ABSTRACT

Erianto, Tria. 2014. The Use of Audio Lingual in Teaching Speaking to The Eight Grade Students of Junior High School Wali Songo Ngabar Ponorogo in Academic Year 2013/2014. Thesis, English Education Departement, faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo), Advisor (1) Dr. Hj. Siti Maryam Yusuf, M.Ag, Advisor (2) Wiwin Widyawati, M.Hum.

Key words: teaching speaking, audio-lingual method

Speaking is one of the four basic skills in learning foreign language beside listening, reading, and writing. It has been taught since the student entered junior high school, however, there are some difficulties faced by junior high school student to communicate in English. Students have to think more often in speaking English To help the teachers in teaching speaking to junior high school student, teachers may use an interesting teaching method to present their teaching materials that also help them in creating fun class. One of the alternative methods is Audio-lingual teaching methods, defined as a method which emphasizes on repetition of the words to help the student to be able understands. Based on the explanation above, the researcher is intended to conduct a research dealing with the use of audio-lingual method in teaching speaking to the eight grade students of junior high school Wali Songo Ngabar Ponorogo.

The research problems of this thesis are; (1) How is the implementation of Audio-lingual method in teaching speaking; and (2) What is the advantage and disadvantages of Audio-lingual method in teaching speaking.

In this research, the researcher used descriptive qualitative research. The researcher collected data trough observation, interview, and documentation. In analyzing data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman; covering data reduction, showing data display, and drawing verification conclusion.

The result of the study showed that the implementation of audio-lingual method in teaching speaking consisted of Teacher gave instruction for the students to organized their brain as enjoy as possible. Students listened to conversations in English, and gave the opportunity to listened one chance. Students wrote the conversation on the notebook. Teacher explains the correct pronunciation in these conversations. Teacher gave a different text conversation to students. Then the students practiced the conversation in front of the class with their friends. The students accustomed to work together with their friends and building their ideas in the form of conversation, sentence and text and audio-lingual method makes some students sleeped when process of teaching and learning.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is communication media that is very efficient to communicate with other person. Therefore, the students can learn everything that they do not know before. English language is the international language in the world. In language teaching, the students often talk about the four language skills: Speaking, listening, reading and writing. The students must master English skills to be international people. Speaking is the important aspect in learning English language. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and involving", but it is not completely unpredictable.[1]

English is one of widely used international language. Both oral and written communication includes 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 advance have to master this language well science and technology in almost all countries.

In countries where English is neither the first nor second language, it is taught or learned as the first foreign language for practical necessary uses of

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[1] Bailey, Kathleen, Practical English Language Teaching Speaking (International edition, 2005), 2.

communication. 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 at English quite significant for Indonesia in the future, the government always makes to improve the quality is English teaching. By improving by quality of teachers and others 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 student.

According to the School Based Curriculum 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 increasing in global community, and the last is developing the student comprehension about interrelatedness between language and culture.

Speaking is one of the four basic skills in learning foreign language beside listening, reading, and writing. It has been taught since the student entered junior high school, however, there are some difficulties faced by junior high school student to communicate in English. They have to think more often in speaking English. Of course, students need interaction with others such as teacher, friend

and so on to communicate. Since speak is power, act, manner of speaking[2]. Speech is one of man's most valuable possessions. Some teachers say that they still difficulties to teach speaking to junior high school students since something are not able to express what is on their minds because their lack of actual language.

To help the teachers in teaching speaking to junior high school student, teachers may use an interesting teaching method to present their teaching materials that also help them in creating fun class. One of the alternative methods is Audio-lingual teaching methods is defined as a method which emphasizes on repetition of the words to help the student to be able

Teachers want their students to be able to use target language communicatively. In order to do this, to believe students need to over learn the target language, to learn to use it automatically without stopping to think. For that reason, the researcher chooses Audio-lingual teaching as an alternative method in order to improve the students speaking achievement.

Language learning is a process of habit formation the more often something is repeated, the stronger the habits and the greater the learning. As language is spoken, the learners of a language have to be able to speak in the language. We must do lots of practices to be able speak in a certain language. But in fact, most of students have little opportunity to practice speaking English outside classroom. Thus, during the study I will give more speaking practices to the students.

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[2] Hornby As, The New Book Of Knowledge, 1997, 828.

