

**THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING
LISTENING TO THE SECOND YEAR STUDENTS OF SMK 2
MUHAMMADIYAH ANDONG BOYOLALI**



RESEARCH PAPER

Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2010

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening skill as one of the language skills has an important role to develop the ability to make an effort to listen spoken English. Giving beginners lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. Listening alone is not enough; the availability of listening material is very helpful for the students. In the earliest stage of learning, the students need to be given help in identifying where sentences, phrases, and words begin and end. In other words, they need help in recognizing some of the structures of the language. The teacher can help them to do this by isolating word from their sentence context and putting them back into phrase or sentences again.

Listening activities require big attention and high concentration to catch the meaning of utterance. Tomatis (2007:4) states that listening is not synonymous with hearing. Hearing is generally defined as a passive process in which sound is simply perceived. Moreover, listening is defined as an active, focusing process which allows for a quick and precise analysis of sound that is heard. According to Azies and Wasilah (2008: 81-82) through listening skill, the students are able to elicit the vocabulary, grammar, and good pronunciation. By using the vocabulary and grammar, listeners are able to construct good meaning perception of the message received in their mind and

express the ideas that are built from the mind perception in oral speech. In English language learning, the student who has good competence in listening skill will be easier to master another language skill.

Listening is an aural competence that is not easy to be mastered. Many students gain difficulties in mastering listening skill. Listening is an active skill, because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. There are two knowledge points of listening comprehension learning, that is the knowledge of the syntax of the target language and the knowledge of the real world (Richards (1987) in Fauziati (2002:118).

The teaching of listening skill cannot be neglected from the English instruction. In this context, it is very beneficial for teachers to develop learning and teaching strategies that their students possess their strategic listening skill, and the integration of the language skills.

The function of the teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes a facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they may need English. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the use of a variety of teaching methods.

In teaching listening, the teacher can use audio lingual method, Audiolingualism has scientific foundation which clearly links between theory and practice. It was, in fact, the first approach which could be said to have developed a ‘technology’ of teaching based on ‘scientific’ principles. One of the interesting aspects of language teaching methodology over the past thirty years or so has been the relationship between theory and research in disciplines such as linguistics, psychology, sociology, and language teaching. The principle rationale of Audiolingualism was derived from Behaviorist Psychology and Structural Linguistics (Fauziati, 2002: 28).

Based on the condition above, in this research the writer will focus on analyzing the implementation of Audio Lingual Method (ALM) in teaching listening to the second year students of SMK 2 Muhammadiyah Andong Boyolali. The writer decided to choose the subject of SMK 2 Muhammadiyah Andong Boyolali, because this school has a good language laboratory which is completed with good facilities for supporting listening skill. And the other reason the writer does the research because she can get the larger knowledge and experience about how to teach English using Audio-lingual Method, especially to teach second year students of senior high school.

The condition above encourages the writer to do research on teaching listening using Audio lingual Method. In this research the writer focuses the research to analyze “THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING LISTENING TO THE SECOND YEAR STUDENT OF SMK 2 MUHAMMADIYAH ANDONG BOYOLALI”.

B. Problem Statement

This research concerns with the following problems:

1. How is the implementation of Audio Lingual Method in teaching listening especially to the second year students of SMK 2 Muhammadiyah Andong Boyolali?
2. What are the problems faced by the teacher and students in the implementation of Audio Lingual Method in teaching listening to the second year students of SMK 2 Muhammadiyah Andong Boyolali?
3. How do the students respond to the implementation of Audio Lingual Method?

C. Objective of the Study

The research is aimed at describing:

1. the implementation of audio lingual method in teaching listening especially for second year students of SMK 2 Muhammadiyah Andong Boyolali.
2. the problems that appear in implementating this method.
3. the students' response to the implementation of Audio Lingual Method.

D. Benefit of the Study

There are two major benefits in this research; they are practical and theoretical benefits.

1. Practical Benefit
 - a. For the writer, she can get the larger knowledge and experience about how to teach English using Audio Lingual Method, especially to teach

the second year student of senior high school.

- b. For the teachers of SMK 2 Muhammadiyah Andong Boyolali, it can be a source of information and knowledge about the kind of teaching methods especially in teaching listening and also it can be implemented by the teacher in teaching and learning English especially in listening skill.

2. Theoretical Benefit

- a. The results of this research paper can be used as an input and reference in teaching listening process especially in teaching listening to the second year students of senior high school.
- b. The finding of this research will be useful to the readers who are interested in analyzing teaching listening process to the students of senior high school.

E. Research Paper Organization

This research paper consists of five chapters:

Chapter I is Introduction, which covers background of study, problem statement, objective of study, benefit of study and research paper organization.

Chapter II is review of related literature. It contains previous study, notion of Audio Lingual Method, notion of listening skill, notion of teaching listening.

Chapter III is research method. It deals with the type of research, subject of the study, object of the research, data and data source, methods of collecting data, and technique of analyzing data.

Chapter IV is the data analysis. It focuses on the data analysis and the discussion of the finding in the implementation of Audio Lingual Method (ALM) to the second year student of SMK 2 Muhammadiyah Andong Boyolali in teaching listening.

Chapter V is conclusion and suggestion.