
AUDIO-LINGUAL METHOD TO IMPROVE STUDENTS'S SPEAKING SKILL AT SMP NEGERI 1 BARANTI

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ABSTRACT

The objective of this research was to find out whether or not the use of the Audio-Lingual method to improve students' speaking skill at the eighth-grade SMP Negeri 1 Baranti. This research used the experimental method. The population of this study was one class of class VIII.1 of SMP Negeri 1 Baranti were 23 students. The sample of this study was 23 students. This sample was taken using the cluster random sampling technique. This research applied the audio-lingual method in the class. This research applied one type of speaking skill testing to determine students' speaking skill. The researcher found that the use of the audio-lingual method in teaching speaking, it could improve the speaking skill of the grade VIII.1 students of SMP Negeri 1 Baranti. The mean score of pre-test (54,30) was lower than mean score of post-test (57,04), showed that the p-value was lower than the α ($0,000 < 0,05$) on the significant level ($\alpha=0,05$). So, the researcher stated that H_0 was rejected and H_1 was accepted. Based on data analysis, the researcher concluded that audio-lingual method was effective in improving students speaking skill of class VIII.1 of SMP Negeri 1 Baranti.

Keywords: *audio-lingual method, speaking, skill.*

INTRODUCTION

Speaking is one of the important parts of English skills that should be mastered by students besides reading, writing, and listening. Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Based on the current curriculum places importance the role of English in conveying ideas beyond the borders of Indonesia and absorbing ideas from outside that can be used for the benefit of the nation and state. In terms of this, the curriculum emphasizes the importance of the balance of attitude, knowledge and skills competencies.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students.

Considering these problems, the researcher proposes the use of the Audio-Lingual Method at the Eighth-grade students. Besides facilitating students with a chance for communicating and interacting among friends dealing with speaking problems, the researcher assumes that the Audio-Lingual Method is suitable enough to be implemented. Speaking is making use of an ordinary voice, offering words, knowing and being able to use a language expressing oneself in words, and making the speech. So, speaking use words and produces the sounds to express ideas, feeling, though, and needs orally in an ordinary voice (Hornby, 2008). The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course by how Much they feel they have improved in their spoken language proficiency (Richard, 2008).

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Explains that learners 'speaking ability is an important skill to be improved to make the learners' conduct communication directly (Kosar and Bedir, 2014).

In SMP Negeri 1 Baranti, where the research was, the students have faced some problems in learning English speaking skill. The common problems faced by students are difficult to pronounce words, the students consider that learning English is very difficult, they often speak their Buginese language, they easily bored and lazy to learn, they also had difficulty in understanding the material given by the teacher, they have less confidence and often be shy and just keep silent during the teaching-learning process, because students are not familiar with English and it is totally different from Indonesian. Another difficulty is that the students are lack of English vocabulary because they are passive users of English. They only use English in English class. It is also very often that in the English class they do not use English as the main language. Moreover, they are unwilling to open their dictionary. They prefer asking their teacher or friends to find the words in a dictionary. In fact, the teacher has ordered them to bring it. Therefore, the teacher should have an appropriate technique in teaching speaking skill in the Audio-Lingual Method. From that, the researcher finally took a title The use of Audio-Lingual Method to Improve Students' Speaking Skill at the Eighth Grade Students.

Audio-Lingual Methods have various techniques to solve memory problems such as to remember vocabulary. Basically, the Audio-Lingual method is almost the same as any other method. The method that comes before this method is Direct (Direct Method) method. The Audio-Lingual method is the method which focuses on repetition some words to memorize. The audio-lingual method is a method which uses drills and pattern practice in teaching language. This method has been beneficial in order to optimize memory, however, there are some parties who are not happy with this method, because this method is more visible as a form of engineering alone. It is recognized that the Audio-Lingual Method is not a drug that can overcome all diseases, this method has several limitations. Audio-Lingual is difficult to apply to abstract forms and concepts (Higbee, 2003) therefore the solution is to replace the abstract form into a more concrete form.