Teaching speaking using audio-lingual method is one of the effective methods to improve the speaking ability. In the effective learning process required a suitable method for the material taught. Based on the description above, it is necessary to observe the implementation of audio-lingual method in teaching speaking. So, the researcher is interested in wring a thesis entitled "The Use of Audio-lingual in Teaching Speaking to The Eighth Grade Students of MTS Walisongo 2013/2014."

B. Research Focus

In this research will be focused on the implementation of audio-lingual in teaching speaking to the eight grade students of junior high school Wali Songo Ngabar Ponorogo in academic year 2013/2014.

C. Statement of the Problems

Regarding to the background to the study, the problem statements are formulated into:

1. How is the implementation of Audio-lingual method in teaching speaking to the students of eight grade students of junior high school Wali Songo Ngabar Ponorogo in academic year 2013/20014?

2. What is the advantage and disadvantages of Audio-lingual method in teaching speaking to the students of eight grade of junior high school Wali Songo Ngabar ponorogo in academic year 2013/2014?

D. Objectives of the Study

The objectives if the formulated as follows

1. To describe the implementation of audio-lingual method in teaching speaking to the eight grade students of junior high school Wali Songo Ngabar Ponorogo in academic year 2013/2014?

2. To find the advantage of audio-lingual method in teaching speaking to the eight grade students of junior high school Wali Songo Ngabar Ponorogo in academic year 2013/2014?

E. Significances of the Study

This study focused on teaching speaking by using audio-lingual and the results are expected to have its benefits pointed to:

1. Theoretical Significance

It is hoped that this research gives contribution of the knowledge to develop in teaching learning process. In addition, it also supposed to give additional perspective nowadays.

2. Practical Significance

The results of this study are expected to be useful for:

a. Teachers

1) To give teachers, particularly English teacher, an input concerned by using audio-lingual in teaching speaking.

2) To convince teachers in effective teaching speaking.

3) Help the teachers in improving teaching speaking using audio-lingual.

b. Students

This study is expected to give students, particularly the eighth grade students of junior high school Wali Songo Ngabar Ponorogo, knowledge of increasing their speaking by using audio-lingual.

c. For the Institution

For the institution using audio-lingual can help the school in general to develop teaching English capabilities, so the School (the institution) gets the achievements and prestige among the education institution.

d. The Other Researcher

Researcher hopes to motivate other researcher to find new ideas in educational research. And assist researchers in finding references and new theories.

F. Research Methodology

1. Research Design

Research is the systematic attempt not only to collect information about an identified problem or question, but also to analyze that information and to apply the evidence thus derived to confirm or refute some prior prediction or

statement about the problem.[3] This study enables the researcher to catch various qualitative-information in details. The researcher uses a descriptive in this research. Descriptive is describes or interpret a phenomenon using data that might be collected in a variety of ways or process seeks to understand participant point of view identifies recurrent pattern of theme[4]. To interpret phenomena requires great care in understanding the phenomenon.

The researcher used qualitative design. Qualitative research is any kinds of research that produces findings that are not arrived at by means of statistical procedures or other means of quantifications.[5] Researchers must find the critical findings and the valid analysis. And the findings were expected to improve the learning process

Qualitative descriptive is studies are the least "theoretical" of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment.[6] Every theory there should be maximal used by researchers to answer the problem issues. Thus, in the qualitative research, natural setting takes place. Data is collected naturally by observing a phenomenon while it is happening and conducting a verbal

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[3] Karyn Cooper and Robert E. White, Qualitative Research in the Post-Modern Era: Context of Qualitative Research (New York: Springer, 2012), 4.

[4] Donald Ary, et al., Introduction to Research in Education (USA: Wadsworth, 2010), 453.

[5] J. Amos Hatch, Doing Qualitative Research in Education Settings (Albani: State University of New York Press, 2001), 6.

[6] Vicky A Lambert. Clinton E Lambert, "Pacific Rim International Journal of Nursing Research, Vol 16 (Oktober-Desember, 2012), 255.

communication with respondents. This research the observed phenomenon is teaching speaking using audio-lingual method. And this phenomenon existing and theories will be described, Therefore this research including qualitative descriptive.

2. **Researcher Role**

Different research approaches within the qualitative domain emphasize certain characteristics, ignore others, and generate alternatives. The intent here is to give novice researchers a starting place for understanding the dimensions of qualitative work. Descriptions are brief, and readers are invited to search out original sources for a more comprehensive discussion.[7] Therefore, in this research, the researcher as key instrument, as the full participant and as data collector, whiles as supporter.

