

**THE EFFECT OF USING AUDIO LINGUAL METHOD ON STUDENTS
LISTENING SKILL:
AN EXPERIMENTAL STUDY AT SMPN 11 MATARAM
IN ACADEMIC YEAR 2013/2014**



Article

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APPROVAL

The Effect of Using Audio Lingual Method on Students Listening Skill: An Experimental Study at SMPN 11 Mataram in academic year 2013/1014.”

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THE EFFECT OF USING AUDIO LINGUAL METHOD IN
INCREASING STUDENTS LISTENING SKILL: AN
EXPERIMENTAL STUDY ON SECOND GRADE AT SMP NEGERI
11 MATARAM ACADEMIC YEAR 2013-2014.

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ABSTRACT

Penelitian ini dilakukan untuk menentukan apakah penggunaan Audio Lingual Method efektif dalam meningkatkan kemampuan listening siswa. Penelitian ini merupakan penelitian eksperimen dengan desain kelompok kontrol pre-tesa dan post-tes. Sample penelitian adalah 64 siswa yang terdiri dari 32 siswa dari kelas control dan 32 siswa dari kelas eksperimen. Dalam melakukan penelitian ini kelas eksperimental diberikan perlakuan menggunakan Audio Lingual Method sementara kelas control menggunakan Direct Method. Dalam pengambilan sample peneliti menggunakan Random sampling. Nilai rata-rata siswa pada kelas eksperimental adalah (15.12) dan untuk control kelas (3.53). Sementara itu perbedaan yang significant dalam kemampuan listening pada kedua kelompok setelah mendapatkan perlakuan. Hal itu bias dilihat dari hasil t – test yaitu 3.34 yang mana lebih tinggi dari nilai t- table pada level .05(95%) sama dengan 1.9990 dan level .01(99%) 2.6575 pada degree of freedom (df) pada 62.

Kata kunci : Mendengarkan, effect, Audio Lingual Method.

ABSTRACT

This study aimed at finding out whether the use of Audio Lingual Method is effective to increase students listening. This study was design as the expeimental study which applied pre-test and post test to collect the data. These were 64 students taken as the sample ; of which 32 from experimental group and the other 32 from the control group . In conducting the research, the experimental class was taught by using Audio Lingual Method and control class was taught by using direct method. The result of the pre-test of both group in standard score shows that students scores in experimental group is higher than control group which is 1792for control groups and 1481 for the experimental groups. The result of the post-test showed that the standard score of the experimental group is 1965 and the standard score of the control group is 1905. However, There was significant difference in listening skill of two group after the treatmnet. The Experimental Group shows a better from improvement than Control Group. It can be seen the result from t- test which is 5,29 which is higher than the critical value of t – table at the confidence level .05(95\$%) equal to 1.9990 and the confidence level .01(99%) 2.6575 in degree of freedom (df) of 62.

Key words: *Listening, Effect, Audio Lingual Method.*

A. Background of study

Language is very important for us because we use it to communicate with other people. Language is a complex and dynamic system of conventional symbols that is used various modes for thought and communication. It can be defined as socially shared code or conventional system for representing concept through the use of arbitrary and rule-governed combination of those symbols.

English is one of the most important foreign language in the world. Half of the people in the world used English for communication either as second language (Malaysia, India, etc.) or foreign language (Korea, Japan, and Indonesia). Indonesia is one of the country that uses English as the foreign language. As an international language, of course, English is very important to be learnt, especially at schools. It is a compulsory subject that is taught at junior high school and senior high school. English is taught in order to develop communication ability in oral and written forms. It is also used to transfer information and knowledge. English is an international language which used for communication.

There are four skills in learning English such as listening, speaking, reading, and writing. Students should master all of the skills in learning process. One of the basic skills of English skill is listening. It is very important for students to be able to hear different listening material. Students must have listening competence to understand the listening materials. When students first learn a language, they generally have to listen to the words several times before they are able to recognize and pronounce those words. According to River (1978:62) in Juliana (2007: 2) "listening as one of language skill plays an important roles in daily communication". Besides that, the English as the final exam at Junior or Senior high school are divided into two forms

listening and written test. Students are listening to the material through tape while the written focus on reading and grammar.