METHODS

2.1 Research Design

The research design used in this research is the pre-experimental method which uses in one group pre-test and post-test design. The experiment involved one group and received a treatment audio-lingual method. The design outline as follows:

TABLE 1/ Research Design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

(Sugiyono, 2008)

2.2 Population and Sample

The population is a complete set of individuals or subjects having the common observable characteristic. The population may be all the individuals of a particular type or a more restrict part of a group. The population of the research is all the eight-grade students of SMP Negeri 1 Baranti consist of 67 students. The sampling technique in this research is applied cluster random sampling technique. The researcher will choose one class from three classes of the eight grade students of SMP Negeri 1 Baranti. So, VIII.1 is the sample with 23 students.

2.3 Procedure of Collecting Data

Procedure of the research involves the following steps:

2.3.1 Preparing: choosing the subject in research

2.3.2 Giving test to students with two ways

2.3.2.1 Pre-test

Before conducting the treatment, the students were given pre-test to find out how can the student speak up in the class their basic skill in speaking.

2.3.2.2 Treatment

After giving a pre-test, the researcher treated group. The researcher gave the treatment four times, each meeting runs for 80 minutes. With some topics namely: Dialogue about the introduction, Dialogue about the hobby, Dialogue about daily life, and Chain drill.

1. In the first meeting, the researcher introduces the speaking include definition, step and what think could be enclosed in our speaking, and then give material on "Dialogue about introductions", then the instructed students to practice the dialogue in front of the class with the group, and the researcher introduces some word to be memorized by the students, then the researcher assessed the accuracy, fluency, and comprehensibility of the students.
2. In the second meeting, the researcher was given topic about "Dialogue about hobby", and then, instruction the students to practice the dialogue in front of the class with the group, and the researcher introduces some word to be memorized by the students, then the researcher assessed the accuracy, fluency, and comprehensibility of the students.
3. In the third meeting, the researcher raise topic about "Dialogue about daily life", and then, instruction the students to practice the dialogue in front of the class with the group, and the researcher introduce some word to be memorized by the students, then the researcher assessed the accuracy, fluency, and comprehensibility of the students.
4. In the fourth meeting, the researcher will be given topic about "Chain Drill" instruction students to sit in a circle in the room, then one by one the student ask and answer questions based on the dialogue that has been studied before. The teacher starts this drill by greeting or asking one of the students answers the question, then the students ask a friend beside him. Students who were asked earlier then answered and asked again to the friend who was beside him and so on, and the end meeting, the researcher introduce some word to be memorized by the students.

The researcher conduct research in every meeting or each material with time allocation is 80 minutes (2 x 40 minutes). The step in teaching speaking through conversation class is:

- a. The researcher was given a greeting for the students to pray.
- b. The researcher checklist the name of students in the class.
- c. The researcher was given motivation to each student before teaching the material.
- d. The researcher was given to each student one topic dialogue.
- e. The researcher was given an example of the material.
- f. The researcher was given a chance for each student to ask for unclearly material.
- g. The researcher instructs the students to be the courage to express their idea.
- h. The researcher instructs the students to practice a dialogue

2.3.2.3 Post-test

After doing treatment for four meetings, the post-test was gives to the Eighth-grade students of SMP Negeri 1 Baranti. The procedure and the material are the same as the pre-test. The result of pre-test and post-test is calculated in order to measure whether or not the treatment that was taken effectively to improved their speaking skill through the interview test.

