

**THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN
TEACHING ENGLISH AT THE FOURTH YEAR OF SD N BEDORO 2
SAMBUNGMACAN-SRAGEN**



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by

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ACCEPTANCE

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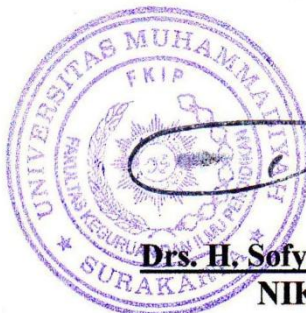
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**THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN
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SAMBUNGMACAN-SRAGEN**

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ABSTRACT

This research aims at describing the implementation of teaching Audio Lingual Method in teaching English at the fourth year of SD N Bedoro 2 Sambungmacan-Sragen. The objectives of this research paper are to describe: (1) the implementation of Audio Lingual Method in teaching English especially at the fourth year of SD N Bedoro 2 Sambungmacan Sragen, (2) the problems faced by the teacher and the solution in teaching English using Audio Lingual Method. The type of this research is descriptive qualitative research. The subject of this research is English teacher and the fourth grade students of SD N Bedoro 2 Sambungmacan. The object of this research is teaching-learning process of English by using Audio Lingual Method. The writer uses descriptive method as method of collecting data in this study by employing observation, interview, and document. The writer gets the data of this research from field note, observation, and interview. The result of the analysis shows that the goals of teaching English by using Audio Lingual Method are the students more active in the word and sentences repetition drilling. This technique was appropriate to the young learner because it made the students easier to memorizing new words. The teacher faces several problems in teaching English by using Audio Lingual Method; namely: limited time, motivation of the students, and different capabilities of the students. The solution of the problem in teaching English using Audio Lingual Method are as follows; discipline, teacher gives more support and motivation to the students, and the teacher should make the lesson interesting.

Keywords: *Audio Lingual Method, teaching English, young learner.*

I. INTRODUCTION

As human, we cannot live without others. We always need to communicate with our surrounding. Because, communication is the process that people use to express messages and share the meaning about their ideas. So, language is the key element of communication. We cannot communicate with others without language. There are many languages in this world. One of the languages is English.

English is an international language used by everyone to communicate with others who come from different countries and it is very important for the development of education. In Indonesia, English is regarded as a foreign language. It is only taught in formal education, but Indonesia has a big motivation to learn English. In the past, English was only taught in secondary school, but nowadays, English lesson is being taught for Elementary school program. We have to start to learn English from now, so in the future we can speak and master English well.

Audio Lingual Method is a style of teaching used in teaching foreign language. It was derived from Skinner's Behaviorist Psychology. It is one of the methods in English teaching-learning process. Audio Lingual Method trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior.

Audio Lingual Method drills students in the use of grammatical sentence patterns. In Audio Lingual Method, the teacher wants their students to be able to use the target language communicatively. Audio Lingual Method uses repetition, replacement, and question answer to drill speaking skill especially student's vocabulary. The teacher is easier to control the student's behavior and student's vocabulary. After that, the teacher can know the memorization of the students' vocabulary. As mentioned, lesson in the classroom focuses on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation.

In this research, the writer takes SD NEGERI BEDORO 2 SAMBUNGMACAN as a place to be observed. First, because there are some students who have problem in learning English. So, the writer is very interested in studying the process of teaching English at elementary school. The second reason the writer makes this research is she can get the great knowledge and experience about how to teach English using Audio Lingual Method, especially to teach fourth year students of elementary school.

Based on the fact above, in this research the writer will focus the research entitled THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING ENGLISH AT THE FOURTH YEAR OF SD N BEDORO 2 SAMBUNGMACAN SRAGEN.

II. RESEARCH METHOD

The type of this research is descriptive research. the purposes of this research is describe the implementation of audio lingual method in teaching English by the teacher of the fourth year of SD N Bedoro 2 Sambungmacan Sragen and describing the problem faced by the English teacher in the teaching English at SD N Bedoro 2 Sambungmacan Sragen.

The subject of the study is the English teacher and the fourth year students of SD N Bedoro 2 Sambungmacan Sragen.

The object of the study is the Implementation of Audio Lingual Method in Teaching English at the fourth year of SD N Bedoro 2 Sambungmacan Sragen.

The data of this research is the result from the observation of the implementation of Audio Lingual Method in teaching English and the result of interview also field note. The sources of the data in this research are event, informant, and document.

In this research, the writer uses three kinds of method of collecting data. They are as follows Observation, interview, and document analysis.

In the analyzing data, the researcher uses qualitative research. To analyze the data, the researcher takes these following procedures: analyzing the result of the implementation of Audio Lingual Method in teaching English, analyzing the teacher's problem faced by the teacher when the teacher teaches English using Audio Lingual Method, and drawing conclusion and proposing suggestion based on the data analysis.

III. RESEARCH FINDING AND DISCUSSION

A. Research Finding

The main point of this chapter is the results of the implementation of audio lingual method in teaching English to the fourth year of SD N Bedoro 2 Sambungmacan Sragen and the problem faced by the teachers when the teachers teaching English using audio lingual method.

