

The Correlation of Audiolingual Method With Students' Listening Skill At SMA Negeri 1 Aek Natas

Nurhanna Harahap¹,

English education study program Teacher training and education faculty
Al-washliyah university of labuhanbatu

Abstrak

The problem in this research contents is about the difficult in learning listening. And the lack of level understanding of the concept of learning language, make the students when they are listening, they are not listening the subject. Because the student did not understand what the native speaker said, So, They are lazy to listen more the subject. The objective of this research is To know the significant improving between students' listening skill with the audiolingual method. The subject of research is the students SMA Negeri 1 Aek Natas total number of students 60. The object research is audiolingual method. The research instrument that had been used is the test. They are pretest and post test. Based on the result, The result of pre test and post test shown the significant improvement. The average score of pre test was Based on the criteria above the test can be regarded reliable, where .66 it is between 0,60-0,88. So, the reability of the test is high. It is found that the students who were taught listening by using audiolingual method get higher score . It can be concluded that teaching listening by using Audio Lingual Method can be effectively improved.

Key word: Listening, Audiolingual Method

INTRODUCTION

English is one of language that use as a means of communication for international matters, and countries in the world using English as foreign that obligate for study. In Indonesia, English as a foreign language that is taught to the students at school and University. English not only as tool of communication, but also as tool of transforming the technology and knowledge.

The purpose of teaching English is that to enable the student to use English language. English teaching has four skills that are listening, reading, writing and speaking. Listening is one of the four language skills which learners usually find most difficult. So, it is regarded as a very essential skill that must be learnt by the student seriously. Listening is now considered as an active skill that that involves many process, Byrnes in osada (1984 : 55).

The importance of English language for students it is so increase quality science students in English, since English is International Language and compulsory for all students to learn.

When the researcher observation in SMA Negeri I Aek Natas, and interview with the Englishes' Teacher. Based on teacher of English language in SMA Negeri 1 Aek Natas, many students have problem in listening. The student have difficult in learning listening. And the lack of level understanding of the concept of learning language, make the students when they are listening, they are not listening the subject. Because the student did not understand what the native speaker said, So, They are lazy to listen more the subject. And then on the listening material, the material is difficult to understand for student. And sometime the problem is on the teacher, Teacher did not use interesting media, method or strategy, teacher did not know what media, method, or strategy suitable for student. This problem will make the value of listening students is lower than the value of writing, reading and speaking, because of the lack of facilities to enhance the ability to listen to students' lack of familiarity of students listen to English language learning, this is indicated by the many students who played during the learning process takes place. and students more quickly bored while studying.

To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond what is said in a variety of ways, depending on the purpose of the communication. Listening involves thoughts, feelings, and intention.

Based on the explanation above, the use of media is very important. In this problem, the researcher chooses listening audio by using the audiolingual method, because that is one of the methods that can motivate the students' learning activity, especially in the listening subject. Audio can be an interesting and helpful media in learning English. The use of the audiolingual method can make students more interested and ease listening learning. Based on the information above, as the title of this research is :

“ The Correlation of Audiolingual method with students' listening skill at SMA Negeri I Aek Natas.

Theoretical Framework

Audiolingual

The term audiolingual was first proposed by Prof. Nelson Brooks in 1964. This method claims to be the most effective and efficient in learning foreign languages and is expressed as a method that has changed the teaching of language into only a scientific method. Audio-Lingual Method (ALM) is the result of a combination of the views and principles of Structural Linguistics, Contrastive Analysis, Aural-Oral approach, and behavioristic psychology.

Basically the audiolingual method is similar to direct methods. The method appears before this method is a direct method. The audiolingual method is the method which focuses on repetition of some words to memorize. The audiolingual method is a method that uses pattern drills and practice in language teaching.

The Audio-Lingual method is that language learning is a question of habit formation. It has its origins in Skinner's principles of behavior theory. The audio lingual method is a method that deals with a behaviorist theory that uses stimulus, response, and reinforcement.

According to Harmer (2004:30) Audiolingual is the name given to a language teaching methodology based heavily on behaviorist theories of learning, these theories suggested that much learning is the result of habit formation through conditioning.

According to Brown (1994:57) also enumerates the principles of the Audiolingual method as follows: (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 a tendency to manipulate language and disregard content.

