

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of Review of Previous Study, The General Concept of Audio-Lingual Method, The Principle of Audio-Lingual Method, Techniques of Audio-Lingual Method, Advantages and Disadvantages of Audi-Lingual Method, Audio-Lingual Method in EFL Context, Speaking Skill, The Elements of Speaking, Teaching Speaking, and The Characteristics of Junior High School Students.

2.1 Review of Previous Study

In the area of teaching speaking, there have been numbers of researcher conducted some studies. One of the study was conducted by Darsini (2013) who wrote about Improving Speaking Skill Through Cooperative Learning Method. She wanted to prove whether cooperative learning could improve students' speaking skill.

Saefurrohman (2010) wrote the use of Audio-Lingual Method in teaching expressions pronunciation in interpersonal dialogue. The study was about teaching audio-lingual method in year ten student of SMAN 14 Semarang. In this action research, the writer tried to develop the idea that students pronunciation quality would improve through audiolingual method that requires the students to practice and pronounce the words regularly. This study was conducted in two cycles. Each cycle

consisted of three activities; they were pre test, treatment, and post test. The subject of this study was 36 students who were the members of X-1 of SMAN 14 Semarang. Based on the result of the analysis of pre test and post test, the researcher found that the students' achievement on pronunciation had improved.

The next, researcher takes another study by Setiawan (2011) who wrote *The Use of Audio-Lingual Method to Improve Students' Oral Past Tense*, the writer discussed about improving students' oral skill by using Audio-Lingual Method. He explained that Audio-Lingual Method was one of the alternative methods to make the classroom more effective. By giving drills to the students, it made the class more active than before.

Considering all of the studies above, the writer saw that there was still any study that could be explored. That was *The Effectiveness of Using Audio-Lingual Method to Improve Students' English Speaking Skill*. There were some differences in his study and those three previous studies above that all the previous studies. In this study, the writer used Audio-Lingual Method to improve speaking skill, while Darsini used cooperative learning. Secondly, the writer intended to use Audio-Lingual Method in improving speaking communicatively, while Saefurrohman only taught expression pronunciation in interpersonal dialogue. And the last, the writer used quasi experimental research while a research before used action research.

2.2 The General Concept of Audio-Lingual Method

Audio-Lingual Method is a style in teaching and learning foreign language in the classroom. This method focuses on oral skill. Krashen (1982) says that the goal is rather to have the student over-learn a variety of patterns to be used directly in performance. Students are expected to be able to master practically, than theoretically. The teacher often gives the learners work in oral. What the teacher do most in the classroom is drilling their students.

Furthermore, the Audio-Lingual Method doesn't focus on vocabulary and grammar teaching. But they are given indirectly through the dialog that the teacher gives. According to Larsen and Freeman (2000), Audio-Lingual Method is an oral based approach. It does not only emphasize vocabulary acquisition through exposure to it use in situation, but also drills the students in the use of grammatical sentence patterns. This method is different with the grammar translation method, grammatical sentence patterns are explained clearly by the teacher through formula. In Audio-Lingual Method, teacher lets their students to learn unconsciously through the dialog. Students will slowly understand and master the grammatical patterns by the teacher's drill and practicing that dialogue.

In Audio-Lingual Method, the teacher focuses on drilling their student. the drill are intended to make the students to possess good language. Harmer (1998) says that by rewarding correct production during this repetition phases, students could be conditioned to learning the language.

Meanwhile, Qing-xue and Jin-fang (2007) tell this method stressed syntactical progression, while previously method (direct method) had tended to be preoccupied with vocabulary and morphology. Students are hoped to able to arrange the good language than to own much vocabulary. It means that drilling and practicing language in the classroom gives example to the students, so that they can expand the language that they learn from the teacher.

2.3 The Principle of Audio-Lingual Method

Parator and Cele-murcia (1979) sum up the principle of Audio-Lingual Method as follow:

- a. New material is presented in dialogue form. Dialog means conversation, the conversation in this method is used to drill the student to be able used the material that have been given.
- b. There is dependence on mimicry, memorization of set phrases, and over-learning. Mimicry drills the student to produce the good sound and memorization gives the student illustration to make phrases or sentences.
- c. Structures are sequenced by means of contrastive and taught one at time. This method is different with grammar translation method that focuses on sstructure of the sentence rather than to practice.

