INVOLVING AUDIO-LINGUAL METHOD (ALM) AND COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING SKILL AT JUNIOR HIGH SCHOOL

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ABSTRAK

Artikel ini menguraikan tentang pengajaran speaking skill dengan menggunakan metode *Audio-lingual Method (ALM) dan Communicative Language Teaching (CLT)*. Dalam aktivitas pengajarannya, ALM adalah metode pertama yang digunakan. Guru melatih pengucapan *(pronunciation)* siswa dengan menggunakan drill-drill yang ada pada ALM. Setelah siswa paham bagaimana cara pengucapannya *(pronunciation)*, guru menggunakan CLT sebagai metode lanjutan dari ALM. Dalam CLT, guru memberikan sebuah gambar dan situasinya kepada siswa dan menyuruh siswa membuat sebuah percakapan pendek berdasarkan situasi yang ada di dalam gambar tersebut. Dalam aktivitas ini, guru menggunakan *role play* sebagai aktivitas di dalam kelas.

Kata kunci: Transactional and interpersonal text, Audio-lingual Method, Repetation, Communicative Language Teaching, Role play

A. Introduction

Speaking is one of the four skills in learning foreign language besides listening, reading, and writing. It has been taught since Elementary School. However, it is not easy for the students to communicate in English. They have to think more when speaking English, because they need to produce the correct sentences and appropriate words, even in good pronunciation. This reality makes teachers need to think how speaking ability could be mastered by their students. Therefore, teaching of speaking today is directed to improve the learners' communicative skill that can express English appropriately. Then, teaching speaking must be focused on teaching English language rather than teaching about English language.

The goal of teaching speaking is to communicate efficiently. Learners should be able to make themselves understood; using their current proficiency

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to the fullest. Hornby (1995) says that teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While, speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. In addition, Burnkart (1998) defines that they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Based on school based-curriculum (KTSP 2006), English should be taught communicatively at all levels starting from elementary, junior and senior high school. This curriculum has a standard competency that must be reached by the students in all kinds of skills including speaking skill. Standard competency is used as teachers' reference in teaching process. The consideration of this curriculum has the purpose to make students speak. It is expected that they can speak to others, express their ideas, feelings and thought orally.

In fact, many students are still afraid of using English and even they cannot speak English. Decker (2004) states that the students' fear or making mistake may be stronger than their desire to speak. He adds that in this problem, only the bright students will talk much in the class. It means that only the clever students would get more chance to participate in the classroom. This problem occurs not only because they do not know how to pronounce the sentences but also the lack of vocabulary and ideas.

Based on writer's experience during the teaching practice at Junior High School, there was a major problem in teaching speaking done by the teacher. When the teacher taught about the expression, the teacher just wrote it on the white board. Then, he/she asked the students to make short conversation and perform it in front of the class. The teacher might ask the students to bring the text while they were performing. These techniques will not develop the students' speaking skill because they just read the text without understanding about the dialogue and the context of using it.

In the case of teaching English as foreign language, for the first time the teacher should teach the pronunciation to develop students' speaking skill. Pronunciation is not an optional extra for the language learner any more, compare with grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important. According to Scarcella and Oxford in Maniruzzaman (2007), pronunciation should be taught in all second (foreign) language classes through a variety of activities. It means that pronunciation should be taught in English classroom. The teacher can teach the pronunciation through some varieties of activities. Audio-lingual Method is one way to solve this problem. The audio-lingual method can drill students in the use of grammatical sentence patterns. And this method advises that the students are taught a language directly without using the students' native language to explain new words or grammar in the target language. This method does not focus on teaching vocabulary but the teacher drills the

student in using grammar and pushes the students to "parroting" the utterances spoke out by the teachers in order to train their pronunciation.

The Audio-lingual method, like the direct method, is also an oral approach. The Audio-lingual method drills student in the use of grammatical sentence pattern. In this development, principles from behavioral psychology were incorporated.

