THE EFFECT OF AUDIO-LINGUAL METHOD IN TEACHING SPEAKING

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ABSTRACT

This study aimed at finding out the effect of audio-lingual method in teaching speaking of MTs MTs Al-Amin NW Bagek Empat. The method used to analyze the obtaining data was an experimental research. The sample of this study was divided into two groups those were experimental group and control group. Each group consist of 40 students. The result of this study was significant by using of audio-lingual method in teaching speaking. It was proved by the result of t-test was 6.665 and t-table was 1.617 (6.665>1.617) mean scores of experimental groups were 1.8, while for control group were 0.65. Based on the hypothesis that was proposed the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

INTRODUCTION

In daily life, people need language to communicate each other because life and language cannot be separated and the tool of communication is language, understanding language can be saving us from the dangerous of the owner of language and the lack of linguistic knowledge is making up misunderstanding (Muliadi, 2018; Muliadi, Suparlan 2019). Language is an obligation for human life which is learnt from babbling of babies up to vicarious preschool year. From our first attempts of writing through to the secondary textbooks and then beyond to the new of the maturity, where we still learn and refine the language needed in every situational we still live (Anggraeni 2007). Having understood language can be saving us from the dangerous of the owner of language and the lack of linguistic knowledge is making up misunderstanding.

People use language to express their mind, wishes, and ideas. Language as known is a means of communication for people to interact in social life and language is way to predict attitude and wishes of user. The language enables members of social group to cooperate with the
others for their own benefits language has to be learnt and used in social community, without which the existence of language is beyond understanding.

Language is not only used in daily conversation, but also it (is) used in Education, Research, and Science whether those are spoken or written form. For those important functions of language, people study language in both formal and informal or outsides school like course or training.

The teaching of foreign language such as English is a major international enterprise. English is used both as means of oral or writing including broadcasting and the writing of newspaper, magazine and technology as well scientific books. Therefore, people who need to be acquainted with technology and scientific have to master well this language since it used in technology and scientific of almost all countries.

In Indonesia English is taught at Junior High School (SMP), Senior High School (SMA), University, and has been taught at Elementary School (SD) also at many courses. Considering that English is quite significant for Indonesia in the future, till government always make efforts to increase quality of English teaching. As an improvement English has become one of subject which is included into National Exam (UN).

Based on School Based-Curriculum (KTSP:2006), English must be taught communicatively at all levels of school starting from Elementary School (SD) up to Senior High School (SMA). The curriculum is a standard competency shall be reached by students all kinds of skill there is no but speaking skill. The consideration of this curriculum has the purpose to make student speak, it is expected that student can speak to the others, express their ideas and feeling and thought orally. The result of teaching English at Junior and Senior High School (SMP/SMA) at South-Asia, especially speaking is still unsatisfactory. The students still has poor ability in communicating English orally. That fact, show us that we need some efforts how to improve their (students) ability in speaking. One of the improvements is deal with the method which is reflected in the material and the way of teaching the students. (Brown, 1991) explained: “The next revolution in terms of language teaching methodology coincided with world war II, when America became aware that it needs people to learn foreign languages very quickly as part of it overall military operations. The “Army Method” has suddenly developed to build communicative competence in translation through very intensive language course on aural/oral skill.” He adds that this combination with some new ideas about language learning coming from disciplines of linguistic descriptive and behavioral psychology become what is known as Audio-lingual method (ALM).

Abdul Muin (2007) stated the Audio-lingual method, is like direct method. The direct method goal is communication of the target language not grammar translation. (William Moulton, as quoted by Nangraj 1996) enumerates five slogans formed the basis of Audio-lingual method as follows:

a. Language is speech, not writing. b. Language is set of habits. c. Teaching the language, not about the language. d. Language is what native speaker says not someone think they ought to say. e. Languages are different.

As the previous describe in teaching foreign language, that is English, especially speaking need method. This research will discuss about the use of audio-lingual method in teaching speaking at the second-year students of M Ts Al-Amin NW Bagek Empat.

METHODS

The effect of audio-lingual method in teaching speaking - 231
The method used in this research was an experimental research, since it described the quantitative degree to which variables were related, besides that the writer intended to examine the cause and effect between two variables, audio-lingual method and speaking skill.

An experimental design is one of the precise methods to examine the cause and effect. In this study, the writer intends to examine the influence of audio-lingual method to improve the students' speaking skill. This idea deals with statement of Arikunto (1998) that by using an experimental design, the examiner intentionally revises appearance of the difference and then it was examined how the result was.

This study tried to find out the effect of treatment of two distinctions, the use of audio-lingual method to improve students' speaking skill. Thus, the research design was grouping samples into experimental and control groups. Both groups were given the same test i.e. pre-test and post-test. Pre-test was given before the treatment while post-test was given after the treatment. The treatment presented material of teaching in simulation technique for the experimental group and in traditional technique for the control group.