3. **Research Setting**

The research was conducted in junior high school Wali Songo Ngabar Ponorogo. The class has observed was the eighth grade students. The research was concentrated on using audio-lingual in teaching speaking. Researcher chose this place because of its strategic location, and researchers had previously taught there and found the phenomenon in this school.

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[7] J. Amos Hatch, Doing Qualitative Research in Education Settings (Albani: State University of New York Press, 2001), 6.

4. **Data sources**

The data for the study came from a wide variety of sources, guided by the outcomes of the constant comparative method of analysis.[8] Sources used to be associated with this phenomenon in order to valid the data obtained. Therefore, data source in this research are included the primary data and secondary data.

a. Primary Data

Primary data are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants.[9] Data of research include the data or information about teaching speaking using audio-lingual, the advantages of teaching speaking using audio-lingual method and the disadvantages of teaching speaking using audio-lingual method to the eighth grade students at MTS Walisongo Ngabar in academic year 2013/2014.

b. Secondary Data

Secondary data is the mind of a non observer comes between the event and the user of the record.[10] A data to support the primary data include the data of the history, geographic location, vision, mission,

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[8] Tom O'Donoghue and Keith Punch, Qualitative Educational in Research Action: Doing and Reflecting (London: Routledge Falmer, 2003), 13.

[9] Donald Ary, et al., Introduction to Research in Education, (USA: Wadsworth, 2010), 467

[10] Ibid., 467.

objectives, the condition of teachers, staffs, student and organizational structure at MTS Wali songo Ngabar.

5. **Techniques of Data Collection**

Collecting data in this research, the researcher use interview, observation and documentation.

1. Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview divided into three kinds; there are unstructured interview, structure interview, and semi structure interview.[11] Unstructured interview is a conversational type of interview in which the questions arise from the situation. It is sometimes described as a conversation with a purpose. Structured interview is scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of questions, but with some latitude in the sequence, and semi structured interview in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.

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[11] Donald Ary, et al., Introduction to Research in Education, (USA: Wadsworth, 2010), 438

An interview has the advantage of supplying large volumes of in-depth data rather quickly. Interviews provide insight on participants' perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. [12] By having an interview with respondents, the interviewer can obtain information used as source data. This technique was applied to obtain the using audio-lingual method. Researcher holds an interview with English teacher in eighth grade. It aims to get the data about the effort of English teacher to improve the students' skill, especially in speaking ability.

The researcher use interview because considering that concrete phenomena is different with abstract phenomena. The concrete phenomena can understand as like the result of fixed condition. By using this technique, the researcher will be diligently the different interpretations and interactions, and variety opinion about some fact.

2. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just hanging out. [13] Moreover, Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex

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[12] Ibid., 439.
[13] Ibid., 431.

interactions in natural settings.[14] Thus, the researcher must conduct a face-to-face interaction with subject of the research. This method is very useful to clarify, to check, and to classify the phenomenon. In this research, this method is used to find the implemented of audio-lingual method in teaching speaking.

3. Documentation

The term document here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents.[15] Public record for example results of teacher meetings, and student reports. Personal document are typically first-person narratives and include such items as diaries, letters, home videos, scrapbooks, and more.[16] Physical materials may include many objects, such as equipment, paintings, photographs, and other physical traces. Researcher-generated documents are prepared by the researcher or for the researcher by the participants, in which participants are asked to keep a journal or to draw a picture. The researcher use all categories of documents classified except for personal documents, because it is a source used in this study.

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[14] Ibid., 431.
[15] Ibid., 442.
[16] Donald Ary, et al., Introduction to Research in Education (USA: Wadsworth, 2010), 442.

6. Technique of Data Analysis

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.[17] Data analysis is the last process of the research before writing the report of the research. It is used to answer the question and to prove the hypothesis that will be done.

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.[18] Each of the stage is presented in the following:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying abstracting and transforming the data that appear in written-up field notes or transcriptions.[19] In this stage researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data using audio-lingual, will be analyzed.

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[17] Ibid., 481.
[18] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis: An Expanded Sourcebook (California: Sage Publication, 1994), 10.
[19] Ibid., 10.

b. Data Display

        Data display is the second mayor flow of analysis activity. A display is an organized, compressed assembly of information that permits conclusion drawing and action.[20] The data display can make the collected data easier to understand. In this stage, the researcher presents the implementation of audio-lingual method.

c. Conclusion Drawing /Verification

        To decide what things mean is nothing regularities, pattern, explanations, possible configurations, causal flow and proposition.[21] In this stage, the conclusion can be in a form of thick description. The conclusion is the answer of the researcher problems, the implementation of audio-lingual method.