2.4 Technique of Data Analysis

The latest SPSS software is used to analyze the result of the pre-test and post-test control group analysis. In analyzing the data collected through the speaking test, the researcher use the interview test. In this research, the data collected after a given instrument of collecting data to the respondents (students). The data analyzed through quantitative analysis. To get the score, the researcher used the scoring scale which includes the accuracy, fluency, and comprehensibility on the students' pieces of speaking. The data was analyzed by employing the following procedures:

2.4.1 Speaking Test (Interview Test)

2.4.1.1 Scoring the students' speaking test.

The speaking scoring and tabulating system by uses the scoring criteria level introduced by J.B. Heaton, (1991) as follows:

TABLE 2/ The Scoring Classification for Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only influence by the mother tongue. Two or three mirror grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A view mirror grammatical and lexical error.
Good	4	Pronunciation is still moderately influence by mother tongue but not serious phonological errors. A few minor grammatical and lexical error.
Average	3	Pronunciation is influence by the mother tongue, only a few phonological errors. Several grammatical and lexical errors, some which cause confusion.
Poor	2	Pronunciation is seriously influence by the mother tongue with the mother tongue with errors causing a breakdown in communication. Many grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of language skill and areas practice in course.

TABLE 3/ The Scoring Classification for Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great and efforts with fairly wide range of expression. Search for words occasionally by only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an efforts and search for words, there are not too many unnatural pauses. Fairly smooth delivery.
Average	3	Occasionally fragmentary but succeed in conveying the general meaning. Frequently fragmentary and halting delivery. Limited range of expression.
Poor	2	Long pause while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at times limited range expression .
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression.

TABLE 4/ The Scoring Classification for Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions on clarifications.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker say is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and the with considerable effort by someone who is listening to the speaker.
Very Poor	1	Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything to say.

2.4.1.2 Converting the score of the students:

$$\frac{\text{Number of correct answers}}{\text{Total number of items}} \times 100$$

Ma (Purwanto, 2009:207)

(Purwanto, 2009:207)

2.4.1.3 Classifying the score of the students

The data are classified into five classifications by referring to the scoring system as follows:

TABLE 5/ The Scoring Classification of Students' Speaking Skills

No	Classification	Score
1	Very good	86 – 100
2	Good	71 – 85
3	Average	56 – 70
4	Poor	41 – 45
5	Very Poor	0 – 40

(Depdiknas, 2006:38)

2.4.1.3.1 Calculating the mean score, standard of deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for the windows evaluation version.

2.4.1.3.2 Criteria for testing hypothesis

The criteria of testing hypothesis were:

- If $p\text{-value} > 0,05$, H_0 is accepted H_1 is rejected. It meant that there is no significant difference after and before the students who are taught by using the audio-lingual method.
- If $p\text{-value} \leq 0.05$, H_0 is rejected, H_1 is accepted. It meant that there is a significant difference after and before the students who are taught by using the audio-lingual method.

RESULTS AND DISCUSSION

1.1 The score of pre-test and post-test

The findings were obtained through an interview, which was conducted by trough pre-test and post-test. The result table 6 was the reference for the student's previous achievement.

TABLE 6/ The classification, frequency, and the percentage of pre-test

Classification	Score	f	%
Very Good	86 – 100	0	0
Good	71 – 85	0	0
Average	56 – 70	4	17,39
Poor	41 – 55	19	82,61
Very Poor	0 – 40	0	0
Total		23	100

Table 6 shown the rate percentage and frequency of the students pre-test, there were not any student's classified into very good and good 4 student's got average score (17,39%), and 19 student's got poor score (82,61%), and there were not any student's classified into very poor.

TABLE 7/ The classification, frequency, and the percentage of post-test

Classification	Score	f	%
Very Good	86 – 100	0	0
Good	71 – 85	3	13,04
Average	56 – 70	6	26,09
Poor	41 – 55	14	60,87
Very Poor	0 – 40	0	0
Total		23	100

Table 7 showed that the students score in test result for post-test most of them were in poor category but there were students in good category 3 (13,04%), the students were classified into average category 6 (26,09%), and the students were classified into poor category 14 (60,87%), there were not any students classified into very poor. The data of the students score are presented in the table 8.

TABLE 8/ The mean score and standard deviation of the students's test

Group	Mean score	Standard deviation
Pre-test	54,30	3,89
Post-test	57,04	7,997

The data showed that the student's who taught by the use audio-lingual method to improve students speaking skill was better than students speaking skill. The standard deviation of pre-test was 3,89 and standard deviation of post-test was 7,997. It mean there was a significant difference between students pre-test and post-test. To prove it, the researcher applied independent t-test analysis using SPSS version 21.0.

