Fun Learning To Improve Students' Speaking Skill Through Audio Lingual Method In The Eyl Classroom

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Abstrak

Penelitian ini berfokus pada bagaimana guru membuat beberapa kegiatan belajar-mengajar menjadi menyenangkan untuk meningkatkan keterampilan berbicara siswa melalui Metode Bahasa Audio (ALM) di ruang tunggul EYL. Penelitian ini menggunakan deskriptif kualitatif sebagai metodenya. Peserta yang diambil oleh penelitian ini adalah siswa sekolah dasar. Teknik analisis data yang diterapkan adalah tematik dengan pengumpulan data menggunakan wawancara dan observasi. Hasil penelitian ini menunjukkan bahwa kegiatan pembelajaran menggunakan metode audio lingual sangat efektif dan berpengaruh signifikan terhadap capaian pembelajaran percakapan siswa. Mahasiswa berpendapat bahwa dengan penerapan metode audio lingual yang dapat membuat pembelajaran yang menyenangkan dirasa mampu merangsang kegiatan berbicaranya dengan menggunakan bahasa Inggris

Kata kunci: *Audio lingual method, Fun learning, speaking skills*

Abstract

This study focus on how teacher makes some teaching-learning activities to be fun to improve students' speaking skills through Audio Lingual Method (ALM) in the EYL clasroom. The research used qualitative descriptive as the method. The participants taken by this study were elementary school students. The techniques of data analysis applied was thematic with data collection using interview and observation. The results of this study indicate that learning activities using the audio lingual method are very effective and have a significant effect on students' conversational learning achievement. Students argue that with the application of lingual audio methods that can make fun learning is felt able to stimulate their speaking activities using English.

Keywords: *Audio lingual method, Fun learning, Speaking skills*

INTRODUCTION

In learning English, certainly not separated from the term "speaking". Maaliah, Widodo & Aziz (2017) stated that speaking is an active language action of the user who is used to express themselves verbally, this is very important mastered by students, especially young learners who learn English. Siska & Fauzia (2012) stated that the teaching speaking has as its objective effective communication. In fact, speaking teaching should be more focused on teaching English rather than teaching about English itself. Speaking is the way of communicating ideas and messages orally (Leong & Ahmadi, 2017). Speaking English well is the ability to verbally express one's ideas and passions to others. If these speaking abilities are not continually practiced through interactions between students and other school residents, they are difficult to improve. It seeks to advance vocabulary knowledge, deepen the capacity to utilize expression languages that match to the topic and situation of the conversation, enhance the placement of pressure and tone in sentences, and train hearing so that it is easy to capture messages from the interlocutor. Aprilia (2019: 83) explained that learning with English speaking skills has a very close relationship. In this case, humans strive to acquire English language skills by learning. Without the learning process will not be gained any skills. Speaking English is something that can be learned anywhere, not only in school. Additionally, student behaviors can aid in the learning of English, particularly in speaking (Parmawati, 2019). Melendez, Zavala and Mendez (2014: 549) in Zuhriyah (2017) said that speaking is the main challenge for beginners and often frustrates them so a speaking strategy is urgently needed for

beginners.

The application of the right method in learning will give better results, therefore it is very necessary to have a learning method that can improve student learning outcomes. In connection with learning methods, especially in learning English, there are several learning methods that can be applied to help students achieve learning goals, especially in speaking classes. There are many methods that can help students to improve their speaking skills in English. Syahrul (2016) shares his ideas about learning methods, ranging from contextual approaches, or contextual teaching and learning (CTL), problem solving, problem posing, cooperative learning, recitation methods, fun learning, quantum learning and quantum teaching.

Discussing fun learning is needed in the learning process, especially in English learning. This aims to create a comfortable and safe atmosphere for students and motivate them not to always feel saturated during teaching and learning activities. To that end, researchers used the lingual audio method as a fun learning method for young learners.

Therefore, to fulfill the information and answer the question about how English teachers improve students' English speaking skills through audio lingual methods will be answered in this study so that it can be used as a basis for the implementation of learning in the next academic year. This study intends to investigate the problems faced by young learners in EYL classes in teaching pleasant speaking skills with lingual audio methods through observation and interview. The use of the method is very essential for enhancing students' conversational skills, particularly when using the communicative and audiolingual methods to enhance speaking skills.

Speaking Skills

Rao (2019) said that speaking is the most important skill in order to communicate well in this global world to acquire foreign language or second language learning. Speaking is an active linguistic action that language users engage in when they want to verbally communicate themselves (Maaliyah *et al.,* 2017*)*. Visia *et al* (2016) stated that speaking skills are the ability to express opinions or thoughts and feelings to a person or group orally, either face-to-face or remotely. English speaking skills are the skills of a person to convey his desires and thoughts to anyone orally (Anggraeni *et al.,* 2019). Back according to Anggraeni *et al* (2019) good and effective speaking skills are skills possessed by someone who is able to master problems and topics of conversation. Reported from Lucas quoted in Al-Eiadeh (2016) stated that the development of speech for special communication is included in the principle of public speaking. Speaking in front of an audience is believed to be more difficult than casual conversation. As a result, sending a speech involves a variety of abilities in addition to picking a topic, organizing one's thoughts, modifying the message, and responding to listener feedback. Once students are able to master the skills of speaking, indirectly they will have writing skills because in conducting a conversation, students can express ideas and ideas and can master vocabulary so as to achieve the potential of mastering other skills (Anggraeni *et al.,* 2019).

Fun Learning

Darmasyah in Layyinah (2017) said that a fun learning strategy is a strategy used to create a comfortable, effective learning environment, applying the curriculum, facilitating the learning process that results in improved learning achievement. Contextually, fun learning is defined as a condition in designing and implementing several basic components in order to produce a delicious sense of learning for learners where the taste is contained from the experience and atmosphere of learning that is full of fun, comfort, tranquility and a sense of security (Syahid, 2019). According to Syahrul (2016) The natural school community expresses its opinion on how to learn fun which is a learning process that lifts life naturally and in real and beautiful and comfortable. The application of fun learning methods can help students enjoy the lesson by looking at the learner as a whole human being, not as a robot to be traced. In the application of fun learming method, the teacher's ability to create a movement that is able to enter the hearts of students in this case is emphasized. As teachers have self-confidence, teachers can understand what students want, teachers are also able to use their potential as much as possible by creating in order to make lessons more meaningful (Azizah, 2019).

Audio Lingual Method

Audio Lingual Method principle is derived from structural linguistics and behavioral psychology (Kunnu, 2018). The audio lingual method focuses not only on teaching vocabulary, but on teachers who drills students in using grammar and pushes students to "parroting" the speech that the teacher has done to practice their pronunciation (Nita *et al.*, 2012: 66). According to Maaliah *et al* (2017) audio lingual method can help the teacher in teaching speaking for elementary students. Besides being easy, this method can create a comfortable and relaxing atmosphere that does not burden students. This method is a method with memorization, which teaches students about dialogue or short stories to memorize which they will later present using mimicry and role playing to improve the student's listening and speaking skills (Utami *et al.*, 2015). Tambunan and Gintings (2012) stated that this method involve a systematic presentation of grammatical construction of the L2, which was originally from simple sentences then turned into more complex sentences, usually this happens in exercises where students will repeat what the teacher has said. As for the opinion of Adnyani *et al* (2016) which states that audio lingual method also has a principle that emphasizes on grammatical patterns with behaviorism theory and the theory of learning habit formation theory that the learning process begins with the stimulus given by the teacher to come up with a response.

Audio – Lingual Method has several strengths, namely:
1. Students become skilled in making sentence patterns that have been drilled.
2. Students have the correct or correct pronunciation or pronunciation.
3. Students do not stay silent, but must continuously respond to the teacher's teachings.

Based on the three strengths of the above Audio Lingual Method, not only teachers are active but students are also involved in the effectiveness of the classroom, this is so that students can be motivated and not feel saturated with monotonous teaching and learning activities.

METHOD

The main objective of this study is to identify how teachers improve students' English speaking skills. To obtain these results, the researcher used a qualitative descriptive approach as the research method. According to Satori (2011) states that qualitative research is conducted because researchers want to investigate phenomena that cannot be quantified but are descriptive in nature, such as the working steps of a project, understanding different concepts, the qualities of goods and services, images, cultural systems, and so on. The participants of this study involved twenty-eight 5th grade elementary school students, 15 of whom were boys and 13 were girls. The reason the researcher chose the fifth grade of one of the elementary schools in Karawang to be the subject of the research was that student motivation and student learning outcomes in English speaking skills were not yet satisfactory so they needed to be used and needed special attention. Participants were randomly recruited in one of the 5th grade rooms and an English teacher was interviewed as a resource. The qualitative method was chosen in this study because the researcher used interviews and observations as data collection instruments, and the data were converted into transcripts, which is a characteristic of qualitative methods.

RESULT AND DISSCUSSION

The researcher discovered the problem through an interview session with an English teacher conducted in May 2021.

Teacher Interview Results

Interviews are conducted to find out how to make the atmosphere in the classroom feel comfortable and students do not get bored during the learning process. The teacher explained that a fun learning method is really very necessary. Students need a method that becomes a medium in learning so that students are motivated and excite when learning English, especially speaking classes. As for the result is,

Q: Are there any difficulties students experience when learning English?

A: Actually, there are many factors that make students feel difficult and feel unmotivated when learning

English, the first is <u>supporting media</u>. Because the textbooks they currently have are mostly written, there are no colorful pictures or visuals, making students quickly bored and uninterested. Second, <u>lack of vocabulary</u>. Students will not dare to participate in activities if their English vocabulary is lacking.

Based on the results of the interview above researchers can conclude that the lack of media availability in the teaching and learning process, especially for elementary school students is very influential for students' learning willingness. If students are not eager to learn, it will certainly hinder the development of student achievement which will lead to problems with the inhibition of understanding, fluency, vocabulary, pronounciation, and grammar.

In addition, the teacher also admitted that many students are still passive when learning to speak as quoted from the interview below:

"There are only a few students who want to speak English that can be counted on their fingers because of what I have said if they lack knowledge of their vocabulary in English, so they seem to be afraid to speak. In addition, it seems that students are indeed more interested in visual media in learning, especially elementary school students, are still interested in illustrated books. Like for example, there is a conversation but in the book there is a picture of two more children talking, then they want to move forward."

Based on the results of the interview excerpt above, it is stated that there are still many students who do not have insight into their vocabulary which is one of the factors they become passive students. On the other hand, elementary school students' interest in visual media is very influential in learning so that it runs effectively.

Observation Results

To find out more, the researcher conducted observations on twenty-five grade 5 elementary school students, the researcher will act as teacher who teach using lingual audio methods. First of all the researcher ask students to listen carefully as the researcher presents a new dialogue, a conversation between two people. Students are welcome to listen to the model dialogue (the dialogue read by the researcher). The researcher here use visual media to describe the character in dialogue.

Mail	: Hi, Meimei.
Meimei	: Hi, Mail.
Mail	: Where are you going?
Meimei	: I'm going to the Department Store. I want to buy a toy and some candies.
Mail	: How much money do you have?
Meimei	: I have 50 thousand Rupiah
Mail	: Are you going to buy a lot of candy?
Meime i	: Yes, I am.
Mail	: Do you like candy?
Meimei	: Yes, of course I like candy! I want to share my candy with you.
Mail	: Oh, thank you Meimei!

After the teacher has read the dialogue, students must repeat what the teacher said. They keep repeating the dialogue line by line by whole class, small groups, and also individuals. When it came to the "I'm going to Department Store" line, the students seemed to have little trouble in their repetition. At this point, the teacher stops the repetition of the dialogue and then performs an Expansion Drill. The purpose of this exercise is to break down troublesome sentences into smaller parts.

