



Using Audio-Lingual-Method to Overcome Student's Listening Problem In Senior High School Kartika Pematangsiantar

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Abstract

Listening is one of the basic skills in learning English. Teaching listening to students is significant, as listening to itself is crucially important in life. Those who do not know how to listen cannot listen to their family friends and understand what is said. Listening has been taught since junior high school through audio, video, songs, games. However, there are still many students who have difficulty listening. Then after we made observations in Senior High School Kartika Pematangsiantar, we researchers found that students did not catch every word they heard. So, as a solution to these problems, teachers can use exciting teaching methods to present teaching materials that also help them create fun classes, namely the Audio-lingual teaching method. The audio-lingual method is one method that aims to emphasize word repetition, which allows students to more easily use the target language so that it is easy to understand.

Keywords: *Audio Lingual Method, Effect, Listening skill, Problem*

A. Introduction

Listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing. English can be mastered along with the four existing skills covering aspects of listening (listening), speaking (speaking), reading (reading), and writing (writing). These four aspects are commonly referred to as the four language skills. The most important thing to be able to understand a language is to listen to it well and correctly.

Listening skills cannot be obtained only through theory, lecture methods, or reading and writing, but there needs to be repeated and continuous practice carried out by students themselves who are assisted by the teacher. One of them is listening to skills. Many students have not mastered English skills well, especially listening skills, for example, the inability of students to understand the teacher's explanations and instructions, or when answering questions based on stories that have been read.

Listening is the most difficult aspect for students to learn. This is because when students listen to words or sentences in English conversation, they are influenced by the accent of the

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teacher and the learning media used. Students are used to the accent that is usually spoken by the teacher or the people around them. Meanwhile, almost all English learning media use native accents, be it videos, movies, games, or songs. Another fact that was found was due to the limited number and understanding of students' English vocabulary.

The main objective of this research is to improve or make efforts to improve listening skills in students' English learning. The technique of developing students' listening skills is done using the Audio Lingual Method. English learning activities through the use of the Audio Lingual Method can improve students' listening skills. One of the improvements in listening comprehension relates to the method reflected in the materials and teaching methods given to students.

B. Literature Review

Listening skill

Listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing. According to Brown (2004: 118) listening is receiving which includes capturing the skills of several processes, abilities that are invisible but have meaning that is analyzed in depth from hearing because they are transmitted to the ears and brain. According to Tarigan (1991:4), listening or listening is an event of listening with full understanding, attention, and appreciation, to get information, including ideas or messages, and understand the meaning of communication conveyed by the speaker from pronunciation through spoken language. In this case, it reminds us that to understand the meaning of the communication conveyed by the speaker, we must listen carefully and attentively.

The Importance of Listening Skill

Talking about paying attention, sometimes many people feel that trivial things are trivial, because listening only looks normal, even though if we examine it more deeply, there are many meanings that make listening important. If a student has good listening skills it can make students more productive. Why? because it will enable one to understand in a better way and find out what to expect, answer questions, and find meaning that determines what other people say. Weaver, (1972) in Murcia (1995), the importance of listening cannot be underestimated; it is important not to be treated lightly in the second language and foreign-language curricula.

Audio-Lingual Method

The audio-lingual method is a method that emphasizes the repetition of words that can help students to be able to use the target language so that it is easy to understand. The purpose of word repetition is to break up troublesome sentences into smaller parts, which is like splitting a sentence into several words. Drilling is a key feature of the audio-lingual approach to language teaching which emphasizes the repetition of structural patterns through oral practice (Brown, 1998: 137). The audio-lingual method uses dialogue as the main form of presentation and language exercises as the main training technique. In this Method, mother tongue is not suggested in class. The purpose of this method is to establish or practice accurate pronunciation and grammar. In this method, the teacher plays an active role in controlling and directing the entire learning program. The teacher will monitor and correct student performance, and also provide a student with a good model to emulate.

Audio-lingual-method has several techniques, according to Larsen (2000:45-50) providing an expanded description of some common common techniques, which are assisted by the Audio-lingual Method. the list here is as follows: 1) dialogue memorization: students memorize an opening dialogue using mimicry and applied to role-play, 2) backward build-up (expansion drill): the teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backward through the sentence, adding each part in sequence, 3) repetition exercises: students repeat the teacher's model quickly and accurately possible, 4) chain exercise: students ask each other and answer one by one in a circle chain around the classroom, 5) single slot substitution practice: the teacher states one line from the dialogue and then use a word or phrase as a "cue" so that students when repeating a line, have to replace it with the sentence in the correct place, 6) double Slot Switching Practice: same as single slot drill, except that there are some cues to change into the line, 7) transformation exercises: the teacher gives a sentence that must be changed into something else; for example; a question to turn into a statement, active sentences to turn into negative statements; etc, 8) practice question and answer: students must answer or ask questions very quickly, 9) use minimum pairs: analysis, the teacher chooses a pair of words that sound identical except for one sound which usually makes it difficult to students is to pronounce and distinguish two words, 10) complete the dialogue: the selected words will be removed from the line in dialogue-students must find and Insert, and 11) grammar games: various games are designed to practice grammar points in context, using lots of repetition.