1. The Implementation of Audio Lingual Method in Teaching English at the Fourth Year of SD N Bedoro 2 Sambungmacan.

a. The Classroom Activity of Teaching English Using Audio Lingual Method in SD N Bedoro 2 Sambungmacan

In this session, the researcher observed the activities that were done by the teacher during the observation in SD N Bedoro 2 Sambungmacan. The observation was done three times; they are on April 21, 28 and Mei 5, 2012. Based on the observation, the writer concludes that the teacher always uses similar steps in teaching English. The process of teaching-learning English can be divided into three steps. The steps are opening activity, main activity, and closing activity.

b. The Teacher's Role

Based on the writer observation, the writer concludes that the teacher applies some roles in his English teaching learning by applying Audio Lingual Method

(ALM). The teacher's roles in this part are presented into some kinds of aspects; the teacher functions in the fulfillment of teaching-learning activities, the teacher's roles in influencing over learning, and the teacher and the learner interaction.

The first is the teacher functions in the fulfillment of teaching-learning activities. The writer found that the teacher gives drilling model; repetition (words and sentences repetition).

a. Words Repetition

In this activity, the teacher repeats utterances as loudly and accurately as possible. The teacher guides the students to read the text from the book. The teacher gives repetitions to each utterance for three times and asks the students to repeat three times also.

b. Sentence Repetition

In this activity, the teacher asks the students to repeat after the teacher reading the sentences of the text in the book.

The second of the teacher's roles in Audio lingual method is teacher gives influence over learning. The writer found that the teacher role in the teaching-learning process is by encouraging the learner to memorize the words. The teacher guides the students to read the dialog. After reading the text, the teacher instructs the students to find the meaning of the words. The students can open the dictionary if they found the difficult words. Then the students read the dialog in pair and to practice it in front of the class.

The third is the teacher as a counselor. If the students get some problem related to the material in learning process they will ask the teacher. The teacher helped the

students to explain the material until the students' understand the material.

c. The Student's Role

Based on the writer observation, the writer found that the learner's roles in the implementation of audio lingual method are presented in the learners view as a processor, performer, and problem solver.

The student's roles are viewed as a processor; the students listen to the model of dialog by the teacher, the students repeat the words, sentences and dialogue as accurately as possible.

As the performer, the students practice the dialog of conversation with their partner in front of the class. The last, as the problem solver in the teaching-learning process, the students ask and answer the teacher question or question in the book. Unconsciously, the students also have solved their problem by practicing the language in pair and In front of the teacher

2. The Problems Faced by the Teacher and the Solution in Teaching English Using Audio Lingual Method

a. The Problem Faced by the Teacher in Teaching English Using Audio Lingual Method

Based on the interview with the English teacher, the writer concluded that there were some problems faced by the teacher in teaching English using audio lingual method.

1. Limited time

Limited the time was the problem faced by the teacher in the implementing ALM. The time was only 2 x 35 minutes in a week. It is used to teach all the language skills, namely: writing, speaking, and reading,

listening. So, the time was not enough for all the language skills and the teacher get more difficult to give the student's activity in the class. For example: when the teacher gives more exercises in the class, the teacher only continue a halfway, because the time is over. When the teacher gives homework to the students, in the next meeting their homework will be presented in front of the class, but the teacher only asks other students to give response to their work because of the limited time.

2. Motivation of the students.

Motivation of the students in learning English is one of the factor that become problem faced by the teacher in the teaching learning using Audio Lingual Method. Based on the interview with the English teacher, the students sometimes have good mood to study English, but sometime they are bore to study English given by the teacher. It occurred not all the students, but occurred in part of the students who did not work well in the process of teaching English. So, it was little problem by the teacher in the implementing audio lingual method in teaching English. So, the teacher should give the motivation and stimulus to the students. By giving motivation and stimulus, it built the student's spirit in the class and rehearsed their skill throwing this method.

3. Different capabilities of the students.

Different capabilities of the students become the problem faced by the teacher. Each students has different capability in receiving the material that given by the teacher. In teaching English, the teacher gives the language skills; speaking, reading, writing, and speaking. In elementary school, the teacher still focuses on

meaning, spelling, and pronunciation. Based on the writer observation, the students still get difficulties in memorizing the words, meaning, and spelling new word correctly. It occurred not all the students, but occurred in some part of students. It shows that different students have different capability.

b. **The Solution of the Problem Used by the Teacher in Teaching English Using Audio Lingual Method**

In this research, the writer also presents the solution to solve the problem in teaching English using Audio Lingual Method. They are as follows.

1. The key of success is being disciplinary in studying, and on time. If the Students are disciplinary in time and studying, it can be easier for the students to understand the material.
2. The teacher gives more motivation to the students. The motivation is important in the student's progress. The English teacher is always motivating the students to study hard before the students began to start the lesson. English is important in communication with other. So, that is the way to give motivation the students.
3. Related to the problem that faced by the teacher, as the teacher should make the lesson interesting, so there would not students who did asleep during the lesson. Because a good teacher should draw out the quite ones and controlled the students.

