

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students

Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan

Collaborative Writing Using *Google Docs*: A Learning Model to Help the Students in Being Better Writers

**Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial
(Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar)**

The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students

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Penerapan Pembelajaran Melalui Metode *Practice Think-Share Resitasi* pada Mata Kuliah Analisa Vektor Pada Mahasiswa

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Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School

**Tradisi Kleduk Kleneng
(Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng)**

The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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AUDIO LINGUAL TEACHING AS AN ALTERNATIVE METHOD IN TEACHING SPEAKING FOR ELEMENTARY SCHOOL

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STKIP PGRI TULUNGAGUNG

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan langkah-langkah dalam penerapan ALM dalam belajar Berbicara Bahasa Inggris, untuk mengetahui bagian dari kegiatan Berbicara Bahasa Inggris yang dapat membuat siswa lebih tertarik dan aktif dalam pembelajaran mereka, hambatan guru dalam mengajar Berbicara Bahasa Inggris, dan cara guru untuk memecahkan masalah dengan menggunakan ALM. Ini adalah penelitian deskriptif kualitatif. Sedangkan teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasil penelitian disimpulkan bahwa ada tiga langkah dalam pengajaran dan pembelajaran Berbicara Bahasa Inggris. Mereka adalah (pra-mengajar), (sementara-mengajar), dan (pasca-mengajar). Guru menggunakan enam teknik ALM dalam mengajar Berbicara Bahasa Inggris yaitu menghafal dialog, latihan membangun kembali (ekspansi), dan latihan pengulangan pada pengamatan pertama. Untuk pengamatan kedua, guru menggunakan teknik mata rantai, mata rantai tanya dan jawab, dan menyelesaikan dialog. Selain itu, kendala guru dalam mengajar Bahasa Inggris adalah penjatahan waktu, perasaan guru (membosankan dan melelahkan), dan media pengajaran yang minimal. Namun, guru dapat menyelesaikan masalah dengan memberikan pekerjaan rumah beberapa saat, setelah menikmati mempresentasikan materi, dan berkolaborasi dengan materi pengajaran dengan media sederhana di sekolah.

Kata kunci: audio-lingual method, speaking for elementary school

Abstract: The purpose of this reasearch is to describe steps in the implementing of ALM in learning Speaking English, to know parts of Speaking English activities that can make the students more interest and active in their learning, the teacher's obstacles in teaching Speaking English, and the teacher's ways to solve the problems by using ALM. It is a qualitative descriptive research. While the techniques of collecting data used observation, interview, and documentation. The reaseach result is concluded that there are three

steps in teaching and learning Speaking English. They are (pre-teaching), (whilst-teaching), and (post-teaching). The teacher used six techniques of ALM in teaching Speaking English namely dialog memorization, backward build up (expansion) drill, and repetition drill at the first observation. For second observation, teacher used the technique of chain drill, question and answer drill, dan complete the dialog. Besides, teacher's obstacles in teaching Speaking English are time allotment, teacher's feeling (boring and tiring), and teaching media minimally. But, the teacher could solve the problems by giving homework sometimes, having enjoy in present the material, and collaborating the instructional material with simple media at the school.

Key words: audio lingual metode, speaking for elementary school

INTRODUCTION

Speaking skill is a skill that must be mastered well. This skill is an important indicator of success for someone to be able in speaking English well and fluently. If someone can speak a foreign language well, it shows that the person knows and understands a language. By having good speaking skills, students can express idea in a learning class, communicate with stranger in another country using a good speaking skill. In classroom activities speaking English is the best way to train the students to be able speaking English.

The modern world of media, mass communication and internet demands a good knowledge of English especially of spoken English. Every person wishing to get the benefits of modern education, research, science, trade, etc., knows that is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position.

In general, for students it is

essential to understand spoken utterances and give appropriate answer. Communicative competence, the ability and readiness to communicate (speaking and listening comprehension) is thus formed. To achieve this, students should be given integrated tasks which help them develop both skills.

REVIEW OF RELATED THEORY

Teaching Speaking

In this case the hard thing for English teacher especially in teaching Speaking. The teacher must find some creative and inovative metode to teaching speaking. By using interesting method the student will be more enjoy the class, so the learning activities in the class will achieve the goal in the speaking class.

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 native is not English.

According to Kurikulum Tingkat Satuan Pendidikan 2006 the aim of the English teaching in Indonesia especially teaching English to Elementary School is to enable students to have ability in communicative competence in both oral and written form. And developing the student's vocabulary in daily activity.

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.

The Audio-lingual method is the choice to drill 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.

Existing method of enhancing speaking skill of students

In ELT, every teacher chooses a definite set of methods of enhancing student's speaking skills. Nowadays it is possible to use traditional and modern technologies.

The Audio-lingual method or the Army method, is a style of teaching foreign languages, that

based on behaviorists 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 negative feedback.

The 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 students who are lack vocabulary, the students get used to speak their Javanese language, and then they rarely practice to English communicate, the teacher sometimes can not control the class and this situation makes them impossible to continue the learning process.

The theory of audio lingual method

The audio-lingual method drills students in the use of grammatical sentence patterns. It has a strong theoretical based on linguistics and psychology. (Fries, 1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the the method, and for this reason, it has sometimes been referred to as the 'Michigan Method.' Later in its development, principles from behavioral psychology (Sinner, 1957) were incorporated. It was thought that the way to acquire the sentence patterns

of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could overcome the habits of their native language and from the new habits required to be target language speakers.

The use of drills and pattern practice is a distinctive feature of the Audiolingual Method.

Various kinds of drills are used.

1. Repetition. The students repeat an utterance aloud as soon as he had heard it.

Example:

This is the seventh month. –
This is the seventh month.