C. Methods

Setting and Time of the Research

The design of the research used an Audio Lingual Method (ALM) That thus research was conducted at Senior High School Kartika Pematangsiantar, Since October 11 January 15, 2021-2022, The school is located in Jl. Kartini No. 18, Timbang Galung, Kec. Siantar Barat., Kota Pematangsiantar. The subjects of the study was the students of Senior High School Kartika Pematangsiantar, grade X IPS2. The class consists of 44 students, 22 male, and 24 female. The researcher were chosen as the subject of this research because the researcher teaches them English and they have difficulties in listening comprehension.

Research Cycles

Many students do not have sufficient English skills, especially listening skills. For example, a student may not understand the teacher's explanations or instructions or may answer a question based on what they have listen.

The listening aspect is the most difficult aspect for students to learn. This is because when students listen to words and sentences in English, they are influenced not only by the learning media they use but also by the teacher's accent. Students are already accustomed to the accents that teachers and those around them usually speak. Almost all English learning media, on the other hand, use original accents such as videos, tapes, movies, and songs. Another fact discovered was due to the limited number and comprehension of students' English vocabulary. Therefore, we researchers use techniques to improve students' listening skills using vocal language. English learning activities using audio-lingual methods can improve students' listening skills.

Brown (1994:135) states that this in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM). The audio-lingual teaching method is defined as a method that emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to break down the troublesome sentences into smaller parts. Based on the general background of the study above, the research questions can be stated as: 1) How is the students' ability to recognize word meaning in the context? 2) How is the students' ability to recognize the content of the text?

Research Instrument

The researcher employed some instruments for data collection as follow:

1. Observation sheets: it aimed to findings out the students' data about their presence and activeness in teaching learning process.
2. Field Notes and Questionnaire: its aims to noted and question about observatio data.
3. Test: it aimed to understanding about students knowledge about the difficult subject (listening comprehension).
4. Camcorder: it aimed to take video about the result of observation at school in grade X IPS².

D. Findings and Discussion

Teaching listening has attracted a greater degree of interest recently than in the past. For many students, listening skills are difficult skills to improve because in listening students have to pay a lot of attention, must concentrate, so that they can make students fall asleep. Listening requires a quiet situation without noise to do because when there is a lot of noise, listening in English will be difficult (Faridah, 2014: 2).

Some teachers said that they still have difficulty in teaching listening, because students cannot express what is on their mind, due to a lack of vocabulary. Therefore, to help teachers in teaching listening, teachers can use interesting teaching methods to present teaching materials that can attract students' interest and help them create a fun class. One alternative method is the Audiolingual method.

We found several problems with students' listening skills in Senior High School Kartika Pematangsiantar, included: 1) lack of concentration listening to the audio given by the teacher because it only focuses on the beginning of the sentence in the audio, 2) does not understand English accents such as the example of writing the word "center". In UK: Center while in US: Center, 3) interpreting words, students when listening to audio will interpret the words they are listening to, because they are not familiar with English sentences, 4) lack of vocabulary and pronunciation, 5) unable to distinguish between words and sounds, for example when a student hears the word eyes which means mata, he will write the word in the form of pronunciation, namely "Ais".

From the results of our group discussions, we concluded that there are 4 easiest and most effective techniques for teachers to apply in the classroom that make it easier for students to listen and can also solve problems. Practice Questions and Answers Students must answer or ask

questions very well quickly. Use Minimum Pairs Analysis, the teacher chooses a pair of words that sound identical except for one sound which usually makes it difficult for students to pronounce and distinguish two words. Grammar games Various games designed to practice grammar points context, uses a lot. Memorizing the dialogue Students memorize the opening dialogue by using mimicry and applied to role-play. Complete the dialogue. The selected words will be deleted from the line in the dialogue-students must find and enter.

E. Conclusion And Suggestions

Conclusion

For many students, listening skills are difficult skills to improve because in listening students have to pay a lot of attention, must concentrate, so that they can make students fall asleep. Therefore, to help teachers in teaching listening, teachers can use interesting teaching methods to present teaching materials that can attract students' interest and help them create a fun class. Interpreting words, students when listening to audio will interpret the words they are listening to, because they are not familiar with English sentences.

Unable to distinguish between words and sounds, for example when a student hears the word eyes which means mata, he will write the word in the form of pronunciation, namely "Ais". Use Minimum Pairs Analysis, the teacher chooses a pair of words that sound identical except for one sound which usually makes it difficult for students to pronounce and distinguish two words.

Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follow: 1) for students: a) the learner must listen, then speak, then read, and finally write. It is better to do it repeatedly so that students can remember and better understand how to apply this listening method; b) it is better for each student to recognize the learning method that is suitable for them to apply so that it is easier to practice the audio lingual method, 2) for teacher: a) grammar must be presented in the form of sentence patterns or dialogues with topics of everyday situations, and of course using simple words so that students can easily understand them; b) the teacher must also be able to create a calm classroom atmosphere so that students can concentrate well when applying this listening method; c) teachers should recognize the abilities of each student so that it is easier for teachers to apply this audio-lingual method of teaching.

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