1. Interaction

The speakers as “people” in conversation.

2. Transaction

What is “said” or “done”.

3. Performance

Transmission of information.

(<http://www.fltrp.com/DOWNLOAD/0804010001.pdf>.)

2.2.2.2. Speaking Components

Following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation).

2. Grammar

3. Vocabulary

4. Fluency (the ease and speed of the flow of speech)

5. Comprehension.

(Harris, 1969:81)

2.2.2.3. Elements of Speaking

Harmer (2001: 269) states that the elements of that are necessary for spoken production are the following:

a. Language Features

1. Connected Speech

Effective speakers of English need to be able not to produce the individual phonemes of English but also to use fluent 'connected speech.' For this reason, involving students in activity design especially to improve their connected speech should be done.

2. Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances and speed, and show by the other physical and non-verbal means how they are feeling.

The use of these devices contributes to convey meanings. They allow an extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and Grammar

Spontaneous speed is marked by the use of common lexical phrases, especially in the performance of certain language function. Therefore, teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprises, shock and approval. Meanwhile, where the students are involved in specific speaking contexts such as job interview, they can be primed in the same way with certain useful phrases, which they can produce at various stages of an interaction.

4. Negotiation Language

Effective speaking benefits from the negotiator language that attempts to seek clarification and to show the structure of what we are saying.

b. Mental / Social Processing

The success of speakers' productivity is also dependent on the rapid processing skills which compels:

1. Language processing

It covers the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2. Interacting with others

The effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling and knowledge of how linguistically to take turns or allow others to do so.

3. (On the spot) information processing

It is quite apart from our response to others' feelings, we need to be able to process the information they tell us the moment we get it.

1.2.3. General Concept of Audio-lingual Method

1.2.3.1. Definition of Audio-lingual Method

The Audio-lingual Method, like the Direct Method we have just examine 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 Direct Method has a strong theoretical base in linguistics and psychology.

Audio-lingual Method has scientific foundation which clearly links between theory and practice. It was in fact believed to be the first method of teaching which could be said to have developed methodology based on scientific principles. The underlying theory of learning of the ALM was derived from B.F Skinner's Behaviorist Psychology. Behavioral psychology is an empirically based approach to the study human behavior. Behaviorism tries to explain how an external event (a stimulus) caused a change in the behavior of an individual (a response) without using concepts like "mind" or "ideas" or any kids of mental behavior.

The occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus and reinforcement, which servers to mark the response as being appropriate (or inappropriate) and encourage the repetition or suppression of the response in the future.

According to Skinner (1957), the occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, a response and reinforcement. Reinforcement is a vital element in learning process, because it

increases the possibility that behavior will occur again and eventually become a habit.

Moulton in Brooks (1964:4) suggests that the marriage between behaviorism and structuralism provide five key characteristics which need to be taken into consideration in designing language programs. The characteristics are as follows:

- a. Language is speech, not writing.
- b. A language is a set of habits.
- c. Teach the language, not about the language.
- d. A language is what its native speaker say, not what someone thinks they ought to say.
- e. Languages are different.

Moulton in Brooks (1964:4) states by drawing on the structural linguistics and behaviorist psychology, the ALM formed its own distinctive characteristic as follows:

- a. The separation of language skills into listening, speaking, reading and writing, with emphasize on the teaching of listening and speaking before reading and writing.
- b. The use of dialogues as the chief means of presenting the language.
- c. Give emphasis on the certain practice techniques: mimicry, memorization and pattern drills.
- d. Discouraging the use of the mother tongue in the classroom.
- e. The use of language lab.

According to Moulton in Brooks (1964:4), based on the theories of learning and language the proponents of Audio Lingual Method proposed a number of foreign language learning principles. These principles have become the psychological foundation of ALM and shaped its methodological practices. The basic principles of ALM are as follows:

- a. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior, that is, the automatic production and comprehension of utterances and can be learned by inducing the students to do likewise.
- b. Language skills are learned more effectively if the terms to be learned in the target language are presented in spoken form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills.
- c. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanation of rules is therefore not given until students have practiced a pattern in variety of contexts and are thought to have acquired a perception of the analogies. Hence the approach to the teaching of grammars is essentially inductive rather than deductive.