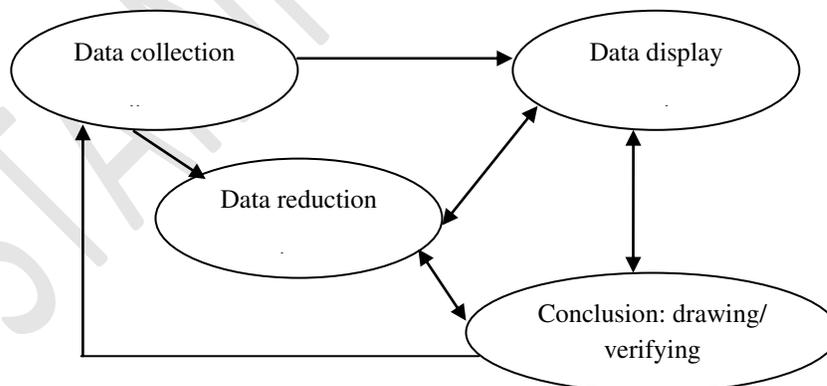Analysis steps shown in the picture as follows:

Figure 1.1 Data Analysis Flow chart[22]

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[20] Ibid., 11.

[21] Ibid., 11.

[22] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis: An Expanded Sourcebook (California: Sage Publication, 1994), 12.

7. Checking the Data Validity

Validity cannot be taken for granted. It is related to the purpose and circumstances of the research. The integrity of qualitative research depends on attending to the issue of validity. Validity concerns the accuracy or truthfulness of the findings. The term most frequently used by qualitative researchers to refer to this characteristic is credibility.[23] To get data valid and reliable, the researcher must be deep accompanying in the location, because of in qualitative research, the researcher is as instrument. It means the degree of data validity can be checking with observation.

8. Research Procedure

a. Planning.

This procedure includes arranging the research plan, choosing the field or research setting, organizing permission, observing, choosing and using information, and something that relates research ethic.

b. Application

1) Observing the implementation of audio-lingual method to the students of MTs Wali Songo Ngabar.

2) Analyzing data

3) Making conclusion and suggestion.

c. Reporting.

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[23] Donald Ary, et al., Introduction to Research in Education (USA: Wadsworth, 2010), 498.

In this activity, researcher writes a research report in form of thesis writing about the researching of the teaching speaking using audio-lingual method to the eighth grade students of MTS Wali Songo Ngabar in academic year 2013/2014.

G. Organization of the Thesis

The thesis consists of five chapters as follows:

Chapter I: In introductions that contain background of study, statement of the problem, objectives of study, significant of the study, research methodology and organization of thesis.

Chapter II: Review of related literatures. This chapter gives the explanation about the theory of teaching, theory of speaking and teaching speaking, theory of using audio-lingual in teaching speaking.

Chapter III: Research findings. This chapter contains the command data of research location involving the history Wali Songo Islamic Boarding Scholl Ngabar Ponorogo, where it take places, organization structure, the condition of the teachers and students, vision and mission, data description involving about the reason of using Audio-lingual in teaching speaking.

Chapter IV: Discussion. This chapter contains of data analysis the using audio-lingual in teaching speaking to the eighth grade students of Wali Songo Islamic boarding school Ngabar Ponorogo in academic year 2013/2014.

Chapter V: This chapter consists of the conclusion of the research and about the recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. TEACHING

1. The Nature of Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[24] It means that when a teacher teaches, he or she will show or help and guide students to learn about something that provide with knowledge. Those teaching activity is also will give effect to students who taught become know and understand for something that he or she never knew before.

Teaching is defined as the management of learning who is done by a teacher in a class and managed of learning which recognize in general that a number of methodological options exit, but the learners are guided in any particular moment by a compass consisting of asset of values, some knowledge and experience, and a commitment to particular learning outcomes.[25] Based on the statements above, teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the

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[24] H. Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000), 7.

[25] Larsen-Freeman, Diane, *Technique and Principles in Language Teaching* (New York: Oxford University, 2000), 184.

learner to learn, setting the condition for learning. Teaching can be called a set of components in improving learner's knowledge, positive behavior, to get maximal result in transferring information to the learners.

