APPLYING AUDIO LINGUAL METHOD IN ENGLISH LESSONS

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ABSTRACT --The beneficial of technique in teaching assists the students to enjoy the learning process. The effective technique of teaching in the learning process can be seen on the performance or the goal. The goal of learning foreign language is mastered the target language. In a general way, the foreign language like English is studied by the learner in the secondary school. The technique of teaching has been made to reduce the failures of learning foreign language.Speaking and listening are important skills in learning English. Due to the significant of speaking and listening itself, there are some functions of speaking and listening for the users and respondents. The functions of those can be seen clearly in the application of speaking in daily life such as to communication, express the idea orally, give command to the other persons, etc. In addition, the method of learning speaking and listening must be taken in the learning process to achieve the goal of learning foreign language.Based on the previous explanation, it is intriguing to find out the method that it is appropriated with the technique of teaching speaking and listening. However, there are many methods of teaching speaking such as The Direct Method, Audio Lingual Method, The Grammar Translation Method, etc. Therefore, this paper will focus on the application of Audio Lingual Method in English speakingclass.

Keywords--Technique, Speaking, Method, Audio Lingual Method,Repetition drill,Dialogs memorization

I. INTRODUCTION

Teaching is the process of carrying out the activities in getting students to learn. Teaching becomes a process of assisting performance, rather than controlling and testing. Teaching can be defined as showing or helping someone or helping someone to learn how to do something, providing the knowledge, to know or understand. Teaching is the process of transferring the information to the object or the learners, in the learning process at school it is also the activity that the teacher is explained or presented the material to the students and the students are given attention to the explanation of teacher and there are an interaction during the learning process. While, teaching speaking is the process of making students to produce or practice the target and express it orally, actually, the material from the teacher to the students must be appropriated with the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using the target language (English) orally. Most of the students still get the difficulties in using English for communication. It is caused many factors including the limited students' vocabularies and knowledge of grammar, even the method may used by the teacher in teaching English. The other factors that may influence the students speaking ability are the lack of practicing English in their daily life

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because most of their friends speak Bahasa Indonesia and not all person in the home can be a model of learning the target language, so students are not able to speak English spontaneously, fluently, and comprehensively because they are afraid of the fault and they are afraid of taking a risk.

II.   METHODOLOGY

One method teacher usually used is Audio Lingual Method. Applying Audio Lingual Method in the speaking and listening class is challenging, especially applying Audio Lingual Method in speaking class. However, due to time and the length opaper, there are several limitations: 1) Audio Lingual Method. And 3) the application of ALM in the teaching Speaking class. The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.   In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies…etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown (2001, p.23) stated that the audio lingual method was firmly grounded in linguistic and psychological theory. He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology

III.   MAIN PART

The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking.

Larsen-Freeman(2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. (1) *Dialogs memorization* : Students memorize an opening dialog using mimicry and applied role playing. (2) *Backward Build-up (Expansion Drill):* Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. (3) *Repetition drill*: Students repeat teacher's model as quickly and accurately as possible. (4) *Chain drill* : Students ask and answer each other one by one in a circular chain around the classroom. (5) *Single-slot Substitution drill:* Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place. (6) *Multiple-slot*

Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line. (7) *Transformation drill*: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. (8) *Question and Answer drill* :Students should answer or ask questions very quickly. (9) *Use Minimal Pairs Analysis:*teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words. (10) **Complete the dialog:** Selected words are erased from a line in the dialog-students must find andinsert. (11**) Grammar games:** Various games designed to practice a grammar point in context, using lots of repetition.   In the Audio Lingual method, the classroom atmosphere is the main actor.

IV. DISCUSSIONS

Creating a relaxed classroom, nonthreatening learning environment is essential for achieve the successful of learning process. The goal is that students will assimilate the content of the lessons without feeling any type of stress or might bored. Classrooms are equipped with comfortable seating arrangements and make into a comfortable to learn.

Typically, the procedure in an audio-lingual course would be: a). Students hear a model dialogue b). Students repeat each line of the dialogue c). Certain key words or phrases may be changed in the dialogue d). Key structures from the dialogue serve as the basis for pattern drills of different kinds. e). The students practice substitutions in the pattern drills.

The typical techniques of Audio Lingual Method are emphasized the memorization, and mimicry. Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method : Dialog memorization, Backward Build-up (Expansion Drill), Repetition drill, Chain drill, Single-slot Substitution drill, Multiple-slot Substitution drill, Transformation drill, Question and Answer drill, Use Minimal Pairs Analysis, Complete the dialogue, and Grammar games. But not all the techniques can be applied in the speaking class. The problems are located in the students need, the capacity of students, and the learning style of students. The most technique is used by the teacher are Dialog memorization, Repetition drill and Complete the dialog.

V. CONCLUSION

Based on the explanation above, it is obvious that the techniques of teaching speaking using Audio Lingual Method are good. There are three most common of technique that is used by the teacher to teach speaking through Audio Lingual Method, such as dialog memorization, repetition drill and complete the dialog. The effectiveness of the technique are improved the speaking ability of the students, the performance index can be tested, the authenticity of the dialog or the text is important. However, the attainment is demanded on the both aspect; teacher and students.

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