

**THE USE OF AUDIO LINGUAL METHOD IN TEACHING GRAMMAR AT
THE ELEVENTH GRADE OF SMK SULTAN AGUNG 2 TEBUIRENG DIWEK
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The Use of Audio Lingual Method in Teaching Grammar at The Eleventh Grade of Smk Sultan Agung 2 Tebuireng Diwek Jombang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses mengajar grammar menggunakan metode Audio Lingual dikelas XI of SMK Sultan Agung 2 Tebuireng Diwek Jombang.

Peneliti menggunakan pendekatan fenomena. Instrumen utama yaitu peneliti sendiri. Instrumen kedua adalah wawancara dan catatan lapangan. Peneliti menemukan proses mengajar grammar menggunakan teori (Larsen, 2000, p. 48) sebagai berikut: guru member kalimat kepada siswa. Kemudian guru member satu kata. Siswa mengulang kalimat yang diberikan guru dan mengganti kata yang benar. Guru mengedril siswa sampai siswa mengerti.

Peneliti menyimpulkan bahwa penggunaan metode Audio Lingual dalm teori dan pelaksanaan dikelas sudah sesuai. Peneliti juga menyarankan kepada guru untuk selalu membuat proses belajar mengajar menarik dengan menggunakan metode untuk menjelaskan pelajaran.

Kata Kunci : Mengajar, Grammar, Metode Audio Lingual

ABSTRACT

The objectives of this research are to know the process of teaching grammar by using Audio Lingual Method at the eleventh grade of SMK Sultan Agung 2 Tebuireng Diwek Jombang.

The researcher used phenomenological approach. The main instrument is the researcher herself. The secondary instruments used are interview and field notes. The researcher found the process of teaching grammar by using Audio Lingual Method from (Larsen, 2000, p. 48) as follows: The teacher gave sentence to the students. Then the teacher says a word. The students repeat the sentence which the teacher has given to them, substituting the word into the line in its proper place. The teacher drilled the students until the students understand.

The researcher concluded that the use of Audio Lingual Method in the theory and in the teacher's applying is suitable. The researcher also suggest to the teacher to always make the teaching learning process interesting by using a method to explain the lesson.

Key words : Teaching, Grammar, Audio Lingual Method

INTRODUCTION

In Audio Lingual Method, grammar or "structure" is the starting point. The structure of the language is identified with its basic sentence patterns and grammatical structures. The language is taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence pattern. Pattern practice is a basic classroom technique. It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drill possible. But, there are many students in vocational high school find difficulties to learn grammar. Therefore, the English teacher of Sultan Agung 2 applies Audio Lingual Method as the method to help the students in learning grammar. Based on the statements and explanation above, the researcher wants to conduct the research with title *"The Use of Audio Lingual Method in Teaching Grammar at the Eleventh Grade of SMK Sultan Agung 2 Tebuireng Diwek Jombang"*.

The objective of the study from the statement of the problem above is to explain the process of Audio Lingual Method in teaching grammar at the eleventh grade of SMK Sultan Agung 2 Diwek Jombang. Based on the background of the study above, the researcher takes statement of the problem as follow: How is the process of Audio Lingual Method in teaching grammar at the eleventh grade of SMK Sultan Agung 2 Diwek Jombang.

THEORY

(Harmer, 2003, p. 12) says that the grammar of a language is the description of the ways in which word change their forms and can be combined into sentences in that language. Grammar is learned to the students early. Teacher has taught grammar since in the elementary school. The basic of one of learning English is grammar.

Grammar usually has correlation with discourse. So, grammar and discourse must be drawn on knowledge in the way to be functioned together. Grammar also can be defined the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Based on (Nunan, 1999, p. 97) Grammar is an analysis of the structural properties which define human language (a universal grammar). Grammar is important because it is the language that makes it possible for us to talk about the language. Using the correct grammar is important to avoid misunderstandings and to help the listener to understand the speaker easily.

Based on (Larsen, 2000, p. 35) Audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to breakdown the troublesome sentences into smaller part.