2. Component of Teaching and Learning Process

a. Methodology

Methodology is pedagogical practices in general (including theoretical under-pinning and related research). [26] According to Nunan methodology is as follows: (a) Study of language skill (e.g. listening, speaking, reading, and writing) and the procedures of teaching them. (b) Study the preparation of lesson plan, materials, and textbooks for teaching them. (c) The evaluation and comparison of language teaching method. [27]

From the definition above, it can be concluded that whatever considerations involved in "how to teach" is called methodological.

b. Approach

Anthony states that an approach is a set of assumption dealing with the nature of language, learning, and teaching. It also can define as theoretically well- informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both

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[26] H. Douglas Brown, Principles of Language Learning and Teaching: Second Edition (New York: Addison Wesley Longman, 1993), 15.
[27] Nunan,David, Language Teaching Methodology: A Textbook for Teacher. (Sydney: Prentice Hall, 1991), 2.

pedagogical settings. [28] Approach can make learning and teaching can be grown.

An approach to language pedagogy is not just a set of static principle "set in stone". It is, in fact, a dynamic composite of energies within a teacher that changes (or should change, if one is a growing teacher) with continued experience in learning and teaching. [29] Developing appropriate pedagogical approach teacher ability is not only developing theories but also developing teacher experience.

In conclusion, it can be said that an approach defines assumptions, beliefs, and theories about the nature of language and language learning. Approach is not just a set of static principle but a dynamic composite of energies within a teacher that changes.

c. Method

Method is describes as an overall plan for systematic presentation of language based upon selected approach. It is a generalized set of classroom specifications for accomplishing linguistic objectives. A method must be prepared before the teacher learning process. The right method then students will always understand. [30] Method tends to be concerned primarily with teacher and students roles and behaviors and secondary with

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[28] H. Douglas Brown, Principles of Language Learning and Teaching: Second Edition (New York: Addison Wesley Longman, 1993), 14-16.

[29] Jack C. Richards, and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice (Cambridge: Cambridge University Press, 2002), 11.

[30] H. Douglas Brown, Principles of Language Learning and Teaching: Second Edition (New York: Addison Wesley Longman, 1993), 14-16.

such features as linguistics and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to variety of audiences in variety of context.[31]

According to Richard and Rodger, a method is an umbrella term for the specification and interrelation of theory and practice.[32] Theory and practice are two important things in education and inter-related. With a good theory without practice then the theory can not be proven.

It means that teaching method is the way that is used by teachers to communicate with their students during teaching – learning process. The best teaching method is a method that can increase students learning activity.

d. Curriculum / Syllabus

Design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of designated group of learners in a defined context.[33]

It can be concluded that syllabus is the development of curriculum that contains of the examples of lesson materials. Syllabus is a guideline for planning and carrying out the instructional program.

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[31] H. Douglas Brown, Principles of Language Learning and Teaching: Second Edition (New York: Addison Wesley Longman, 1993), 14-16.
[32] Ibid.
[33] Ibid.

e. Technique

Technique is any variety of exercises, activities, or tasks that are used in the language instructional classroom for realizing lesson aims.[34] Anthony stated that techniques are the specifics activities manifested in the classroom those are consistent with a method and therefore are in harmony with an approach as well.[35] In conclusion, technique is a form of exercise, activity or task that is used for the learning process in realizing the aims lessons.

B. Speaking

1. Definition of Speaking

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In teaching speaking skill, teachers have to know what speaking means first in order to give the understanding to the students. Students have to know what they are learning about. In fact, some people still underestimate it without realize that is important.

According to Kathleen, speaking consist of producing systematic verbal utterances to convey meaning (utterance are simply things people say).

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[34] H. Douglas Brown, Principles of Language Learning and Teaching: Second Edition (New York: Addison Wesley Longman, 1993), 14-16.
[35] Ibid.

Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable.[36]

When somebody is speaking, he was producing sounds, words, or sentences that he wants to somebody else to understand. It means that he want to give some information or some ideas to other people. While he gives information to his speaking friends, automatically he will also get information from his friend speaking as respond. Here, processing information happened because there is information moving between speakers to the listeners.

Usually, when the processing information in a conversation happened, people will speak spontaneous. It happened when someone responding speaking. They speak with asking and answering to each other spontaneously without plan it first. It will open or starts and finally ended automatically. Speaking will develop in a conversation. Sometime it still predictable what somebody wants to speak is.