It mean that using audio-lingual method was effective to improve student's speaking skill. It is supported by the difference in the mean score of post-test for experimental group was higher than the mean score of the pre-test for the experimental group. The conclusion from the above explanation, the primary goal of audio-lingual method is that learners are able to think critically in dealing with a problem his life, both personal problems, and problem groups, so as to find a way out of the problems they face. In addition, it is expected that learners are able to face and solve problems skillfully, so as to stimulate the development of a way of thinking and their skill. This result to support of the statements of According to Cagri, (2013) state that "The Audio-Lingual Method: An Easy way of Achieving Speech" The audio-lingual method aims to develop the communicative competence of students using dialogues and drills. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech.

1.2 Probability Value

The hypothesis stated was tested using inferential analysis. In this case, the researcher applied a t-test analysis in pairs using the SPSS 21.0 program. for Windows Evaluation Version. The aim is to find out whether or not there are differences between the results of the students' average pre-test and post-test scores, the calculations are shown as follows:

TABLE 9/ The p-value of the students' s vocabulary skill

α	p-value
0,05	0,000

Based on student results obtained and stated in the findings above, the researcher used paired sample t-tests in inferential statistics through the SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In the pre-test and post-test, researchers found that the p-values were lower than α ($0,000 < 0,05$). This means that H_0 is rejected and H_1 is accepted. This means that teaching speaking use audio-lingual method had a good effect on the students speaking skill.

1.2.1 The student's difference score in accuracy, fluency, and comprehensibility

1.2.1.1 Accuracy

TABLE 10/ The Score of Accuracy in Speaking Both Pre-Test and Post-Test

Accuracy		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
75	76	3,2	3,3

In table 10, in assessing the accuracy of speaking in pre-test and post-test showed a significantly different scores, where the student's in pre-test had 75 scores and in the post-test 76 score. These also proved in the mean score where the students in pre-test 3,2 scores and in post-test had 3,3 score. It means that the students were good in accuracy as a part of assessing speaking after taught by using the audio-lingual method.

1.2.1.2 Fluency

TABLE 11/ The Score Fluency in Speaking Both Pre-Test and Post-Test

Fluency		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
75	75	3,2	3,2

In table 11, in assessing the fluency of speaking in pre-test and post-test showed a significantly different scores, where the student's in pre-test had 75 scores and in the post-test 75 score. These also proved in the mean scores where the students in pre-test 3,2 scores and in post-test had 3,2 score. It means that the students were good in fluency as a part of assessing speaking after taught by using the audio-lingual method.

1.2.1.3 Comprehensibility

TABLE 11/ The Score Comprehensibility in Speaking Both Pre-Test and Post-Test

Comprehensibility		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
76	86	3,3	3,7

In table 11, in assessing comprehensibility of speaking in pre-test and post-test showed a significantly different score, where the students in pre-test had 76 scores and in the post-test 86 score. These also proved in the mean score where the students in pre-test 3,3 score and in post-test had 3,7 score. It means that the students were good in comprehensibility as a part of assessing speaking after taught by using the audio-lingual method.

CONCLUSION

Based on the result and discussion presented in the previous, the researcher tried to conclude this research that focus on the use of audio-lingual method to improves student's speaking skill at the eighth-grade students of SMP Negeri 1 Baranti. Based on data, it as proved by the mean score in post-test of experimental group was higher than the mean of pre-test ($57,04 > 54,30$). Furthermore, the result of the p-value was lower than the α ($0,000 < 0,05$), which meant that H_1 was accepted. From the data, the researcher concluded that, audio-lingual method in teaching English especially speaking, made students more active and aggressively to spoken in the clasroom and that the use audio-lingual method improve students speaking skill at the eighth grade student's of SMP Negeri 1 Baranti.

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