2. Inflection. One word in a utterance appears in another form when repeated.

Example:

I bought the ticket. –
I bought the tickets

3. Replacement. One word in an utterance is replaced by another.

Example:

He bought this house cheap. –
He bought it cheap

4. Restatement. The student rephrases an utterance and addresses it to someone else, according to instructions.

Example:

Tell him to wait for you. – Wait for me.

Ask her how old she is. – How old are you ?

5. Completion. The student hears an utterance that is complete except for one word, then

repeats the utterance in completed form

Examples:

I'll go my way and you go...-

I'll go my way and you go yours.

We all have... own troubles. –

We all have our own troubles...

6. Transposition. A change in word order is necessary when a word is added.

Examples:

I'm hungry. (so). – So am I

I'll never do it again. (neither). –
Neither will I...

7. Expansion. When a word is added it takes a certain place in the sequence.

Examples.

I know him. (hardly). – I hardly know him

8. Contraction. A single word stands for a phrases or clause.

Examples.

Put your hand on the table. – Put your hand there

They believe that the earth is flat.- they believe it...

9. Transformation. A sentence is transformed by being made negative or interrogative.

Examples.

He know my address.- He doesn't know my address. -

Does he know my address?

10. Integration. Two separate utterances are integrated into one.

Examples.

They must be honest. This is important. – It is important that they be honest.

11. Rejoinder. The student makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways: Be polite.

Examples:

Thank you.- you're welcome

May I take one? .- certainly

12. Answer the question.

Examples

What is your name? – My name is Smith

13. Restoration. The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form.

Examples.

Students/waiting/bus. – The students are waiting for the bus.

influencing over learning, and the teacher and the learners interaction. The first is the teacher functions in the fulfillment of teaching-learning activities.

- Words repetition

In this activities, the teacher repeat utterances loudly and accurately as possible. The teacher guides the students to read the text from the book. The teacher gives repetition to each utterance for three times and asks the students to repeat three times also.

- Sentence repetition

In this activity, the teacher asks the students to repeat after the teacher reading the sentences of the text in the book.

The second roles in this method is teacher gives influence over learning. The teacher must encourage the student's memory. The teacher guides the students to read the dialog. After reading the text, the teacher instructs the students to find the meaning of the words. The students can open the dictionary if they found the difficult word. Then the students read the dialog in pair and to practice it in front of the class.

The third role is the teacher as a counselor. If the students get some problem related to the material in learning process the will ask the teacher. The teacher helped the students to explain the material

DISCUSSION

The Implementation of Audio-lingual Method in Teaching English at Elementary Students

Classroom Activity

The teacher always use s similar steps in teaching English . The process of teaching learning English can be divided into three steps. The steps are opening, main activity, and closing activity.

The Teacher's Role

The teacher's role in this part are presented into some kind of aspects; the teacher function s in the fulfillment of teaching learning activities; the teacher's roles in

until the students understand the material.

The Student's Role

The student's roles are viewed as a processor, the students listen to the model of dialog by the teacher, the students repeat the words, sentence and dialogue as accurately possible.

As the performer, the students practice the dialog of conversation with their partner in front of the class. The last, as the problem solver in the teaching - learning process the students ask and answer the teacher question or question in the book. Unconsciously, the students also have solved their problem by practicing the language in pair and in front of the teacher.

Since Audio lingualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech' the target language is used as the medium of instruction, and translation or use of the native language is discouraged.

The following procedures would be observed:

1. Students first hear a model dialogue. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of

pronunciation or grammar is direct an immediate.

2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases.
3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually.
4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

The Solution in Teaching English Using Audio Lingual Method.

Based on the findings, the solution to solve the problem in teaching English using Audio Lingual Method are as follow : 1.) The key of success is being disciplinary in time and studying, it can be easier for the students to understand the material, 2.) The teacher gives more support and motivation to the students. The English teacher is always motivating the students to study hard before the students began to start the lesson. 3.) The teacher should make the lesson interesting, so there would not students who did asleep during the lesson. Because a

good teacher should draw out the quite ones and controlled the students. Based on the research finding, the writer compares this research to Audio Lingual Method theory.

The Audio Lingual Method (ALM) is the mode of language instruction based on behaviorist approach. The Audio Lingual Method there are some key features ; new material is presented in dialog form, repetitive drills, memorization of set of phrase, etc. The aim of this method is to create communicative competence by giving wide-ranging repetition and drilling to the students in language study. From the audio lingual method theory and research finding, the writer suggests that the teacher gives much more repetitions, drilling and memorization extensively in English teaching-learning. The teacher gives drilling models; word repetition and sentence repetition. Moreover the teacher guides the students to read dialog, instruct the students to find the meaning and practice it in front of the class, and the teacher monitors and correct the students performance. Then by applying ALM the student implements some roles. As a performer the student practice and read the dialog in conversation. As the problem solver in teaching-learning process, the students ask and answer the question from the teacher.

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CONCLUSION

Speaking activity for the students of Elementary School needs an interesting activity in order to motivate students in speaking. The teacher should not only create fun and active learning but also use an appropriate method to make the students actively involved in the

classroom.

The effective ways in order to make the students involved actively is through audio-lingual method. Audio-lingual method is a method that focuses in teaching pronunciation. In this method, the teacher drills the student's pronunciation. The teacher asks student to repeat and memorize what the teacher says. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

By using the audio-lingual method in teaching speaking, the circumstance class will be more interesting and life. All the students who are taught by this method will be active in the class, get new vocabulary by follow the dialogs presented by teacher, and know how to pronounce it correctly.

This audio-lingual method also has other good impact on the students' speaking skills. It derives 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.

As a result, audio-lingual is an alternative method that can be used to improve the students'

ability, especially in speaking ability, so they can use the target language communicatively.

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