It is important for teachers to understand the complexities the learners face when they are speaking English. One of those complexities is balancing fluency and accuracy. A proficient speaker is both fluent and accurate. Accuracy in this context refers to the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning,

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[36] Kathleen M Bailey, *Practical English Language Teaching Speaking* (New York: Mc Graw-Hill, 2005), 2.

as well as using the grammatical patterns of English.[37] Fluency, on the other hand, is the capacity to speak fluently, confidently, and at a rate consistent with the norms of the relevant native speech community.[38] So, it can be conclude that a proficient speaker does not make mistakes in grammar, vocabulary or pronunciation, also usually worry unduly about making mistakes.

Many language learners regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

To know students speaking ability, it also has to know what the characteristic of successful speaking activity first. Researcher finds this characteristic are: (1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses. (2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants all get a chance to speak and contributions are fairly evenly distributed. (3) Motivation is high. Learners are eager to speak. It is

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[37] Ibid., 5.
[38] Ibid.

because they are interested in the topic and have something new to say about it or because they want to contributed to achieving a task objective. (4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[39]

2. The Characteristic of Successful Speaking Activities

The successful of speaking cannot be separated from the role of the speaker. A good speaker should be able to generate interest and enthusiasm of his audience. There are some characteristic of successful speaking activities, they are:

a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high. Learners are eager to speak, because they felt interest to the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[40]

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[39] Penny Ur, A Course in Language Teaching: Practice and Theory (New York: Cambridge University Press, 1996), 120.

[40] Penny Ur, A Course in Language Teaching: Practice and Theory. (Great Britain: Cambridge University Press, 1996), 120

In summary, there are some characteristic of successful speaking activities they are: learners talk a lot, participation is even, motivation is high, and language is acceptable level.

3. The Problems with Speaking Activities

There are many problems with speaking activities in which these issues will greatly disrupt the activity of speaking if not immediately find a solution. These issues include:

    a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

    b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have not motivation to express themselves beyond the guilty feeling that they should be speaking.

    c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

    d. Mother-Tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in foreign language, and because they fell less 'expose' if they are speaking their mother tongue.[41]

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[41] Ibid., 121

In summary, if we want our speaking class is running smoothly and running well, we should be able to give listeners motivations early, so they want active to speak and not be ashamed or afraid to make mistakes. Say to them, "Practice Makes Perfect"

4. The Components of Speaking

a. Fluency

> Fluency means using simple words to express meaning, even though longer words might be more descriptive. Fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence – and on not worrying about losing face by making mistakes. It also involves using hesitation expressions like uh, um, well, or you know to gain thinking time, and students may need to learn to use them.[42]

From the statement above can be known that, fluency is the ability to speak clearly and smoothly, the ability in choosing suitable words involves using little hesitation expressions.

b. Accuracy

Leo said: "Accuracy means not making too many mistakes".[43] Nuri and Erlik said: "Accuracy in this context refers to the ability to speak well that choosing the right words and expressions to convey the intended meaning, and use of English grammatical patterns".[44]

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[42] Leo Jones, The Student Centered Classroom, (United States of America: Cambridge University Press, 2007), 18

[43] Ibid., 19

[44] Ningsih and Setyati, Teaching English as a Foreign Language, 22

In summary, accuracy means when speaker says he or she is not making many mistakes.

c. Grammar,

Grammar is set of language or norms of language and rules must be follow when learn about language rightly. This component is the step of language that fulfills in order to receive the language.

d. Pronunciations,

Anne and Stephanie said: "Pronunciation refers to the phonology of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener".[45] From the statements above we know that pronunciation is how the speakers pronounce the language well. It means what the speakers says is refers to the phonology of language.

5. Teaching Speaking

Teaching is a process of interaction. Teaching is one educative activity. It means that teaching is process of transforming knowledge to the students. In the teaching process, the teacher stands in front of the class to present a certain subject matter and students are required to sit and listen it.

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[45] Anne Burns and Stephanie Claire, *Clearly Speaking Pronunciation in Action for Teachers*, (Sydney: National Centre for English Language Teaching and Research Macquarie University, 2003), 5

According to Douglas Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[46]

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Teaching speaking is not merely asking the students to produce sound. Speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind. [47] So speaking is not only expressing our ideas, but also presenting new information to others.

Students improve their formal speech when teacher provide insight on how to organize their ideas from presentation. Students can give better speeches when they can organize their presentation in a variety of different way, including sequentially, chronologically, and thematically. They need practice in organizing their speech around problem and solution, causes and results, and similarities and differences. After deciding about the best means of organization, they can practice speech with another student or with the whole class.