- d. Structural patterns are taught using repetitive drills. Because drill break in the student indirectly, it seems like giving more chance to them to practice the target language.
- e. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation. They will be able to create sentence after given several example in learning.
- f. Vocabulary is strictly limited and learned in context. In this case, the students are trained to create correct context rather than to have much vocabularies.
- g. There is much use of tapes, language labs, and visual aid. The teacher can use another media in teaching through ALM, because sometimes the students need to hear the real voice of native speaker through tape, video, etc.
- h. Great importance is attached to pronunciation. This method also provide the pronunciation practice.
- i. Very little use of mother tongue by teacher is permitted. The teacher can use the mother tongue only in explaining the material.
- j. There is a tendency to manipulate language and disregard content. However, it is possible if student still can make phrase or sentence perfectly. Because the teacher only given the explanation just at glance.

Richard and Rodgers (1986) also list four essential principles of Audio-Lingual Method:

- a. Foreign language learning is basically a process of mechanical habit formation

- b. Item presented in spoken form before they are seen in written form
- c. Analogy provides a better foundation for language learning than analysis
- d. The meanings that the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation

Furthermore, Brown (2001) also states that the principles of the Audio-Lingual Method are:

- (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 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 great effort to get students to produce error-free utterances
- (12) There is tendency to manipulate language and disregard content.

From the principles above, the researcher can conclude that the most activity to do in Audio-Lingual Method is drilling. The teacher should be a good native

speaker in giving the material. Because in this method, the teacher becomes the model of the Audio-Lingual classroom, he will be imitated by the students. In addition, the drilling can overcome the habit formation of the native language. by drilling the student can produce the language that they have spoken in many time.

2.4 Techniques of Audio-Lingual Method

There are many techniques in teaching foreign language that have been use to improve the result of studying, especially in speaking. Such as direct method, the Audio-Lingual Method supposed that students' native language to explained new words or grammatical rule in the target language. However, unlike the direct method, the Audio-Lingual Method doesn't focus on vocabulary teaching. Rather, the teacher drills the students in the use of spoken grammar.

Richard and Theodore (1986) tell that dialogues and drills form the basis of Audio-Lingua classroom practices. Drilling and memorization of the dialog is used to generate the good pronunciation and intonation. Later, after they have memorized and been drilled, they will acquire the grammatical sentence patterns, without focus on grammar study. Because language is habit. We will automatically understand by practicing it again and again.

Brooks (1964) adds the types of the Audio-Lingual Method, they are:

1. Repetition: the students repeat the utterance that they hear from their teacher as good and quick as possible. Richards and Rodgers (1989) explain that the student

repeat an utterance as soon as he heard. He does it without looking at printed text. The utterance must be brief enough to be retained by ear. Sound is as important as it order. Larsen and Freeman (2000) say that Students are asked to repeat the teacher's model as accurately and as quickly as possible. Students only repeat what they teacher says without changing any word. By repetition, students are hoped to be able to use the sentences they have said in the future.

Example:

Table 2.1 : The example of repetition drill

Teacher	Students
I go to school	I go to school
I go to school everyday	I go to school everyday

2. Inflection: Larsen and Freeman (2000) say that the teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. One word in an utterance appears when it repeated (Richards and Rodgers: 1989). In this technique, students only need to change a part of the sentence, usually in the last of the sentence.

Example:

Table 2.2 : The example of Inflection

Teacher	Students
I give you a car	I give you a car

I give you a bike	I give you a bike
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3. Substitution drill: Ontario (1987) explains that in substitution drills, the teacher's original statement is used as a model for a series of similar statements that use different vocabulary. The teacher says a line, usually from dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line he teacher has given them, substituting the cue into the line in its proper place (Larsen and Freeman: 2000).

Example:

Table 2.3 : The example of substitution drill

Teacher	Students
I have a candy	I have a candy
Pen	I have a pen
Sugar	I have sugar

4. Transformation: Brooks (1964) explained sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality. Richards and Rodgers (1989) add, the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into negative sentence. Other examples of transformations

to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

Example:

Table 2.4 : The example of Transformation

Teacher	Students
You give me a red card	You don't give me a red card
You don't give me a card	Do you give me a red card?
You give me a red card	I am given a red card

2.5 Advantages and Disadvantages of Audi-Lingual Method

2.5.1 Advantages of Audio-Lingual Method

Ontario (1987) mentions three positive features in Audio-Lingual Method:

1. Provides practice in language patterns: students can first memorize the language pattern. But next, they will be able to use that certain pattern directly in real conversation.
2. Promotes good pronunciation: having good pronunciation is significant since the different sound will change the meaning. If we produce wrong sound, the listener will be probably confused because he doesn't know what we are saying. Like word "food" and "foot", when we say "I like food", we don't use "d" but

“t”. It sounds strange when we say “I like foot”, because “foot” are not usually being loved.