The teacher again performs a dialogue reading and starting with the end of the sentence, the students

are asked to repeat the last two words. When the student repeats the teacher adds a few more new words and the student repeats again. At this stage the teacher pays attention to the pronunciation, fluency, and intonation of the student. Correcting pronunciation or grammar errors is immediate and immediate, for example:

Teacher : Okay, now, repeat after me: Department Store.
Class : Department Store.
Teacher : I'm going to Department Store.
Class : I'm going to Department Store.
Teacher : School
Class : School
Teacher : I'm going to School.
Class : I'm going to School.
Other examples:
Teacher : Do you like candy?
Class : Do you like candy?
Teacher : Banana.
Class : Banana.
Teacher : Do you like banana?
Class : Do you like banana?

Through a gradual procedure like this, teachers can assist students in fixing problem lines. After the teacher re-exemplifies Meimei and Mail conversations, students experience a Repetition Drill where they listen carefully. Then the teacher proceeds to the Single-slot Substitution Drill stage. At this training the teacher states a line of dialogue, and then uses the word or phrase as a "cue" that the student, when repeating the line, should replace it into a sentence in the correct place. Here the teacher uses visual media as a gesture. For examples:

Teacher : Station.
Class : I'm going to Station.
Teacher : Traditional Market.
Class : I'm going to Traditional Market.

Other examples:

Teacher : 10 thousand.
Class : I have 10 thousand Rupiah.
Teacher : 30 thousand.
Class : I have 30 thousand Rupiah.

Other examples:

Teacher : Apple.
Class : Do you like Apple?
Teacher : Mango.
Class : Do you like Mango?
Teacher : Cat.
Class : Do you like Cat?

After that, the teacher then asks the student to practice the conversation. The teacher divides two groups of students to say the words Meimei and Mail. Then, the teacher resumes at the Chain Drill stage with four lines of dialogue. Chain Drill gives students the opportunity to practice lines individually. Teachers start the chain by greeting specific students or asking them questions. The teacher starts pointing to the first student by

giving a question, the first student responds then the first student greets or asks a question from the second student and the chain continues until all students have the opportunity to ask and answer the question. For example:

> Student 1: Hi, Renata.
> Student 2: Hi, Bilqis.
> Student 1: Where are you going?
> Student 2: I'm going to Beach for Holliday with my family.

For approximately twenty minutes, the students performed their role play. The teacher travels around to see the student's performance after being trained through the audio lingual method and sees the student's understanding of the topic.

At the end of the meeting, the teacher advises students not to get tired of learning and stay motivated. Students are asked to have small dialogues whether they are visual or audio in order to develop their speaking skills and add new vocabulary.

DISCUSSION

Based on the results of interviews that have been conducted with teachers, it is said that there are still many students who have difficulties in English lessons, one of which is due to supporting media factors. Many students feel bored and uninterested when learning English because the lack of supporting media or the material they learn makes them feel bored, for example, books as the main learning material only have writing and no visuals so that it makes students feel uninterested. In addition, the lack of knowledge of vocabulary in English also makes it difficult for students to speak English.

On the other hand, based on the results of observations that have been made, students learn using the Audio-Lingual Method. Researchers found that the use of the Audio-Lingual Method in English language learning, especially to train students' speaking, was very effective in building student activity during activities. There are several stages in the use of the Audio-Lingual Method, where students must listen to the media that has been provided by the teacher and then speak repeatedly after what is said and then they are corrected with good and correct grammar.

CONCLUSION

English learning activities especially in speaking classes need something that interests students to be more enthusiastic about learning, especially for young learners. Teachers need to have creative ideas to make learning effective and more enjoyable. Not monotonous or just fixated on the book, because it will affect the level of student learning spirit.

Fun learning using Audio Lingual Method is one of the easy and also friendly methods for students. By using this method, students can recognize the structure and ideas of how to use multiple types of patterns in some types of situations. The Audio Lingual Method is also considered effective for improving students' grammar skills, especially in English. repetition in this method is easy to apply and follow. This extensive memorization, repetition, and pattern learning is the key to the success of this Audio Lingual Method, as students can often see immediate results, but that is also a weakness.

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