The Characteristic of Audiolingual Method

There are some characteristics of the audio lingual method :

1. The purpose of the teaching is the mastery of the four language skills in a balanced manner.
2. The order of presentation is listening and speaking and then reading and writing.
3. Lessons writing is a representation of a lesson to speak, in the sense of writing lesson consists of a quantity and vocabulary that have been learned orally.
4. Translation is avoided. The use of the mother tongue is indispensable for explanation, limited basis.
5. Grammar (in the sense of knowledge) are not taught in the beginning stages, and required at certain stages of teaching grammar should be taught inductively, and gradually from easy to difficult.
6. The selection of material is emphasized on the unit and patterns that show their structural differences between foreign languages taught and the learner's mother tongue. Similarly,

the forms of student errors with common and high frequency. This requires analysis and allowed analysis.

7. The possibilities of error in giving the student response should be seriously avoided.
8. Teachers at the center of class activity, students attend (respond to) what was ordered (stimulus) by the teachers
9. The use of the recording material, laboratrium language, and visual aids greatly emphasized.

Listening

Listening, it is an active, complex process that includes being mindful, physically receiving messages, selecting and organizing information, interpreting communication, responding, and remembering. To listen effectively, we use not only our ears, but also our eyes and hearts.

According to Harmer (2001:99) Listening is special too because spoken language , especially when it is informal , has a number of unique features including the use of incomplete utterances.

According to Anderson (2000 : 14) process a cognitive framework of language comprehension involved in listening that consist of there phases of processing (perception, prasing, anf utilization) in which perception is three level. The three processes are interrelated and recursive, therefore during a single event they “ may flow one into the other, recycle, and may be modified based on what occurred in perior or subsequent process”. During perceptual processing, attention is focused or oral input and sound are retained in echoic memory, a mechanism that is characterized by capacity limitation that prevent specific word sequences from being retained longer that a few second.

Based on theory above, the researcher conclude that listening our understanding of hearing English. Listening is important material in English because we must understand what the people say on us.

THE RESEARCH METHOD

This research will be conducted at SMA Negeri I Aek Natas. The Researcher chooses this school because the same research never conduct yet in this school. For this research, the writer used the quantitave research. Quantitative research views the world as unbiased. Quantitative studies characteristically test a hypothesis. Quantitative research requires that researchers separate themselves from occurrences being considered. The focus is on collecting empirical evidence, in other words, evidence gathered through the five senses (Schmidt & Brown, 2009). Observations are measured Numbers that can later be statistically analyzed are used by the researcher.

This research design will present several characteristics; (1) it has two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups will be measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups will be done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

DISCUSSION

Based on the criteria above the test can be regarded reliable, where . 66 it is between 0,60-0,88. It is found that the students who were taught listening by using audio-lingual method get higher score.

The research has been conducted and has done by researcher that on Nopember 2016 at eleventh grade of SMA Negeri 1 Aek Natas. The data was collected by giving the student a test that consist of 10 items. In this research, the sample was divided into two groups, the Experimental and Control groups. Each group was give a pre test and post test.

The following there is score of the pre test and post test from Experimental and Control Groups.

Table 4.1.1

The result of Pre Test and Post Test in Experimental Group

NO	NAME	Pre Test(T₁)	Post Test (T₂)
1	Ahmad Rizki Munthe	50	80
2	Adetia Indriani	50	70
3	Afika Handayani	70	80
4	Ayub Pandapotan	60	80
5	Andini Sagala	50	70
6	Chairil Anwar Purba	60	80
7	Doni Supadil	70	90
8	Evra Mario	50	70
9	Fifi Afriliani	50	80
10	Franky Wiranata	50	70
11	Ika Wahyu Syafitri	60	70
12	Lusmider	70	80
13	Lady Indiana	50	70
14	Liza Derisma	40	70
15	M. Zulfikar Pohan	50	80
16	Marissa	50	80
17	Nida Nurhayani	60	80
18	Putri Nur Ramadhani	60	70
19	Putri Sriana Ansori	70	90
20	Rodiah Pitriani	80	90
21	Sofintra Prayogy	40	60
22	Saad Syahrul	50	70
23	Siti Arfah Ritonga	40	70
24	Sultiana Sakinah	40	70
25	Suka Adia Putri	50	80
26	Siti Aisyah Pasaribu	60	80
27	Taufik Setiawan	60	70
28	Wilda Khairunnisa	50	80
29	Yustia Hariani	40	70
30	Yehezki	70	90
	Total	1.650	2.290