Drilling is a key feature of audio-lingual approaches language teaching which placed emphasis on repeating structural patterns through oral practice. There are some good points that teachers may find when they use audio-lingual method in their teaching, namely: (1) the classroom activity, which is the teacher's centered so that it makes the teacher easier to manage the students (2) the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have (3) the classroom activity, which focuses on pattern drills so that the teacher only gives brief explanation, and focus on oral skills leading to good pronunciation and speech.

According to (Fachrurrazy, 2011, p. 95), in the period of Audio Lingual Method (ALM), there was a rule that a teacher has to correct the grammar mistakes made by the students as immediate as impossible. This practice was criticized in the period of Communicative Approach, because it disturbed the student's focus on ideas (especially in Speaking). Therefore, the teachers are advised to teach certain grammar points in the pre-activity of teaching, namely, when it is predicated that the students will face difficulties in skill activities; or in the post-activity, namely, when teachers find grammar errors during the skill activities, they correct the errors by sparing some time before the class ends. Various activities can be used for teaching grammar. They are as follows:

- a) Using deductive procedure
- b) Using inductive procedures
- c) Doing a form focused activity for reinforcing a certain point of grammar.
- d) Using mechanical drills, such as repetition, simple substitution, multiple substitution, substitution in variable positions, substitution that must be changed, correlation drill, substitution that force a change, transformation drill, joining sentence, and expansion drill.
- e) Using meaningful drill with visual aids, such as realia, real objects, pictures, index card, symbols, words
- f) Using meaningful drill with situational contexts, such as classroom context, role-play, imaginary/fantasy context

(Larsen, 2000, p.42) describes the principles of the Audio-lingual method as follows: (1) language forms occur within a context (2) students' native language interferes as little as possible with the students' attempts to acquire the target

language (3) One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with good model (4) Language learning are a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning (5) It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher (6) The purpose of language learning is to learn how to use the language to communicate (7) Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot (8) Positive reinforcement helps the students to develop correct habit (9) Students should learn to respond to both verbal and nonverbal stimuli (10) Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns. She also enumerates other principles of Audio-lingual method are as follows: (11) Students should 'over learn: learn to answer automatically without stopping to think. (12) The teacher should be like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language (13) The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward (14) The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples (15) The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her students will probably experience difficulty (16) Speech is more basic to language than the written form. The 'natural order'- the order children follow when learning their native language- of skill acquisition is: listening, speaking, reading. And writing (17) language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.

(Larsen, 2000, p. 45) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method.

The listing here are as follows:

- (1) Dialogue memorization
- (2) Backward Build-up (Expansion Drill)
- (3) Repetition drill
- (4) Substitution drill :

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrases-called the cue. The students repeat the line from the dialogue which the teacher has given them, substituting the cue into the line in its proper place. For example:

T C S

The students play football happily → slow →the students play football slowly.

→slow→slowly.

→carefull→carefully

The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

- (5) Question-and-answer drill :
- (6) Chain drill
- (7) Multiple-slot Substitution drill
- (8) Transformation drill
- (9) Question and Answer drill .
- (10) Use Minimal Pairs
- (11) Complete the dialogue
- (12) Grammar games

Based on (Brown, 2000, p. 74) the characteristic of the ALM may be summed up in the following list :

- 1) New material is presented in dialog form.
- 2) There is dependence on mimicry, memorization of set phrases, and over learning.
- 3) Structures are sequenced by means of contrastive analysis and taught one at a time.
- 4) Structural patterns are taught using repetitive drills.
- 5) There is a little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
- 6) Vocabulary is strictly limited and learned in context.
- 7) There is much use of tapes, language labs, and visual aids.
- 8) Great importance is attached to pronunciation.
- 9) Very little use of the mother tongue by teachers is permitted.
- 10) Successful responses are immediately reinforced.
- 11) There is a great effort to get students to produce error-free utterances.
- 12) There is a tendency to manipulated language and disregard content.
- 13) Separation of language skills into listening, speaking, reading and writing, with emphasis on the teaching of listening and speaking before reading and writing.
- 14) Use of dialogues as the chief means of presenting the language.
- 15) Emphasis on certain practice techniques: mimicry, memorization and pattern drills.
- 16) Discouraging the use of the mother tongue in the classroom.
- 17) Use of language lab

