THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING SPEAKING TO THE SECOND GRADE STUDENTS OF SMPN 1 GADINGREJO PRINGSEWU

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Abstrak. Tujuan penelitian ini ialah untuk mengetahui perbedaan kemampuan berbicara siswa sebelum dan sesudah penerapan metode *Audio-lingual* dan juga untuk mengetahui persepsi siswa terhadap metode tersebut. Penelitian ini dilakukan di SMPN 1 Gadingrejo Pringsewu tahun ajaran 2018/2019 dengan total sample 32 siswa kelas dua. Data dikumpulkan dengan menggunakan tes kemampuan berbicara dalam bentuk dialog dan juga wawancara. Untuk menganalisis data kuantitatif, peneliti menggunakan T-Test, sedangkan untuk data kualitatif peneliti menerapkan analisis deskripsi. Hasilnya menunjukkan bahwa ada peningkatan yang terjadi terhadap kemampuan berbicara siswa setelah pengimplementasian metode *Audio-lingual*. Para murid juga setuju bahwa metode ini adalah metode yang mudah untuk diikuti yang membuat mereka menikmati dan memahami pelajaran dengan mudah. Dapat disimpulkan bahwa metode *Audio-lingual* memberikan efek positif terhadap kemampuan berbicara siswa.

Abstract. The aims of this research were to find out an improvement of students' speaking ability after the implementation of Audio-lingual Method and to find out their perceptions toward the method. This research was conducted at SMPN 1 Gadingrejo Pringsewu in academic year 2018/2019 with a total sample of 32 second grade students. The data were collected by using a speaking test in the form of dialogue and interviews. To analyse the quantitative data, a T-Test was run while a descriptive analysis was applied to the qualitative data. The results showed that there was improvement of students' speaking ability after the implementation of Audio-lingual Method. The students also agreed that this method was easy to follow that they enjoyed and understood the lesson more easily. It can be inferred that Audio-lingual Method makes a positive impact to students' speaking ability.

Keywords: Audio-lingual Method, teaching speaking, students' perceptions

INTRODUCTION

English is considered as an international language that is used for almost every sector in daily activity such as communication. It also becomes one of important subjects that is taught formally at the schools from elementary school to university. As a language, English has four basic skills. Those skills are divided into two groups of skills. They are receptive and productive skills. From those two groups, listening and reading are regarded as receptive skills while speaking and writing are productive skills. These four basic skills should be mastered by students in order to be able to get and share their ideas clearly and effectively. However, speaking skill is the most important skill which should be mastered because in this global era, being able to speak English is essential for people to communicate with global community (Samad & Fitriani, 2016).

Therefore, it is very important to be able to speak English because it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also make it easier for them to get a job (Garg & Gautam, 2015). Departing from the reason of the importance of English speaking, students must master this basic skill which is really useful for them in order to be a good speaker or enable them to get involved in the communication and share their ideas orally.

However, speaking in English is not an easy task because speakers should understand many significant components like pronunciation, grammar, vocabulary, fluency and comprehension (Leong & Ahmadi, 2017). Those five components of speaking are hard to master especially by Indonesian students because it is really extraneous and extremely different from their native language or mother tongue and it becomes their problem.

Other than that, most of students have several other problems in English speaking like they are lack of self-confidence, afraid to make mistakes and feel ashamed to be laughed at by their friends because they have low vocabulary and lack of grammar mastery when they are presenting or producing English speaking (Dewi, Kultsum, Armadi, 2017).

By identifying students' problems, the teachers are expected to provide an effective method for teaching English especially teaching English speaking for the students so that they are interested in it and both teachers and students can reach the expected goal in the end of the learning process. There are various methods in teaching speaking that can be used by the teacher like Grammar Translation, Direct Method, Audio-lingual Method, The Silent Way, Suggestopedia and Communicative Language Teaching. In this study, the researcher proposed to apply Audio-lingual Method because the techniques in this method are good to be applied to teach speaking. Furthermore, the most common used techniques are dialogue memorization, repetition drill and complete the dialogue (Alemi & Tavakoli, 2017). The advocate of this method believes that language learning is a form of habit.

Furthermore, Nunan (2003 in Radwan, 2012) states that Audio-lingual Method is a language teaching method based on the behaviorist notion that learning a language is a process of habit formation. Specifically, Richard and Rodgers (2001 in Radwan, 2012) define it as a method for teaching language through dialogues which puts much emphasis on repetition, memorizing grammatical structures through substitution, singular-plural forms, and tense information, etc. using the target language and the culture where the language is spoken.

Therefore, based on the explanations above, this study was urgent to conduct to prove that the method was useful for improving students' speaking ability and also to find out students' perceptions towards this method.

METHODS

This research was a quantitative and qualitative study with one group pretest-post test design. The participants of this research were the second-grade students in the second semester of SMPN 1 Gadingrejo Pringsewu in academic year of 2018/2019 which consist of 32 students. The research was started from administering a pretest, treatments, a posttest and interviews. Moreover, the instruments used for this research were speaking test including pretest and posttest and also interview protocol and video recording.

In order to measure if the test had a good validity, two types of validity are analyzed; content and construct validity. The test has content validity because the test was adapted from the English teacher's and student's book so that the test was suitable with subject that is taught to the students and it based on the course objectives in syllabus of the K-13 curriculum of the second grade students at SMPN 1 Gadingrejo Pringsewu. The type of the text was descriptive text. The topic was the representative of speaking materials of curriculum 2013. Five aspects of speaking were measured by the researcher since the focus of this research was speaking. So, it can be said that the test had met the construct validity. It can be said that the instrument of this research was valid because it had construct and content validity.