Table 4.1.2

The result of Pre Test and Post Test in Control Group

NO	NAME	Pre Test(T₁)	Post Test (T₂)
1	Adinda Utami Ritonga	60	70
2	Andre Agasi	70	90
3	Aldo Setiawan	40	60
4	Andreas Situmorang	50	70
5	Bayu Ardiansyah	50	80
6	Boma Pandapotan	60	80
7	Desi Natalia	70	80
8	Danang	60	70
9	Dina Meliza	50	70
10	Eka Syafitri Ritonga	50	80
11	Exaudi Sihombing	50	60
12	Evi Syahfitriani	60	80
13	Gayus Manullang	50	70
14	Indah Panjaitan	40	60
15	Lusi Wulandari	60	80

16	Lihardo Girsanga	60	90
17	Lewinda	30	60
18	Nadia Khadijah	50	80
19	Nurul Hidayat Nasution	60	80
20	Nur Arika Cintya	40	70
21	Putra Bungsu Sagala	50	70
22	Ratih Maharani	50	80
23	Rizki Ramadhani	40	60
24	Rubbi Zulmi	60	90
25	Siska Fitriani	50	70
26	Sulistia	60	70
27	Sulistia Lestari	80	90
28	Siti Misria	60	80
29	Siti Hajizah	70	80
30	Yemima Friskila	50	60
	Total	1.630	2.230

CONCLUSION

Based on finding discussion, there are some conclusion :

1. Students' Listening skill before using Audiolingual method, the Researcher gives pre test and post test.
2. Students' Listening skill after using Audiolingual method, the Researcher gives pre test and post test.
3. After the researcher see the result of pre test and post test , actually there is the significant effect between Audiolingual method and listening skill.
4. teacher to use audiolingual method in teaching listening skill, because have much value of language and can creat students' motivation.

REFERENCES

- Arikunto,Suharsimi.2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Arikunto,Suharsimi.2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Cipta Press
- Arikunto,Suharsimi.2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Cipta Press
- Anderson, Mark.2000. *Text type in English*. Shout yarra.Maccemilan
- Brown, G.1983. *Listening to Spoken English*. London : Longman
- Brown, H. Doudglas.2000. *Principles of Language and Teaching*, second edition, [http ://jlt-polinema.org/?](http://jlt-polinema.org/?) accessed on 02nd August 2015
- Byrne,Donn.1984. *Teaching Writing Skill*. London, Longman
- Danim, Sudarman.2004. *Metode Penelitian untuk Ilmu-Ilmuprilaku*. Jakarta : Bumi Aksara
- Emmert,P.1994." *A Defenition of Listening Post*", 51.6
- Harmer, Jeremy.2003. *The Practice of English Language Teaching*.Malaysia : Longman
- Harmer, Jeremy .2001. *How to Teach English*. England : Person Education Limited
- Iskandar, Bukhari and Suryatik.2014. *Panduan Penyusunan Seminar Proposal dan Skripsi*. Rantauprapat : Perpustakaan Univa
- Merriam – Webster Online Dictionary
- Syahputri, Eka Ayu, 2015. *The Effect of Powerful Vocabulary on Student's Listening Comprehension at SMK Pemd Rantau Prapat*.(Non Publishing)
- Sujiono, Anas.2013. *Pengantar Evaluasi Pendidikan*. Jakarta : Raja Grafindo Persada
- [www. Oxford Dictionarities.com/defenition/english/effect](http://www.OxfordDictionarities.com/defenition/english/effect) on 12th januari 2016
- www.ehow.com/info.12077194.advantages-listening-skill.html

REFERENCES

- Arikunto,Suharsimi.2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Arikunto,Suharsimi.2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Cipta Press
- Arikunto,Suharsimi.2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Cipta Press
- Anderson, Mark.2000. *Text type in English*. Shout yarra.Maccemilan
- Brown, G.1983. *Listening to Spoken English*. London : Longman
- Brown, H. Doudglas.2000. *Principles of Language and Teaching*, second edition, [http ://jlt-polinema.org/?](http://jlt-polinema.org/?) accessed on 02nd August 2015
- Byrne,Donn.1984. *Teaching Writing Skill*. London, Longman
- Danim, Sudarman.2004. *Metode Penelitian untuk Ilmu-Ilmuprilaku*. Jakarta : Bumi Aksara
- Emmert,P.1994.” *A Defenition of Listening Post*”, 51.6
- Harmer, Jeremy.2003. *The Practice of English Language Teaching*.Malaysia : Longman
- Harmer, Jeremy .2001. *How to Teach English*. England : Person Education Limited
- Iskandar, Bukhari and Suryatik.2014. *Panduan Penyusunan Seminar Proposal dan Skripsi*. Rantauprapat : Perpustakaan Univa