The strengths of ALM according to (Norland, 2006, p. 3) as follows:

1. Controlled drills may encourage shy students to speak.
2. Because ALM lessons and drills tend to go very quickly, they may help create a sense of fluency for some students

The weaknesses of ALM according to (Norland, 2006, p. 3) as follows:

1. Students who need the written word to reinforce their speaking and listening may find “pure” ALM very confusing.

2. ALM frequently uses non authentic language
3. Some students may be unable to make the transition from controlled drills to more open-ended and creative language use.

RESEACH METHODOLOGY

The research design of this study is qualitative research especially in the use of phenomenological research. The research located at Sultan Agung 2 Vocational High School Jati Pelem Street No. 09 Diwek Jombang. This research is chosen by using purposive sampling. Purposive samples believed to be sufficient to provide maximum insight and understanding of what they are studying. They use their experience and knowledge to select a sample of participants that they believe can provide the relevant information about the topic or setting. The main instrument is the researcher herself. The secondary instruments were interview and field notes.

All the collected data were analyzed qualitatively. The results of interview and field notes were analyzed into three stages: data reduction, data display and conclusion drawing/verification (Matthew, 1994: 11)

1. 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. In this research, the data were collected from interview and field notes. The data was reduced and transformed in the form of summary or paraphrase.

2. Data Display

In this research, the data was displayed in the form of description about the detail process of the implementation of Audio Lingual Method in teaching grammar. The data display is presented in chapter 5.

3. Conclusion Drawing and Verification

The third stream of analysis activity is conclusion drawing and verification. After doing the analysis, the researcher made conclusion about what had been found in the research.

To increase the validity of the research findings the researcher did triangulation. According to Sabina 2012, triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. Triangulation is a method used by qualitative researcher to check and establish validity in their studies. The researcher used data triangulation especially in time and methodological triangulation. Data collected from observation (field notes) and interview

RESEARCH FINDING AD DISCUSSION

In the analysis of the study, researcher described the process of the use teaching grammar by using Audio Lingual Method. The first instrument of this research was field notes. It was used to collect the data in teaching learning process. During the teaching learning process the researcher wrote down all activities that happened. The researcher also wrote down the teacher's preparation in teaching grammar by using Audio Lingual Method. The researcher presented in the following description. The result as follows:

The Process of Teaching Grammar by Using Audio Lingual Method

In this research, the researcher took the data from 6 meetings. The researcher also took the data by interviewing the teacher and the students. The researcher described the process of teaching grammar by using Audio Lingual Method in the following section:

First meeting

The first meeting was held on Saturday 13 December 2014 with the topic “Adverb of Manner”. In this meeting, the researcher observed and wrote down about the process and the class activity of teaching grammar by using Audio Lingual Method in the description form. The activity could be seen in the following section:

In the first meeting, the lesson was started at 07.15 – 08.45 a.m. It meant that the lesson was in the first hour. Before teaching, the main preparation that made by the teacher was lesson plan. The teacher did not forget to make lesson plan in every meeting. It was used to prepare a lesson before the teacher taught the lesson to the students. It helped the teacher to do activities in the teaching learning process. It was consist of material and also all of activities in the classroom.