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[46] Douglas Brown, Principles of Language Learning and Teaching (USA: San Fransisco University Press, 2004), 7.

[47] http://digilib.ump.ac.id/files/disk1/17/jhptump-a-istiatimus-848-2-chapter-i.pdf

Teachers can also help students adapt their speech and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teacher can illustrate how well-know speakers have adapt their presentation in ways to suit these different circumstances.

Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigned topics. Preparing for debates and participating them help students to see both sides of various issues. Students also benefit from interviewing others and participation in dramatic presentations.[48]

C. Audio-Lingual Method

1. The Nature of Audio-Lingual Method

   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 pattern.

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[48] Trudy Wallace, et al., Teaching Speaking, Listening And Writing (New Zaeland: International Academy Of Education, 1986), 10.

The main tenets of the audio-lingual method were that there is a primacy of the spoken word over written text that the four language skills of speaking, listening, reading and writing could be separated, and that grammar is a set of structures which should be learnt inductively.[49]

The characteristics of the ALM (Audio-Lingual Method) may be summed up in the following list (adapted from Prator & Celce-Murcia, 1979):

a. New material is presented in dialog form.

b. There is dependence on mimicry, memorization of set phrases, and over-learning.

c. Structures are sequenced by means of contrastive analysis and taught one at a time.

d. Structural patterns are taught using repetitive drills.

e. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.

f. Vocabulary is strictly limited and learned in context.

g. There is much use of tapes, language labs, and visual aids.

h. Great importance is attached to pronunciation.

i. Very little use of the mother tongue by teachers is permitted.

j. Successful responses are immediately reinforced.

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[49] Kit field, Issues in Modern Foreign Languages Teaching (London: Routledge Falmer, 2000), 6.

k. There is a great effort to get students to produce error-free utterances.

l. There is a tendency to manipulate language and disregard content.[50]

In conclusion, the audio-lingual method was enjoyed many years of popularity, and even to this day, adaptations of the audio-lingual method are found in contemporary methodologies. The audio-lingual method was firmly rooted in respectable theoretical perspectives at the time. Materials were carefully prepared, tested, and disseminated to educational institutions. "Success" could be more overtly experienced by students as they practiced their dialogs in off-hours.

2. The General Concepts of Audio-lingual Method

Using contrastive The Audio-lingual Method, also known as the aural oral, Functional skills, new key or American method of language teaching was considered a "scientific" approach in language teaching.[51]

According to Bushra Noori, the last four decades of the 29th century witnessed a phenomenal increase in global communication. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and

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[50] H Douglass, Principles of Language Learning and Teaching 5th (Pearson Education, 2007), 111.

[51] Lado, Robert. 1972. Language Testing. London: Longman Group Limited, 60

adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which is based on the aural-oral approach. It put accent on the acquisition of oral language skills through oral practice based on repetition and analogy.[52]

He added that the Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written. Therefore, it is assumed that speech has priority in language teaching. This theory is an interpretation of language learning in terms of stimuli and response, operant conditioning and reinforcement with emphasis on successful error-free learning.

By the explanation above the researcher concludes that Audio-lingual method is a kind of method for teaching language through dialogues which

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[52] www. yementimes. Com / article. shtml?p=education

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.

3. The Principles of Audio-lingual Method

The Audio-lingual method, like the direct method, is also an oral 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. In its development, principles from behavioral psychology 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.[53]

Bushra Noori describes the principles of the Audio-lingual method as follows: (1) instructions are given in the target language (2) language forms occur within a context (3) students' native language interferes as little as possible with the students' attempts to acquire the target language (4) teaching is directed to provide students with a native –speaker like model (5) analogy provides a better foundation for language learning than analysis (6)

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[53] www.yementimes.com/article.shtml?p=education

errors are carefully avoided because they lead to the formation of bad habits (7) positive reinforcement helps the student to develop correct habits (8) students are encouraged to learn to respond to verbal and non-verbal stimuli (9) the teacher is regarded as an orchestra leader conducting , guiding and controlling the students' behavior in the target language (10) learning foreign language is treated on par with the native language.