3. Stresses fluency: every country has their own style in speaking a foreign or second language. However, at least we decrease our mother tongue habit when we speak other language. In Indonesia, someone is admitted master such language, especially English, they will be rated from how well they speak.

Frey (1986) adds the purpose of overtpractice via pattern and other drills is to makespeech production automatic, given the necessary stimulus-response relationships. Students will subsequently deliver what they want to say in real communication. Drill has been known to make habit formation. Larsen and Freeman (2000) enhance, Audio-Lingual method overcome the native language. It means, Audio-Lingual Method progress much the target language than to use the old language habit.

Ochoa (2011) mentions that through teacher’s modeling, students learn pronunciation, intonation and stress. By mimicking what their teacher says, they unconsciously can produce the correct sound (intonation, pronunciation and stress). It is more effective than they learn through written text without knowing the correct sound.

2.5.2 Disadvantages of Audio-Lingual Method

Richards and Rodgers say that failure to learn results only from the improper application of the method, for example, from the teacher not providing sufficient practice or from the learner not memorizing the essential patterns and structures. It becomes heavy for the teacher when the class is too big or there are too many students in teaching learning process. In this case, teacher must be trained before, so that they can introduce, sustain and harmonize the learning of the four skills (listening, speaking, reading and writing).

Liu and Shi (2007) tell the weakness of Audio-Lingual Method is the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice. The students may be trained with dialog or conversation, but in fact, some students probably cannot develop what they have learned from the teacher. They only memorize the dialog that they have been taught, not the conversation in the real life.

Ontario (1989) wrote in his book that Audio-Lingual Method is boring; not creative". In teaching learning process of Audio-Lingual Method, students are much asked to imitate the teacher voice. They do not have much time to express their creativity and idea. What the learners do in the class is only repeating what the teacher says.

Ochoa (2011) adds, the method is based on mechanical learning and there is no space for mistakes. As a result of that mechanical learning, it becomes senseless for students. They complete the tasks because they have to do that, not because they

are interested in learning. In this method, students are not permitted to create the environment that belongs to them. The practice is not from real life or at least, something that can make them interest. It becomes problem when students are not interested, they will not pay attention. Moreover, they have to follow the pattern written from the teacher. Student's experiences are not significant. It is a problem when students cannot react the real communication in the future.

2.6 Audio-Lingual Method in EFL Context

English is a foreign language in Indonesia. Every Indonesian learns English, because it has become object that all people have to learn in the school or university. Unfortunately, English is only used in certain condition or used by people with certain need.

A researcher (Heubner: 1995) have been noted that there is a perceived difference between learning language in second language context and learning language in second language context. According to Longcope (2010), it is easier to learn language in a second language setting as opposed to foreign language setting. The state above become problem to Indonesian which learn English a foreign language. The students have little chance to practice the target language, because most of people in their environment talk in their mother language.

The native language and the targetlanguage have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language(Larsen and Freeman: 2000). It is a problem if the system of mother tongue influences the target

language. It will sound strange, nay it will be confusing. The communication will fail if the meaning of language is not transferred.

As the researcher write above that Audio-Lingual Method help students to make the habit formation of the target language. The mother tongue habit will be disguised. Because audio-lingual method gives the students much drills. Brown (1994) drill gives the habit formation.

2.7 Speaking Skill

Speaking is one of the four skills in learning language. The efficient communication is the target of teaching speaking. Hornby (1995) says that teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While, speaking means to make use of words in an ordinary voice. So teaching speaking is giving instruction to a person in order to communicate. In addition, Burnkart (1998) defines that 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.

Anderson and Bachman (2009) claim that speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. However learning language does not only focus on one skill (speaking), there are still three skills should be owned. But most people claim how far we master the language is in how fluent we speak that language. For example, in job

interview, the examiner will choose the employee based on their speaking, without knowing how well their understanding grammar and their listening skill.

According to Harmer (2007) people speak in three main reasons:

1. They want to say something: in certain condition and situation people want to express their feeling, such as: sympathy, apology and so on.
2. They have some communicative purpose: people will talk if they have business to the listeners, like want listeners to do something for the speaker.
3. They select from their language store: people will say word which they have on their brain.

Speaking skill is ability to use language in oral form. Bygate (1987) states that speaking is a skill which deserves attention every bit as much a literary skills in both first and second languages. Speaking is oral language which is used to deliver the meaning.