Based on the explanation above, it is clear that listening cannot be separated from English language teaching at school. Therefore, listening ability is important to support the student in learning process, it can help students to listen and understand the listening material from their teacher in classroom, and they can apply it in speech and writing skill in teaching learning or in their daily life.

Nowadays, language practice is important in language learning because it can help student in understanding English easily. Researcher found that the students in SMPN 11 Mataram are lack of practicing in listening skill and facing the difficulties in distinguish how to pronounce the words, phrase, or sentence correctly.

There are many ways to improve the students listening skills, one of them is Audio Lingual Method. Audio Lingual Method is a method, which introduced in United State of America in 1940s. The Audio-Lingual method aims to develop listening competence of students through audio and the conversation audio and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. The objective of this study is to demonstrate how the use of Audio-Lingual method facilitates learning a foreign language, in this case how is the method increasing students' listening skill.

1.1. Research Question

Based on the background of the study, the writer would like to concern with the problems of the study as “Does the Audio Lingual Method affect students listening skill of Second Grade Students at SMPN 11 inMataram Academic Year 2013/ 2014.”?

1.2. Purpose of study

Based on the backgrounds and the problem above, the purpose of the study is to find out whether or not theAudio Lingual Method increases the students listening skill. Audio Lingual Method can use some media such as tape recorder and language laboratories as media to deliver the listening material. The scope of this study is to focusing on recognizing words or order pattern by using audio as the tool to deliver listening material and to provide some new information for English teacher and studentsinrelationship with the research.

B. Review of Related Literature

2.1. Listening in learning

According to Machado (2012:223) in Ridwan (n.d) states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, grammar, vocabulary, and grasping the meaning. Therefore, listening is one of the important skills in learning English but in fact listening still low in practice.According to Richards, (2008) cited in Ratebi z. (2013) Listening is an essential aspect of communicative competence and the most frequently used language skill.

2.3.The importance of Listening

Good listening skills make learners more productive. The ability to listen carefully will allow a person to understand assignments in a better way and find what is expected, answer questions, and find underlying meanings in what others say. Listening is used for more than any other single language skill in daily life. On average, we cannot expect to listen twice as much as we speak, four times as much as we read, and five times more than we write. According to Rivers, (1981); Weaver, (1972) in Murcia (1995), the importance of listening cannot be underestimated; it is imperative that it not be treated trivially in second and foreign language curricula.

During the 1980s new instructional frameworks that featured functional language communicative approaches also give special attention to listening. Today, attention to listening in second language development is becoming an important topic of study in both theory and pedagogy.

2.4. Type of listening

According to Murcia c. (1996) there are three types of listening which are:

1. Listening to repeat (imitate and memorize)

Listening and repeat are key components in both audio lingual situational instruction and these models continued to be used in number of programs. Listening / repeating are also techniques used for pronunciation work in other kinds of instruction formats. Here the learner or students are asked to listen, in order to “hear” a model like sentence, a phrase, a word and a sound and other to produce it.

2. Listening to understand (comprehension on meaning as communicative language function)

3. Listening as primary focus in the “ comprehension approach.

C. Research Method

3.1. Design of Study

This research was an experimental research. It means that the researcher investigated and analysis the data after gavethetreatmenttothesubject. Arikunto (1997:10) stated that “if the research phenomena are intentionally emerged by the research, it is called experimental research or in order words an experimental research is done intentionally,”. (See also Robi, 2010: 31).

3. 2. Population of Study

The population of this study werethestudentsof SMPN 11 Mataram in Academic Year 2013- 2014 with 750 students from 18 classes of second year with 38-39 students each class.

3.3. Sample of Study

Sample is a smaller representation of large whole Miller (1964) that is way the sample of this study was taken of the two classesfrom all the classes in second grade at SMPN 11 Mataram in Academic Year 2013-2014 which is consist of sixclasses. Here, researcher used randomnessamplingtechnique. In random sampling each member of the population under study has an equal chance of being selected. (Yusra , 2006

3.4 Method of collecting Data

In collect the data; researcher take the data from pre- test and post test, gave the pre- test to the subject before treatment by using the Audio Lingual Method. Meanwhile, post test wasgiven at last as follow.