As known in the pre-activity of the first meeting, the teacher greeted the students and the students answered it together. After that, he checked the students’ attendance list by asking question to the students who was absent in that day. It was common activity since the subject was taught in the first hour. In the first meeting, there were 28 of 31 students that was present. Two students were sick, and one students was permission. The teacher did not directly invite the students to focus on the material but the teacher gave warming up to know the respond of the students. The teacher gave them leading question concerning to the topic. The teacher asked to the students “how does we drive a car?” and students answered “carefull”. The teacher said “Not carefull but carefully”. After that, the teacher gave material to the students about “Adverb of Manner” inductively without explaining the rule of Adverb of Manner. The teacher drilled the student by using Audio Lingual Method. The teacher used substitution here. The teacher gave a sentence “I drive a car slow”. After that, the teacher said a word from the sentence “slow”. The teacher gave example to the students how to answer him. The teacher said the sentence “I drive a car slowly”. After giving the example to the students, the teacher directly drilled the students again. The teacher said another sentence “you play badminton happy” and the students said “you play badminton happily”. The teacher gave the students a word especially adjectives such as “careful” then the students answered “carefully”, “quick” became “quickly” and so on. The teacher drilled the students until the students could analyze the rule “Adverb of Maner”. The rule of Adverb of Manner is “adjective + ly”. The teacher also expalained the material in detail after the students knew the pattern “Adverb of Manner”. Then, the teacher asked the sudents to come forward to make example. The students did it. After understanding the material well, the teacher gave exercises to the students to know the student’s understanding in the material. The students directly did the exercise. After finishing the exercise for about 20 minutes, the teacher asked the students to submit their paper. In the last of the activity, the teacher reviewed the material and closed the class activity by giving leave taking to all the students.

Second meeting

The second meeting was held on Monday 15 December 2014. The topic was the same as in the first meeting. There was no difference with the first meeting. The lesson was started at 09.15 – 10.45 a.m.

Third meeting

The third meeting was held on Thursday 18 December 2014. The third meeting was the same as the second and the first meeting. The difference was the absent of the students. There were 27 students who were presents. In the third meeting, the lesson started at 09.15 – 10.45 a.m. The researcher also did the interview to the teacher and the students.

Fourth meeting

The fourth meeting was held on 20 December 2014. In the fourth meeting, the lesson started at at 09.15 – 10.45 a.m. The teacher did the activity as usual.

Fifth meeting

The fifth meeting was held on 22 December 2014. The lesson was started at 07.15 – 08.45 a.m. There was no difference with the previous meeting. The activity was also same.

Sixth meeting

The sixth meeting was the last meeting for taking field notes. It held on 25 December 2014. The learning condition was improved. But, there was no difference in the previous meeting.

Besides taking field notes, the researcher also applied the interview to know the process of teaching grammar by using Audio Lingual Method. The researcher has interviewed the teacher by asking some questions. The interview held on 18 December 2014. According the interview, the teacher said that the students were active in the class. It was proved when they were brave to ask question if the still did not understand about the material. They also could answer if the teacher asked question to them. Besides that, they could follow the activity in the teaching learning process especially in drill. All of them spoke up to follow the teacher's drill. After gave the interview to the teacher, the researcher also gave interview to the students. From the interview the researcher could get information about the process of teaching English by using Audio Lingual Method.

From the finding above, the researcher has found several things. The main point here, Audio Lingual Method is a method that can be applied in grammar. Grammar is an important foundation to learn a language. By using Audio Lingual Method, the students could learn English happily and got more motivation to improve their English. One more an important point, more drills could make the students more understand the material. It could help the students to practice their English in the teaching learning process. But, there is a weakness in the teaching grammar by using Audio Lingual Method that found by the researcher. The

students who had the low ability to understand the material still got confuse to found the rule of grammar that taught by the teacher in his drill. They still got difficulty in finding the rule of grammar without explanation first.

CONCLUSION AND SUGGESTION

After analyzing the data which were got by using field notes and interview, the researcher found the process of teaching grammar by using Audio Lingual Method is. The teacher's steps in applying the Audio Lingual Method are suitable with the theory of (Larsen, 2000, p. 45). The first step, the teacher says a line or sentence, usually from the dialog. The second step, the teacher says a word or a phrases-called the cue. The students repeat the line from the dialogue which the teacher has given them, substituting the cue into the line in its proper place. The teacher drilled the students until the students understand the material. Not only that, the teacher also gave the students exercise to know the students' ability.

Besides that the researcher found the strength, the researcher also found a weakness in this method. The students who had a low understanding still got confused to find the rule of grammar by using inductive explanation and drill. They could not find the rule of grammar without explanation in the beginning the teaching learning process.

So, the researcher suggested the teacher to modify the method by writing information on the board or giving students the dialogues in written form. The weaknesses can be overcome by creativity of the English teacher in the teaching learning process.

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