Table 3.1. The Formula of Pre-Test and Post-Test Research Design

| Subject | Pre-Test | Independent Variable | Post-Test |
|---------|----------|----------------------|-----------|
| E       | Y1       | X                    | Y2        |
| C       | Y1       | -                    | Y2        |

Notes:
- E: Experimental Group
- C: Control Group
- Y1: Pre-test
- Y2: Post-Test
- X: treatment on the experimental group
- : No treatment given to the control group.

This research design had several characteristics: (1) it has two groups of subjects i.e. experimental group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups were measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups were conducted at the same time with the same test; and (5) the experimental group was manipulated with particular treatment.

Population of this study was all of the eight grade students of MTs. NW Monotng M as which consist of two classes namely VIIIA and VIIIB.

| №   | Classes | Sum of Population |
|-----|---------|-------------------|
| 1   | VIIIA   | 20                |
| 2   | VIIIB   | 20                |
| Total |        | 40                |

Sample of the study used in this study was sample which (Arikunto 1998) suggested that sample is a part of representative of population that are examined and investigated. Furthermore, she stated that if the population less than 100, then, the whole number of the population must be used. But, if the population more than 100, the sample can be used between 10-15%, 20-25% or more than that percent.

The sure sampling was used to take the sample from the population based on the research consideration to take all of the students from the accessible population. So that, from 40 number...
of students was taken as sample of the study. That why, this research was called by population research. And this research has chosen which class has used as experimental and control group through the result of the pre-test has given by indicators were the class which has lower result become an experimental group and the class which has higher score become a control group.

| No | Classes | Sum of Population |
|----|---------|------------------|
| 1  | VIII A  | 20               |
| 2  | VIII B  | 20               |
|    | **Total** | **40**         |

In this study, the writer used a test to collect the data. Test is an instrument of collecting data that is used by the tester or researcher to measure skill, knowledge, intelligence, and attitude of someone or a group of people. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of numerical score can be assigned.

Collecting of data process was the important one in research even in this research. This research used some technique in collecting the data. Writer presented two ways of data collecting of this research were as follows:
1. Observation
2. Test Script

In the technique of data analysis, the researcher presented about data description. Technique of data analysis used in this study was descriptive statistics. It was used to categorize the data into high, average, and low categories as follows:

\[ M_i + 1 \text{ SD}_i \text{ to } M_i + 3 \text{ SD}_i \text{ = High} \]
\[ M_i - 1 \text{ SD}_i \text{ to } < M_i + 1 \text{ SD}_i \text{ = Average} \]
\[ M_i - 3 \text{ SD}_i \text{ to } < M_i - 1 \text{ SD}_i \text{ = Low} \]

Where:
\[ M_i \quad \text{ideal mean score} \]
\[ \text{SD}_i \quad \text{Standard deviation} \]

**Test of Hypothesis**

In this part, the researcher took the students’ score of the experimental group and control group, for pre-test and post-test. Then, the writer was calculated the mean score of experimental groups. In this case, the researcher used formula which was promoted by (Arikunto 1998).

\[ M_x = \frac{\sum X}{N} \]

Note:
\[ M_x \quad \text{the mean score of experimental groups} \]
\[ X \quad \text{the deviation of score for pre-test and post-test} \]
\[ N \quad \text{the number of samples} \]
\[ \sum \quad \text{sum of sigma} \]

Then, the formula that was used for control group was as follows:

\[ M_y = \frac{\sum X}{N} \]

Note:
\[ M_y \quad \text{the mean score of control groups} \]
The effect of audio-lingual method in teaching speaking

Y : the deviation of score for pre-test and post-test
N : the number of samples
Σ : sum of sigma

After obtaining mean score through the above formula, the researcher analyzed and computed the hypothesis significance. It was mean that to know whether the Ho was accepted or not. The formula was used as follows:

\[
l = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}
\]

Where:
M : mean deviation of each group
N : number of subjects
X : deviation between pre-test and post-test (the control group) N_x + N_y - 2 (degrees of freedom).

And then, the criterion was used as follows:
1. If t-test > t-table in significant rank of 0.05. Ho (null hypothesis) was rejected. It was mean that the rates of mean score of the experimental group were higher than the control group.
2. If t-test < t-table in significant rank of 0.05. Ho (null hypothesis) was accepted. It was mean that the rates of the mean score of the experimental group were lower than the control group.

RESULTS AND DISCUSSION

This chapter presents the result if the investigations, which are based on the data analysis. After a month of investigation, the score of the students on pre and post-test were taken as data of the recent study. Before concluding the finding of this study, firstly the researcher describers about the research result and the discussion.

Based on the data gained for experimental group in pre-test gained the lowest and the highest score were 5 and 14, while in the post-test obtained the lowest and the highest score were 14 and 19. For the control group in the pre-test gained the lowest and highest score were 8 and 12 while in the post-test the lowest and highest score were 8 and 14.

After gaining the lowest and highest scores of the two groups either in pre and post-test, the researcher then calculated the mean scores of the experimental group, in which the pre and post-test were gained 8.8 and 16.6, while for control group the mean score gained in pre-test was 9.95 and in post-test was 10.6.

Furthermore, it was also found out that the calculation of standard deviation (SD) of each group. The calculation result of mean score, standard deviation, the lowest and the highest scores can be seen on the table below:

| Groups | Mean deviation | Standard deviation | Low score | High score |
|--------|----------------|--------------------|-----------|------------|
|        | Pre-test | Post-test | Pre-test | Post-test |

Table 4.1: The calculation result of means deviation, standard deviation, the lowest and the highest scores.
In analyzing the result of the effect of audio-lingual method of students' speaking skill, the researcher used the statistic descriptive for the categories in which consisted of the ideal maximum score (SMi) was 19 while the minimum score was 0. So, the ideal mean score (Mi) was 9.5 and ideal standard deviation (SDi) was 3.16.

The categories obtained after calculating the standard categories are:

$Mi + 1 SDi$ to $Mi + 3 SDi$ = **High**

- $9.5 + 1 (3.16)$
- $9.5 + 3 (3.16)$
- $9.5 + 3.16$
- $9.5 + 9.48$
- $12.66$
- $16.98$

$Mi - 1 SDi$ to $< Mi + 1 SDi$ = **Average**

- $9.5 - 1 (3.6)$
- $< 9.5 + 1 (3.16)$
- $9.5 - 3.16$
- $< 12.66$

$Mi - 3 SDi$ to $< Mi - 1 SDi$ = **Low**

- $9.5 - 3 (3.6)$
- $< 9.5 - 1 (3.16)$
- $9.5 - 9.48$
- $< 9.5 - 3.16$
- $0.02$
- $< 6.34$

After consulting to the above standard categories, the experimental group in pre-test belonged to the average category rank, while in post-test belong to the high category rang. But in control group both pre and post-test belonged to the average category rank.

Meanwhile, the result of the analysis about students' scores in post-test which were not treated by using audio-lingual (control group), the lowest score was 8 and highest score was 12. Then the mean score was 8 and the standard deviation was 14.

Based on the result above, it indicates that the students' speaking skill was taught by using audio-lingual have greater or higher scores than the control one.

**Hypothesis Testing**

Based on the computation of t-test value, the researcher finally found out that the result of t-test value was 6.665. Then, this value was consulted to the t-table at the degree of freedom (df 38) on the significant level = 0.05. Because the degree of freedom (df) could not be found in the table, so the researcher took the nearest to the certain degree of freedom as Arikunto suggested. After consulting with t-table, thus the researcher found out that t-test 6.665>t-table 1.617. It means that the t-test value was higher that t-table value and it indicates that the alternative hypothesis (Ha) stated was accepted, while the null one (Ho) was rejected.

**Conclusion**

After finishing the experiment, the writer concluded the advantages of using audio-lingual method to teach speaking to the second-year students of Junior High School. The advantages could be described as follows:

a) The students showed a great enthusiasm during the lesson.

b) Using audio-lingual method to teach speaking to second year students of junior high school was very good. It was supported by the higher scores (7.8) gained by the students.
The effect of audio-lingual method in teaching speaking

who have been taught by using audio-lingual teaching method while the students which not treated by using audio-lingual method gained (0.65).

c) The audio-lingual method has a significant effect on the second-year students’ speaking skills of Junior High School at MTs Al-Amin NW Bagek Empat under the application of t-test formula, it was found out that the t-test was 6.665 with the t-table degree of freedom (df) = 38 was 1.617. This showed that t-test was higher than the t-table. It was mean that the null hypothesis (H₀) was clearly rejected; therefore, the alternative hypothesis (Hₐ) was certainly accepted.

d) This teaching method has an impact on the students’ speaking skills may derive from the fact that the students become more confident and motivated in learning the language because of the teaching aids and materials used in the class along with the provision at the teacher’s positive reinforcement.

e) The second-year students of Junior High School have positive attitudes towards the audio-lingual method. This may be because during the class, students were positively reinforced. With the positive reinforcement, student’s intrinsic motivation became promoted that was the most fundamental to learn the language for their own self-perceived needs and goals leading them to positive attitudes towards the teacher, the class, the teaching method, and of course, language learning.

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