1. The pre- test

In the pretest, the researcher gave tests to the students to know the basic knowledge of students in listening skill.

2. Treatment

Researcher provided a set of different treatments for the two groups; apply Audio Lingual Method in experimental group and Direct Method in control group in teaching listening skill. In treatments researcher gave the listening material to the students about descriptive exactly describe someone or something. When deliver the material researcher used audio as media and apply the Audio Lingual Method in teaching listening. The treatment was given three times to students. Therefore researcher was use direct method for control group.

3. The post – test

After giving the treatment to the students the researcher gave post test to the students. The post test was aimed to know the ability of the students listening skill after the treatment.

3.5. Data analysis

$$T = \frac{\sum X}{N} + \frac{\sum Y}{N}$$

Where :

X : Student's raw score

M : Mean score

SD : Standar deviatio

After getting two scores, the researcher computed the mean score of experimental group and control group by using the following formula:

$$M_x = \frac{\sum X}{N}$$

$$M_y = \frac{\sum Y}{N}$$

$$M_x = \frac{\sum x}{N}$$

Where:

M = is the mean score of experimental Group

x = is the deviation score of both pre-test and post- test

N = the number of sample

\sum = the sum of...

While, the formula will apply for control group is as follows:

$$M_y = \frac{\sum y}{N}$$

M = the mean scores of control group

y = the deviation score of pre test and post test

N = the number of sample

\sum = the sum of

Reseracher also calculated the total sum square of deviation score in experimental group and control group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

(Arikunto, 2006)

The main score obtained through the formula above were analysed and interpreted. As a final point, the researcher computed the two main scores whether significant or not.

$$T - tes = \frac{M_x - M_y}{\left(\frac{\sum x^2}{N} + \frac{\sum y^2}{N} \right)^{1/2}}$$

M = Mean Deviation of Each Group.

N = Number of Subject.

- x = Deviation between Pre and Post-test (experimental group)
- y = Deviation between Pre and Post-test (Control Group).
- df = $N_x + N_y - 2$ (Degree of Freedom).

3.6 Testing hypothesis

This is the formula to test hypothesis

1. If $t - \text{test} \geq t - \text{table}$ at the confidence level of .05(95%), H_a : " The effect of Audio Lingual Methodon students listening skill "accepted".
2. If $t - \text{test} \leq t - \text{table}$ at the confidence level of .05(99%), H_o : " Audio Lingual Method does not affect listening skill.

D. Findings and Discussion

In this chapter researcher presents the analysis of the data that was gathered related to the use of audio-lingual method in improving the listening skill of the second year students of SMPN 11 Matarm in academic year 2013-2014.

1. T- test

$$\begin{aligned}
 T - \text{tes} &= \frac{M_x - M_y}{\frac{\sum \sum (- + -)}{}} \\
 &= \frac{15.12 - 3.53}{\frac{.7855,97}{(- + -)}} \\
 &= \frac{11.59}{\frac{.}{(- + -)}} \\
 &= \frac{11.59}{201.73(0.06)}
 \end{aligned}$$

$$= \frac{11.59}{3.47}$$

$$t - tes = 3.34$$

E. Conclusions And Suggestions

5.1 Conclusion

Based on the investigation and analysis in the previous chapter the researcher concludes that

- a. The result of the t- test is higher than t- table. It indicates that the Null Hypothesis (H_0) which states “ audio lingual method does not affect listening skill” is rejected and the alternative Hypothesis (H_a) which state “Audio Lingual Method in increasing students listening skill” is affects.
- b. There were different scores in the Experimental Group and the Control Group. The mean deviation score of experimental group is higher than the control group which are 15.12 for experimental group and 3.53 for the control group..
- c. There were significant difference in listening skill of two groups after the treatment. The Experimental Group showed a better improvment than Control Group. It can be seen from the result from t- test score 3.34 which was higher than the critical value of t – table at the confidence level .05(95%) equal to 1.9990 and the confidence level .01(99%) 2.6575 in degree of freedom (df) of 62.

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