From all the statements above, the writer concludes that speaking skill is significant to be learned. Since people judge someone's language skill through how fluent they speak. Knowing the importance of that skill, it become duty for the teacher to improve student's speaking skill. Some good methods should be applied in teaching the target language.

2.8 The Elements of Speaking

According to Harris (1969), there are five components in speaking:

1. Pronunciation

Students should be able to produce correct sound of word, in order to the meaning of the language can be deliver and understandable. Although, second language is hard to say. Because sometimes some vowels or consonants do not exist in the first language that has been known earlier.

2. Grammar

Grammar is really a need in the speaking. Since grammar become tool of arranging the sentences. For some people, making sentence is easy, but it can trouble when they do not know about grammar. Because in different condition has also different form. For instance, the form of past and present is different. The context of the sentence will show when the moment happen whether in past or now.

3. Vocabulary

Vocabulary is the main element in language. Students can express their feeling when they possess much vocabulary. Moreover, they should choose the correct word in certain condition (E.g: formal and informal situation).

4. Fluency

Fluent may be defined as keep going in talk, without much thinking and stopping. The speaker can say the language spontaneously, it is like the word or sentence they want to show, come out immediately.

5. Comprehension

It is the task of both speakers how they can connect each other. When the speaker says, it should be understood by the listener conversely. Since the goal of speaking is communication, so it is necessary to get the promise of the conversation.

Jeremy Harmer (2007) mentions the elements necessary for speaking skill, they are:

1. Language features
 - a. Connected speech: student may modify the speech, like add, decrease and relate.
 - b. Expressive devices: changing the stress, volume and speed may convey the meaning.
 - c. Lexis and grammar: different structure has different meaning, for instance: the expression of agree and disagree.
 - d. Negotiation language: students should be able seek clarification and show the structure of what the other saying.
2. Mental / social processing
 - a. Language processing: how we make the utterance from anything we have learned or heard.
 - b. Interacting with others: how we respond to the listener feeling at that moment. For example; when they are sad, we can say what they have to do.
 - c. (On the spot) information processing: how we respond to the condition from the information that we get from them.

2.9 Teaching Speaking

Brown (2001) mentions the teaching of speaking into four elements;

1. types of classroom speaking performance

Types of classroom speaking performance that students are expected in the English classroom are imitative, intensive, responsive, transactional, interpersonal (interactional), and extensive.

2. principles for designing speaking techniques

In teaching speaking, there are some principles for designing speaking techniques should pay attention, they are using techniques that cover the spectrum of learner needs, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving students opportunities to initiate oral communication, and encouraging the development of speaking strategies.

3. teaching conversation

English teacher can use some ways in teaching conversation; they are direct conversation, indirect conversation, transactional conversation, meaningful oral grammar, and individual practice.

4. teaching pronunciation

English teacher should teach pronunciation using the following techniques; they are intonation, stress, and meaningful minimal pairs.

According to Bailey (2003) principles teaching speaking, especially in classroom, those are:

- a. Be aware of differences between second and foreign language contexts.

Foreign language and second language are different. In foreign language, the target language is rarely used outside the classroom. In second language, the students have more opportunities to improve the target language, because it is often used in their daily conversation.

- b. Give learners practice with both fluency and accuracy

In the classroom activity, teacher should monitor their student when they practice, helping the students when they find difficulty, in order to reach the fluency and accuracy in learning the target language.

- c. Provides opportunities for learners to talk by using group or pair work and limiting teacher talk

Teacher should not talk too much, in order to give more chances to their students. It will be difficult for learners to develop their speaking if teacher has more opportunities. Therefore, teacher's talk should be limited.

- d. Plan speaking task that involves negotiation for meaning

Students are asked to use oral language in negotiation. Negotiation means to make people understand or making ourselves believe.

- e. Doing classroom activities that involve guidance and practice in both transactional and interpersonal speaking

Transactional speech is used in communication to get something done, including the exchange of our goods or services and interactional speech is used to communicate someone for social purpose.

2.10 The Characteristics of Junior High School Students

Junior High School students or teenager are categorized into adolescent learners. In this period, teenagers like to spend their time for hanging around, making friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

Piaget (1994) observed that most children in this age group operate on the concrete level of intellectual development. Abstract concepts may be discussed, but are less often understood. This is why Algebra is a tough subject in middle school, as most concrete thinkers have a hard time understanding abstract concepts.

The characteristics of adolescents' learner according to Harmer (2007) are: 1) They seem to be less lively and humorous than adults, 2) Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3) They would be much happier if such problem did not exist, 4) They may be disruptive in class, 5) They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescent are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of

contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance.