THE COMPARATIVE STUDY BETWEEN THE APPLICATION OF THE AUDIO LINGUAL METHOD AND AUDIO VISUAL METHOD ON THE STUDENTS ACHIEVEMENT IN LEARNING ENGLISH PRONUNCIATION AT THE FIRST YEAR OF *SMP PUI GEGESIK*

A THESIS

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English hold the key as international language. English is a tool of communication among peoples of the world to get trade, social culture, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

Learning and teaching English is for people who wish to develop their expertise in English language teaching. It is for teacher at all stages of their career-trainee teachers, newly qualified teachers, and teachers with some experience. It is for teachers of children, young adults, and adults.Cora Lindsay with Paul Knight (2006).

We know method is one of important aspects in English teaching-learning process. The method that the English teacher uses should be challenging and suitable with the students level of English proficiency in order that the lower and higher students are able to achieve the teaching goals. In teaching English especially teaching vocational school, an English teacher expected to teach with particular way and method. She is expected be able to know his or her students in detail, such as

how does their personality, do they love learning English, and how good their English, etc. After the teacher knowing how the atmosphere in his or her class so the teacher can choose the right teaching method. So the learners or students do not get bored and feel comfortable in learning English in order to make them understand what the teacher has explained, what the teacher has taught, and so on.

George Yule (2006) English as an international language emphasizes that English, with its many varieties, is a language of international, and therefore *intercultural*, communication. So, that is enough to answer why we should learn English language accurately. To follow the progress of current globalization, English language has been taught for a long time in schools.

Diane Larsen (2003) English is now the language most widely taught as a foreign language. In over 100 countries, such as China, Russia, Germany, Spain, Egypt, Brazil and in most of these countries it is emerging as the chief foreign language.

Asep Herry Hermawan (2003: 1.20) The second condition after the purpose of education self is the curriculum, the curriculum has the important position and the quality of education depend on curriculum. So the content of the curriculum should be fact what school needed including in learning English language to face the globalization era and to be encountered in schools, often displacing another language in the process.

So that, also the schools in Indonesia applied the English language learning of their classes to create the smart and genius generation that ready to face the challenges of the world.

There are some methods that can use by the teacher to teach the students, including Grammar Translation Method (GTM), Audio-lingual Method (ALM), Audio-visual Method (AVM)Direct Method (DM), Communicative Language Teaching (CLT), Cooperative Language Learning (Coop. LL), and etc.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on English proficiency rather than on mere mastery of structures.

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes theory of pronunciation competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes view, a person who acquires English competence acquires both knowledge and ability for language use with respect to

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

4. Whether (and to what degree) something is in fact done, actually performed, and what it's doing entails.

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge.

Pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve your pronunciation. Some non-native speakers live for a long time in an English-speaking country but still have poor pronunciation. Other speakers seem to pick up English pronunciation with little effort, and some may do so without visiting an English-speaking

Nobody knows quite why this happens. Perhaps it is because some speakers have a better ear for languages than others. But age and previous language learning are also thought to be factors, as well as having a sense of musicality. And of course, you are likely to improve your pronunciation more quickly if you are doing plenty of listening and speaking. This is why it is so crucial that you speak as much English as you can outside the classroom.

Everybody wants to be able to speak English like a native speaker, but English pronunciation is always a big problem to ESL learners. Bad English

pronunciation may confuse people even if you used advanced English grammar. We can use simple words and simple grammar structures that make people understand you but we cannot use simple pronunciation.

On the other hand, good English pronunciation will make people understand you easily and be willing to listen to you. You will say that we learn English just for communication, although we speak English with a strong accent, native speakers can understand us, that's enough. But you know it is not pleased to listen to the bad pronunciation. Also, one will change the channel when a journalist covers a person who speaks English without good pronunciation, because that make him/her feel uncomfortable although he/her can't pronounce English fluently as well.

Junior high school (*SMP*) in education, function of English is as means of communication in accessing information, in daily context as mean as construction in interpersonal interaction and sharing information then to enjoy the aesthetic language in the culture of English (AsepHerryHernawan, 2003: 1.18).

Auditory teaching aids can improve student performance. Using audio teaching in the classroom can improve student performance. According to author Thomas Hoerr, Ph.D., "when teachers offer different pathways for students to learn more students find success in school." In audio lingual and audio viaual both using audio in the classroom has many advantages, including engaging auditory learners, using music and mnemonics for memorization.

According to Howard Gardner's Theory of Multiple Intelligences, students learn in a variety of ways, including through listening. Some students are better auditory learners than others and may see more academic improvement when using audio in the classroom. You will serve your students best if you instruct to all intelligences, as all students learn differently. Using audio in the classroom is one way of achieving this. Rather than relying solely on speech through direct instruction, include listening activities around music, noises and interactive listening assignments.

Music and mnemonics are proven to help students with memorization. Mnemonics are phrases or rhymes that people use to memorize information. When students learn the song lyrics or mnemonic devices, the information stays with them longer and can improve their performance on tests. There are a variety of educational music resources available to teachers and mnemonic devices can be constructed without much hassle.

In this case, Part of them has different caracters. Audio lingual-visual reinforce the information being given in a presentation. It can be a great tool to use in classrooms, keep students more engaged in their lesson and enliven their imaginations. Video presentations, slide shows, PowerPoint and other media have revolutionized the way teachers reach their students. But these aids are not without their disadvantages. It is important to weigh when considering how you will use audio method in your clasroom; techincal suport, students' distractions, time and space.

SMP PUI is one of the religion school in city side a *Gegesik* village of regency*Cirebon.* like generally other religion school standing of it *PUI* in background by religious conditionsocial where the reside in general subject is society which enough religion, it is generally accepted that the students have some serious problems in getting to grips with the pronunciation of English. Many seem to have deeply ingrained pronunciation habits which are resistant to teaching and to exposure to spoken English. It is not always appreciated that these habits extend beyond the realms of phonology and that the acquisition of English articulation and rhythmic patterning.

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The field of The Research

   The field of the research of this thesis is speaking in English pronunciation.

2. The Kinds of The Problem

   The kind of the problem in this thesis research is students that have the difficulty in learning English pronunciation.

3. The Main Problem

   The main problem of this thesis is the lack of students' achievement inlearning English pronunciation.

C. The Limitation of The Problem

To limit the problem, the writer has device it into two kinds of problem; they are students' achievement in learning English pronunciation through Audio-lingual Method and Audio-Visual Method as a method.

D. The Questions of The Research

1. How is the students' achievement in learning English pronunciation through Audio-lingual Method?

2. How is the students' achievement in learning English pronunciation through Audio-Visual Method as a method?

3. Is there any significant comparison between students' achievement in learning pronunciation by using Audio-Lingual Method and Audio-Visual Method?

E. The Aims of The Research

Based on the question of the research above, the writer has tried to arrange the aims of the research as follows:

1. To find out the students achievement in learning English pronunciation through Audio-lingual Method.

2. To find out the students achievement in learning English pronunciation through Audio-Visual Method as a method.

3. To find out the significant comparison between students achievement in teaching pronunciation by using Audio-Lingual Method and Audio-Visual Method.

F. The Use of The Research

The research product hoped to be able to increase developing of language in learning English, especially in increasing the student achievement in English pronunciation through Audio-lingual Method and Audio-Visual Method as a method.

G. The Frame of Thinking

The Audio-Lingual Method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case human, could be trained through a system of reinforcement correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

The Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the direct method, has a strong theoretical base in linguistics and psychology.

Here are some of the objectives of the audio lingual method :

1. Accurate pronunciation and grammar

2. Ability to respond quickly and accurately in speech situations

3. Knowledge of sufficient vocabulary to use with grammar pattern

In Audio-Lingual Method the teacher want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

Audio-visual devices of the simpler kind have been available for a long time, yet strange to say, foreign language teachers have made comparatively little use of them. This is all the more deplorable in view of the fact that they lend themselves so well to that area and can strengthen the linguistic phase as well as enrich the cultural phase of language teaching. In this connection teachers have invariably thought of the latter first. A phonograph record was to be used for giving a sample of the music of the foreign people: the film was always shown to depict life in the foreign country.

Within recent years, however, the importance of audio-visual devices in teaching the language has come to the fore. In fact, the very latest materials are primarily concerned with speech. This development is a direct outgrowth of the urgency of a thorough knowledge of foreign languages on the part of our technicians and representatives abroad due to the assumption of cultural, as well as political and military, leadership in the Western world by the United States.

The most realistic evidence of this importance of a knowledge of foreign languages is the National Educational Defense Act which has provided millions of dollars for the improvement of instruction in science, mathematics, and foreign languages. On the secondary level the Act specifically recommends that the moneys be expended for the purchase of orthophonic equipment suitable for language instruction.

The significant characteristics of this approach including its efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations, its emphasis on the use of authentic, from-life materials, and its attempt to create a secure, non threatening atmosphere. All these attempts also follow the major principles of pronunciation view of language and language learning: helping learners learn a language through authentic and meaningful, which involves a process of creative construction, to achieve fluency. In this vein, in terms of classroom activity, it includes group work, task-work, information-gap activities, and projects.

H. The Hypothesis Of The Research

A hypothesis will be accepted if the fact is proved right and I will rejected if the investigation is proved wrong. The writer has formulated the hypothesis of the study as follows:

Research Hypothesis (H1) : There is a positive and significant comparison study between the application of the Audio-lingual Method and Audio-lingual Method on the students' achievement in learning English pronunciation at the first year of *SMP PUI Gegesik.*

Alternate hypothesis (Ho) : There is no positive and significant comparison study between the application of the Audio-lingual Method and Audio-lingual Method on the students' achievement in learning English pronunciation at the first year of *SMP PUI Gegesik.*

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72

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