B. Discussion of the Finding

1. The implementation of Audio Lingual Method in teaching English

In this discussion session, the writer discussed about the overall of the result that the researcher explained above.

The audio lingual method (ALM) is the mode of language instruction based on behaviorist approach. Brown (1994:57) argued that audio lingual method there are some key features; new material is presented in dialog form, repetitive drills, memorization of set of phrases, etc. the aim of this method is to create communicative competence by giving wide-ranging repetition and drilling to the students in language study. From the audio lingual method theory and research finding, the writer suggests that the teacher gives much more repetitions, drilling and memorization extensively in English teaching-learning. The teacher gives drilling models; word repetition and sentence repetition. Moreover the teacher guides the students to read dialog, instruct the students to find the meaning and practice it in front of the class, and the teacher monitors and correct the students performance.

The teacher's role are the teacher functions in the fulfillment of teaching-learning activities, teacher gives influence over learning, teacher as a counselor. Learner's roles are presented in the learners view as a processor, performer, and problem solver.

2. The Problem Faced by the Teacher and the Solution in Teaching English Using Audio Lingual Method.

1. Problem Faced by the teacher in Teaching English Using Audio Lingual Method

Based on the findings, the problem faced by the teacher in the teaching English by using audio lingual method to the fourth year of SD N Bedoro 2 Sambungmacan Sragen divided into three problems. They are as follows limited time, motivation of the students and Different capabilities of the students.

2. The Solution in Teaching English Using Audio Lingual Method.

Based on the findings, the solution to solve the problem in teaching English using Audio Lingual Method are as follows; 1.) The key of success is being disciplinary in studying, and on time. If the Students are disciplinary in time and studying, it can be easier for the students to understand the material, 2.) The teacher gives more support and motivation to the students. The English teacher is always motivating the students to study hard before the students began to start the lesson. 3.) The teacher should make the lesson interesting, so there would not students who did asleep during the lesson. Because a good teacher should draw out the quite ones and controlled the students

Based on the research finding, the writer compares this research to Audio Lingual Method theory. The audio lingual method (ALM) is the mode of language instruction based on behaviorist approach. Brown (1994:57) argued that audio lingual method there are some key features; new material is presented in dialog form, repetitive drills, memorization of set of phrases, etc. the aim of this method is to create communicative competence by giving wide-ranging repetition and drilling to the students in language study. From the audio lingual method theory and research finding, the writer suggests that the teacher gives much more repetitions, drilling and memorization extensively in English teaching-learning. The teacher gives drilling models; word repetition and sentence repetition. Moreover the teacher guides the students to read dialog, instruct the students to find the

meaning and practice it in front of the class, and the teacher monitors and correct the students performance. Then by applying ALM the student implements some roles. As a performer the student practice and read the dialog in conversation. As the problem solver in teaching-learning process, the students ask and answer the question from the teacher.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion there are some conclusions that can be drawn by the writer. The conclusions as follows:

1. The Implementation of Audio Lingual Method in Teaching English at the Furth Year of SD N Bedoro 2 Sambungmacan

a. The classroom activity of Audio Lingual Method

In general, the implementation of Audio Lingual Method in teaching English at the fourth year of SD N Bedoro 2 Sambungmacan was not fully appropriate to the principle of classroom technique of ALM. Based on the finding, the teacher still used native language especially when explaining the words meaning.

b. The teacher's role of Audio Lingual Method

The teacher' role are the teacher functions in the fulfillment of teaching-learning activities, teacher gives influence over learning, teacher as a counselor.

c. The Student's roles of Audio Lingual Method

Student's roles are presented in the learners view as a processor, performer, and problem solver.

2. The Problem Faced by the Teacher in the Teaching English Using Audio Lingual Method

a. Problem Faced by the teacher in Teaching English Using Audio Lingual Method

The problem faced by the teacher in the teaching English using audio lingual method at the fourth year of SD N Bedoro 2 Sambungmacan are the limited time, motivation of the students, and Different capabilities of the students

b. The Solution in Teaching English Using Audio Lingual Method

The solution of the problem in teaching English using Audio Lingual Method are as follows; discipline, teacher gives more support and motivation to the students, and the teacher should make the lesson interesting.

B. Suggestion

Based on the conclusion, the writer wants to propose suggestions as follows;

1. To the English teacher of SD N Bedoro 2 Sambungmcan
 - a. The teacher should be able to arise the students' motivation and interest in learning English
 - b. The teacher should be patient in the teaching students.
2. To the students
 - a. The students must pay attention when the teacher explains the materials.
 - b. The students have to be actively involved in the learning activities in the classroom.
 - c. The students must study hard and ready the material during the lesson begins.

3. To the principle of SD N Bedoro 2 Sambungmacan

The headmaster of SD N Bedoro 2 Sambungmcan should enrich its facilities to support the English teaching learning-process.

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