According to Rivers in Brooks (1964:19-22), the meaning the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation. Teaching a language then involves teaching aspects of the cultural system of the people who speak the language.

1.2.3.2. Classroom Technique of Audio-lingual Method

Dialogues and drills form the basis of audio lingual classroom practices. Dialogues provide the means of contextualizing key structure and illustrate situations in which structures as well as some cultural aspects of the target might be used language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm and intonation are emphasized. After a dialogue is presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

According to Larsen-Freeman (2000:45-50), there are expanded descriptions of some common or typical techniques closely associated with the Audio-lingual Method. They are as follows:

1. Backward Build-up (Expansion) Drill

This drill is used when a long of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, students expand what they are repeating part by part until they are able to repeat the entire line.

2. Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

3. Chain Drill

Students ask and answer each other one by one in a circular chain around the classroom.

4. Single-slot Substitution Drill

Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

5. Multiple-slot Substitution Drill

Same as the single slot drill, except that there are multiple cues to be substituted into the line.

6. Transformation Drill

Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.

7. Question-and-answer Drill

Students should answer or ask questions very quickly.

8. Use of Minimal Pair

Analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words.

9. Complete the Dialogue

Selected words are erased from a line in the dialogue-students must find and insert.

10. Grammar Game

Games like the supermarket alphabet game described in this chapter are often used in the Audio-lingual Method. The games are designed to get students to practice a grammar point within a context. Students are able to express themselves. Notice there is also a lot of repetition in the game too.

Dialogues, drills and pattern practice form basis of Audio-lingual classroom practice. These have become the distinctive feature of ALM. The techniques used by the ALM are as follows:

- a. *Repetition.*
- b. *Inflection.*
- c. *Replacement.*
- d. *Restatement*
- e. *Transposition.*
- f. *Expansion.*
- g. *Contraction.*
- h. *Transformation.*
- i. *Integration.*
- j. *Rejoinder. .*
- k. *Restoration.*

(Brooks, 1964:156-161)

1.2.3.3. Classroom Procedures

In order to come to a better understanding of the classroom procedure of ALM, below is an example of a classroom applying ALM with students of English

beginners. Class begins, the teacher reads the following dialogue to the students who are expected to imitate and eventually memorize it:

T : All right, class. I am going to read a dialogue to you. Listen carefully.

Sally : Good morning, Bill.

Bill : Good morning, Sally.

Sally : How are you?

Bill : Fine, thanks. And you?

Sally : Fine. Where are you going ?

Bill : I'm going to the post office.

Sally : I am too. Shall we go together?

Bill : Sure. Let' go.

T : Listen one more time. This time try to understand all that I am saying. (Now the teacher has the whole class listen to her. Sometimes she uses actions to help convey meaning. All of teacher's instructions are in English)

T : Understand? Now I'm going to repeat the dialogue. Say each of the lines of the dialogue after me. (The students repeat each lines several times before moving on to the next line. When the class comes to the line "I'm going to the post office", they stumble a bit in their repetition. The, at this point, stops the repetition and uses a backward build-up drill.

T : Repeat after me: post office.

Ss : Post office.

T : to the post office.

Ss : to the post office.

T : going to the post office.

Ss : going to the post office.

T : I'm going to the post office.

Ss : I'm going to the post office.

(The students repeat the dialogue after the teacher several times)

T : Good. Now, I'm going to talk for Sally and talk for Bill.

T : Good morning, Bill.

Ss : Good morning, Sally.
T : How are you?
Ss : Fine, thanks. And you?
T : Fine, where are you going?
Ss : I'm going to the post office.
T : I am too. Shall we go together?
Ss : Sure. Let's go.

Next the class and teacher switch roles in order to practice a little more, the teacher saying Bill's line and class saying Sally's. then the teacher divides the class in half so that each half gets to try say on their own either Bill's or Sally's line. To further practice the lines of this dialogue, the teacher has all the boys in the class take Bill's part and all the girls take Sally's.

T : Fine. Now, look at John and me. Then do the same.
T : Good morning, John.
J : Good morning. Miss Brown.
T : How are you?
J : Fine, thanks and you?
T : Fine.

Then John understands through the teacher's gesture that he is turn to the students sitting beside him and greet her. That student, in turn, says her lines in reply to him. When she has finished, she greets the students have a chance to ask and answer the questions. Since there are 40 students in the class, the teacher divides the class in half and asks the other half do the same. The last student from each half directs their greeting to each other.

T : Now, I'd like two of you perform the whole dialogue for the class. Anyone wants to try? (A boy and a girl put up their hand, when they have finished, two other do same. Not everyone has a chance to say a dialogue, but by now the teacher is sure the students know the dialogue rather well).
T : Now, look at these pictures: a bank, a drugstore, a park, a bus station, a library, a school (Each time she shows a picture, she says the phrase, and the students get the meaning and sound of that phrase). I'm going to the

bank (From her example students realize that they are supposed to take the cue phrase, “the bank”, which the teacher supplies, and put it into its proper place in the sentence).

T : I’m going to the bank – the drugstore.

Ss : I’m going to the drugstore.

T : the bus station.

Ss : I’m going to the bus station.

T : the park.

Ss : I’m going to the park.

T : the library.

After the students have gone through the drill sequence three times, the teacher no longer provides a spoken cue phrase. Instead she simply shows the pictures at a time and the students repeat the entire sentence putting the name of the place in the picture in the appropriate slot in the sentence.

T : Now, I’m going to the post office, Sally. (The students understand and produce “Sally is going to the post office”)

T : Bill

Ss : Bill is going to the park.

T : She

Ss : She is going to the park.

T : Billy and Sally

Ss : They are going to the park.

T : to the post office.

Ss : They are going to the post office.

T : very good. Next we’ll do different thing. I say, “She is going to the post office.” You make a question by saying, “Is she going to the post office?”. I say, “He is going to the park”. You ask, “Is she going to the park?”. Does everybody understand? Ok, let’s begin.

T : They are going to the park.

Ss : Are they going to the park?

T : My mother is going to the drugstore.

Ss : Is she going to the drugstore?

When the class has had enough practice, the teacher decides to move on to next drill.

T : (Points at a picture) Are you going to the football field? (She answers her own questions). Yes I'm going to the football field. (She holds up the picture of a school). Are you going to the school? (She herself answers). Yes, I'm going to school. (Then she poses a question to the class). Are you going to the library? (The class respond together). Yes, I'm going to the library.

T : Very good, (She again shows the class one of the pictures, a supermarket this time, and asks). Are you going to the bus station? (She answers her own question). No, I'm going to the supermarket. Now, answer my questions according to the pictures I show you.

T : (Holding up a picture of a library). Are you going to the library?

Ss : no, I'm going to the school.

T : (turns to students 1 with a picture of a school). Are you going to the library?

S1 : No, I'm going to the school.

T : (to students 2 with a picture of a park). Are you going to the school?

S2 : No, I'm going to the park.

T : Good, now look at the dialogue I your book, read it in pairs and then use the phrases on the phrases on the blackboard to take the place of "the post office". Work in pairs. (She writes the following phrases on the blackboard: the park, the school, the café, the bus station, the supermarket, the drugstore, the library.etc)

For the final few minutes of the class, the teacher returns to the dialogue with which she begins the lesson. She repeat it once, then has one half do Bill's lines and the other half do Sally's. The students move through the dialogue smoothly. They then swap roles and do the same. The teacher smiles, "Very good. Class dismissed". (Larsen-Freeman, 2000:32-39).

1.2.3.4. The Advantages and Disadvantages of Audio-lingual Method

There are some advantages and disadvantages of Audio-lingual Method (Fauziah, 2008:22).

The advantages are:

- a) Dialogue drilling can explained clearly with or without demonstration.
- b) Correction and response can be done immediately.
- c) The teacher can easily conduct the whole activities.
- d) Encouraging students to produce sentences, even though not communicative.

The disadvantages are:

- a) Technique memorization and drilling can become tedious and boring.
- b) The audio lingual method approach makes considerable demands upon the teacher.
- c) Certain students feel very insecure when they are forced to depend on the ear alone.
- d) The interaction is students-to-students. Most interaction is created by the teacher.