In order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used rank-order correlation reliability. In which two raters were asked to to give scores of students. The result of reliability score of the pretest was 0.826 (very high reliability) and the posttest was 0.93 (very high reliability).

In analyzing the quantitative data, the researcher ran a T-Test to find out if there was a significant improvement in students' speaking ability while for qualitative data, a descriptive analysis was applied to figure out students' perceptions toward the method.

RESULTS AND DISCUSSION

Results

To address the first research question on students' speaking ability, a T-Test was run. Based on the analysis, it can be seen that there is an improvement of students' speaking ability after the implementation of Audio-lingual Method as shown in the following table 1:

Table 1. Distribution of Students' Score of Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.3750	32	6.06284	1.07177
	Posttest	72.8750	32	3.99798	.70675

From Table 1, it can be seen that the students' mean score improves from pretest to post test with a score of 57.3750 to 72.8750. Furthermore, the improvement of the mean score of the pretest and posttest is 15.5.

Besides, it can be seen that the Audio-lingual Method can also improve the students' speaking ability in every aspect of speaking. The improvement of each aspect is presented in the following Table 2

Table 2. The Improvement of Students' Speaking Aspects

No.	Speaking Aspects	Pretest	Post Test	Improvement
1.	Fluency	10.6	14.4	3.8
2.	Grammar	11	14	3
3.	Vocabulary	12.8	15.6	2.8
4.	Pronunciation	10.1	13.2	3.1
5.	Comprehension	12.9	15.6	2.7
	Total	57.4	72.8	15.4

As mentioned earlier, the five aspects of speaking improved from pretest to posttest. Interestingly, the improvement occurs in all aspects. The fluency becomes the most improved aspect in this study. It improves from pretest to post test, going from 10.6 to 14.4, while the lowest is comprehension. To make sure that the improvement is significant, the researcher did a hypothesis testing as follows:

Table 3. Hypothesis Testing

	Paired Differences					t	df	Sig. (1-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-1.55000E1	5.54163	.97963	-17.49797	-13.50203	-15.822	31	.000

Then it can be seen from the Table 3 above that significance value is 0.00 while α is 0.05. It means that 0.00 < 0.05. This indicates that null hypothesis cannot be accepted and the research hypothesis is accepted. Therefore, there is a significant improvement of students' speaking ability after being taught by using Audio-lingual Method.

To answer the second research question on students' perceptions toward Audio-lingual Method, a descriptive analysis was applied. The data of students' perceptions is as follows:

Table 4. Students' Perceptions towards Audio-lingual Method

No	Categories	Percentage	
		+	-
1.	Difficulty	100%	0%
2.	Stress	90.63%	9.37%
3.	Confidence	100%	0%
4.	Interest	96.87%	3.13%
5.	Motivation	96.87%	3.13%

From the Table 4 above it can be seen that almost all the students (100%) state that Audio-lingual Method is an easy method to follow and it makes all the students can follow the teaching learning process successfully. Next, it is able to make almost of the students feel confident and also make them interested and motivated.

Discussion

The result of this research shows that students' speaking ability improved after being taught by using Audio-lingual Method. This is proved by the improvement of students' posttest after they got treatment through Audio-lingual Method. The *mean* score of students' pretest was 57.37 and this score improved in the post test after they got treatments in teaching learning process of speaking by using Audio-lingual Method. The *mean* score that the students got for posttest was 72.87 where the improvement was 15.5 points and this was influenced by Audio-lingual Method. This is in line with studies conducted by Anggraeni (2007), Setiawan (2011), Radwan (2012) and Jurmasari (2014).

In addition, students' improvement in speaking ability occurred in five aspects of speaking in terms of fluency, grammar, vocabulary, pronunciation and comprehension. The highest improvement of speaking aspects in this research was fluency aspect with a 3.8 point improvement. This happened because according to the students Audio-lingual Method taught them how to speak fluently since it trained the students to repeat word per word then sentence per sentence step by step repeatedly as a habit formation.

Subsequently, students' pronunciation also improved with a 3.1 point improvement which means the method also trained students' pronunciation to be better. This improvement was followed by grammar which was improved in the third place with an improvement of 3 points. Despite the improvement of students' fluency, they can also arrange and make understandable sentences because they built the sentences in the correct grammar forms. They also could comprehend their interlocutors well and responded to the talk or conversation with appropriate dictions, so that was a proof that their comprehension and vocabulary also improved.

On the other hand, this study is in contrast with Setiawan (2011) which his study showed that the most improved speaking aspect was vocabulary. In his study, vocabulary got the highest improvement (6.07 points) while in this study the improvement score was only 2.8. Therefore, it can be concluded that Audio-lingual Method can improve students' speaking ability not only in fluency but also in vocabulary aspects.

CONCLUSION

After the researcher conducting the research and analyzing the data it can be concluded that there is a significant improvement in students' speaking ability after being taught by using Audio-lingual Method. This result is supported by *mean* score going from 57.37 to 72.87 in the posttest with the most improved aspect is fluency. In addition, almost 100% of the students agree that it is as an easy method to follow and also it makes them follow the teaching learning process more successful. Furthermore, almost all of students feel confident with this method. They can enjoy and have fun while they are in teaching learning process. They are also interested and motivated in learning speaking because of this method.

This study also has some implications. It is proved that the Audio-lingual Method can make a positive impact to students' speaking ability. Therefore, English teachers are expected to apply this method accordingly to help students speak English confidently.

However, this study also has some recommendations for the further researchers. The method in this research was applied at second grade students, then the next researcher can apply it to other levels of students such as senior high school or college students with different number of sample. Furthermore, this study was conducted for a kind of text—descriptive text while the other various topics can be applied by the future researcher.

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