Noori in Anggraeni (2007) describes that there are some techniques derived from the principle of the Audio-lingual method are as follows:

1. Students listen to a native-like model such as the teacher of a tape recorder.
2. Students repeat the new material chorally and individually.
3. Teacher corrects students' errors immediately and directly.
4. Dialogues are memorized by reversing roles between (teacher-student) (student-student).
5. Students are encouraged to change certain key words or phrases in the dialogue.
6. Students write short guided compositions on given topics.
7. Students are encouraged to induce grammatical rules.
8. Students are involved in language games and role play.
9. Filling in the blanks exercise in used.
10. Minimal pairs are used.
11. Teacher asks questions about the new items or asks general questions.
12. Substitution drills, chain drills, transformation drills and expansion drills are used.
13. Language laboratory is used for intensive practice of language structures.
14. Dialogue is copied in students' note book.
15. Students are asked to read aloud.

Freeman (2000) provides expanded descriptions of some common or typical techniques closely associated with the Audio-lingual method include:

1. Dialogue memorization
   Students memorize an opening dialogue using mimicry and role playing.
2. Backward Build-up (Expansion Drill)
   Teacher breaks a line into several parts; students repeat each part 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 dialogue

    Selected words are erased from a line in the dialogue-students must find and insert.

11. Grammar games

    Various games designed to practice a grammar point in context, using lots of repetition.

    In addition, the teacher can use Communicative Language Teaching as the continuation method in teaching speaking skill. This technique is based on communicative method. In this method, language is primarily a tool of communication. Therefore, to get successful in implementing this method, the teacher needs to provide communicative activity that involves the conversation or dialogue. The reason is dialogue (transactional language) will help the students to practice the pronunciation, intonation and stress like native speakers. Besides that, it needs environment like context and situation that can make the students understand the usage of English. Because of the reason, the teacher should provide the appropriate context and situation to teach speaking skill. Communicative Language Teaching (CLT) can help the students to develop the English context appropriately. This methodology is learner-centered and emphasizes communication and real-life situations. In CLT, the student can practice every situation in daily life.

    Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the goal of learning a language.

    The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can be best defined with a list of general principles. Nunan (1991) lists that there are five basic characteristics in Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

Based on the explanation above, this article will explain about how to involve students' speaking skill by using audio-lingual method and communicative language teaching. The purpose of this article is to explain how the teacher can involve ALM and CLT in teaching speaking skill. And the implementing was limited to the students at junior high school.

B. Discussion

1. Audio-lingual Method (ALM) and Communicative Language Teaching (CLT) in Teaching Speaking Skill

Audio-lingual Method (ALM) and Communicative Language Teaching (CLT) are two methods that can be used to increase the students' speaking skill. In audio-lingual method, the teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the students' performance. The teacher is also responsible for providing the students with a good model for imitation because the students are imitators of the teacher's model. The students follow the teacher's directions and respond as accurately and as rapidly as possible.

The reason why the teacher' role is a teacher-dominated method because the teacher becomes a model like a native speaker. The students have to repeat what their teacher says. This technique purposes to drill the students' pronunciation in order that the students can practice the pronunciation itself. However, the teacher needs another method to avoid teacher-centered. The method is Communicative Language Teaching (CLT). CLT is used for continuation method.

In communicative language teaching (CLT), the teacher facilitates communication in the classroom. In this role, one of the teacher's major responsibilities is to establish situations likely to promote communication. During the activities, the teacher acts as an adviser, answering students' questions and monitoring the students' performance.

Based on the previous chapter, there are some common techniques of ALM and CLT in classroom activities. Dialogue and drills form the basis of audio-lingual classroom activities. New vocabulary and structural patterns are presented through dialogues. It is learned through repetition and imitation. The dialogues are memorized line by line. The students mimic the native-like model like the teacher or a tape recorder and listen carefully. Phrases and sentences of dialogue learn through repetition, first by the whole class, then smaller groups and finally individually.

2. The Example of Classroom Activity of ALM and CLT

In this case, firstly the teacher asks the students to listen carefully as the teacher is presenting a new dialogue, a conversation between two people. The students hear a model dialogue (either read by the teacher or on tape recorder). The example of the dialogues may as follow:

Sally   : Good morning, Bill.
Bill   : Good morning, Sally.
Sally   : How are you?
Bill   : Fine, thanks. And you?
Sally   : Fine. Where are you going?
Bill   : I'm going to the post office.
Sally   : I am too. Shall we go together?
Bill   : Sure. Let's go.

After the teacher acts out the dialogue the students have to repeat what the teacher says. They repeat line by line of dialogues by the whole class, small groups, and individually. When the class comes to the line, 'I'm going to the post office,' the students stumble a bit in their repetition. At this point, the teacher stops the repetition and uses a backward build-up drill (expansion drill). The purpose of this drill is to break down the troublesome sentence into smaller parts. The teacher starts with the end of the sentence and asks the students to repeat just the last two words. While the students do it, the teacher adds a few more words, and the students also repeat it. The teacher should pay attention to the students' pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. For example:

Teacher : Repeat after me: post office.
Class   : Post office.
Teacher : To the post office.
Class   : To the post office.
Teacher : Going to the post office.
Class   : Going to the post office.
Teacher : I'm going to the post office.
Class   : I'm going to the post office.

Through this step-by-step procedure, the teacher can help the students in producing the trouble line. After the students have repeated the dialogue for several times, the teacher models the role conversation of Bill and Sally. In effect, the students are experiencing a repetition drill where they listen carefully and attempt to the teacher's model as accurately as possible.

Next the students and the teacher practice the conversation, the teacher saying Bill's line and the students saying Sally's line. Then, the teacher divides the students in half so that each half gets to try to practice on their own either Bill's or Sally's lines. After that, the teacher initiates a chain drill with four of the lines from the dialogue. A chain drill gives the students an opportunity to practice the lines individually. The teacher begins the chain by greeting particular students or asking them a question. The student gives the respond and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues until all of the students have a chance to ask and

answer the questions. The last student directs the greeting to the teacher. For example:

Teacher : Good morning, Jose.
Jose (The first student) : Good morning, teacher.
Teacher : How are you?
Jose (The first student) : Fine, thanks. And you?
Teacher : Fine, thanks.

Then, the student asks to the student sitting next to him and continues until the last student. Finally, the teacher selects two students to perform the entire dialogue for the rest of the class.

The teacher moves next to the second major phase of the lesson. The teacher continues the lesson. The teacher used role play as the next activities in speaking' classroom activities.

The teacher shows some pictures and asks the students to discuss about the picture (the situation). Next, the teacher divides the students into groups of three. Since there are thirty students, there are ten groups of three students. The teacher gives a picture and the situation to member of group. Each group will get one picture and one situation. One member of group shows the picture and the situation to the other members. The teacher gives a few minutes to the students to discuss about it.

After the students understand enough about the picture and the situation, for the final activity of the class, the students will do a role play. The teacher asks the students to make a short conversation based on the situation of the picture. Before the students try to make a short conversation, for the first, they should imagine what they will say when they are in that situation.

For fifteen minutes, the students perform their role play. The teacher moves from group to group to appraise the students' performance and understanding about the topic. After it is over, the teacher gives conclusion and notes some new vocabularies based on the topic on that day.

At the last, the teacher gives the homework. The teacher asks the students to look for a picture and make a short conversation in pairs. The homework will be performed in the next meeting.

C. Conclusion and Suggestion

Speaking activity for junior high school students needs an interesting activity in order to motivate students in speaking. The teacher should create fun and active learning to make students actively involved in the classroom.

One of the ways in order to make the students involved actively is through ALM and CLT. ALM is a method that focuses on teaching pronunciation. In this method, the teacher drills the students' pronunciation. The teacher asks students to repeat and memorize what the teacher says. Moreover, CLT is a method emphasized in interaction and real-life situation.

In this method, the teacher sets up the real-life situation that the students likely encounter in real life.

Based on the discussion above, it can be concluded that ALM and CLT are useful and applicable. On the whole, through these techniques, the interaction between students and teacher will be closer. Students-teacher, interaction happens in drilling sentences and students-students interaction happens when the students discuss in making a short conversation.

Meanwhile, these methods need good time management; it should be well prepared before the lesson time. Teacher needs to prepare the sitting arrangement, the materials, and also the media. These methods also need a model like native-speaker to drill the students' pronunciation. For the suggestion, the teacher may use a tape recorder as a media to drill the students' pronunciation. Meanwhile, the teacher should pay attention to the students' pronunciation, intonation, and fluency. If the students make a mistake, the teacher should correct the mistakes of pronunciation or grammar directly. These methods need much time to practice, so that the teacher should give more chances to the students to be more active and let the students to do several practices. If these methods are successful in promoting the students' ability, it is suggested to socialize these methods to other English teachers.

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