He also enumerates other principles of Audio-lingual method are as follows: (11) a comparison between the native language and the target language is supposed to help the teachers to find the areas with which their students probably experience difficulty: this is expected to help students to overcome the habit of the native language (12) language is not seen separated from culture. Culture is everyday behavior of people who use the target language. One of the teacher's responsibilities is to present information about that culture in context (13) students are taken to be imitators of the teacher's model or the tapes (14) the dialogue is the chief means of presenting vocabulary, structures and it is learned through repetition and imitation (15) mimicry, memorization, and pattern drills are the practice techniques that are emphasized (16) most of the interaction is between the teacher and the learner and it is limited by the learner (17) listening and speaking are given priority in language teaching and they precede reading and writing (18) correct pronunciation, stress, rhythm and intonation are emphasized (19) the meanings of the words are derived in a linguistics and cultural context and

not in isolation (20) audio-visual aids are used to assist the students' ability to form new language habits.

D. Teaching speaking using audio-lingual method

Teachers want their students to be able to use the target language communicatively. They believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language. In implementing this technique, teacher has a role like an orchestra leader, directing and controlling the language behavior of his or her students. Besides that, the teacher is also responsible for providing her students with a good model for imitation. In the other hand, students are imitators of the teacher's or the tapes he or she supplies of model speakers. They follow and respond the teacher's direction as accurately and as rapidly as possible. In this method, new vocabulary and structural patterns and presented through dialogs. Drills are conducted based upon are pattern present in the dialog. Students successful responses are positively reinforced. Grammar is induced is example given: explicit grammar rules are not provided. Based on the explanation above, teaching speaking using audio-lingual method can be done by implementing some technique, they are;

1. **Dialog Memorization**

   Dialogs or short conversations between two people are often used to begin a new lesson. Student memorize the dialog through mimicry, student usually take the role of one person the dialog, and the teacher to other. After the student has learned the one person lines, they switch roles and memorize the other person part. After the dialog has been memorized, pairs of the individual students might perform the dialog for the rest of the class.

2. **Backward build-up (expansion) drill**

   This drill is used when a long line of a dialog is giving student trouble. The teacher breaks down the line in to several parts. The student repeats a part of the sentence, usually the last phrase of the line.

3. **Repetition Drill**

   Students are asked to repeat the teachers' model as accurately and as quickly as possible. This drill as used to teach the lines of the dialog.

4. **Chain Drill**

   A chain drill their names from the chain of conversation that form around the room as student, one by one, ask and answer questions each other. The teacher begins the chain by greeting particular student, or asking him a question. That student respond, the first student greets or asks a question of the second student and the chain continues. Chain drill is controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

5. **Single-Slot Substitution drill**

    The teacher says a line, usually from the dialog. Next, the teacher says a word or phrase-called the cue. The student repeat the line the teacher has given them, substituting the cue in to the line in its proper place. The major purpose of this drill is to give the student practice the finding and filling in the slots of the sentence.

6. **Multiple-Slot Substitution Drill**

    The single slot substitution drill, the difference is that the teacher gives cue phrase, one at a time that fit in to different slot in the dialog lines. The student must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement.

7. **Transformation Drill**

    The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example, Student are asked to transform this sentence into a negative sentence. Other examples for transformation to ask of student are changing a statement into a question, an active sentence into a passive one, or direct speech in to supported speech.

8. **Question-and-answer Drill**

    This drill gives students practice with answering questions. The student should answer the teacher's question very quickly. Although we didn't see it in our lesson here, it is also possible for the teacher to cue the

student to ask question as well. This gives students practice with the question pattern.

9. **Use of Minimal Pairs**

The teacher work with pairs of word which differ in only one sound; for example "Ship/Sheep", Student are first asked to perceive difference between two the word and latter to be able to say two the word, The teacher select to the sound to work on after she has done a contrastive analysis, a comparison between the student native language and the language they are studying.

10. **Complete the dialog**

Selected words are erased form dialog students have learned. Student completes the dialog filling the blanks with the missing word.

11. **Grammar Game**

Game likes the supermarket alphabet games describe in this chapter are 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, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

E. Previous Study

   The researcher took a previous study. The thesis is entitled "**AUDIO LINGUAL TEACHING AS AN ALTERNATIVE METHOD IN TEACHING SPEAKING.** " written by Purwita Anggraini, a student from Semarang State University. She took audio lingual method and she used experiment research. Her study was done in students of Semarang State University. The research problems are How effective is audio-lingual teaching used as an alternative method in improving the students' speaking achievement. The results of the research are After finishing the experiment, the writer concluded 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: The students showed a great enthusiasm during the lesson. 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.

   The different of technique in the previous research with this study is the principles and the steps used in the use of such techniques.