

IMPROVING STUDENTS' LISTENING COMPREHENSION BY USING AUDIO LINGUAL METHOD TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 PUPUAN

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ABSTRACT

Learning is a process of interaction between students and teachers and learning resources of a learning environment. One of methods that can help students in the learning process of listening skills is the audio-media method. This research aimed at investigating the students' listening comprehension before and after using Audio Lingual Method. This research used Classroom Research Method (CAR). The subjects of this research consisted of 40 students of the eighth grade at SMP Negeri 6 Pupuan. The techniques used to collect the data were observation and test. The data were analyzed quantitatively and qualitatively. Based on the analysis, the result indicated that in preliminary study, the researcher found that the students score were low. There were only 4 students among 40 students that could passed the test in preliminary study. From the first cycle, the researcher found out that the ability of students in listening comprehension increases. There are 12 students who pass the listening test. In the second cycle, there are 34 or 85% students who pass the test and only 6 students are failed. Audio Lingual Method has positive influence to improve students' ability in listening comprehension in post-test . It can help the students to improve their ability in listening comprehension. Furthermore, teaching listening by using this method attracts the students' attention in improving their listening comprehension. The researcher is suggested to conduct another similar research in other language skills or other language fields to know how far guessing strategy could use in teaching learning process in order to improve the students' listening skill.

Key Words : Audio Lingual Method, listening comprehension

ABSTRAK

Belajar adalah proses interaksi antara siswa dan guru dan sumber belajar dari lingkungan belajar. Salah satu metode yang dapat membantu siswa dalam proses pembelajaran keterampilan mendengarkan adalah metode audio-media. Penelitian ini bertujuan untuk menyelidiki pemahaman mendengarkan siswa sebelum dan sesudah menggunakan Metode Audio Lingual. Penelitian ini menggunakan Metode Penelitian Kelas (PTK). Subjek penelitian ini terdiri dari 40 siswa kelas VIII A di SMP Negeri 6 Pupuan. Teknik yang digunakan untuk mengumpulkan data adalah observasi dan tes. Data dianalisis secara kuantitatif dan kualitatif. Berdasarkan analisis, hasil menunjukkan bahwa dalam studi pendahuluan, peneliti menemukan bahwa skor siswa rendah. Hanya ada 4 siswa di antara 40 siswa yang bisa lulus tes dalam studi pendahuluan. Dari siklus pertama, peneliti menemukan bahwa kemampuan siswa dalam meningkatkan pemahaman mendengarkan. Ada 12 siswa yang lulus tes menyimak. Pada siklus kedua, ada 34 atau 85% siswa yang lulus tes dan hanya 6 siswa yang gagal. Metode Audio Lingual memiliki pengaruh positif untuk meningkatkan kemampuan siswa dalam mendengarkan pemahaman dalam post-test. Ini dapat membantu siswa untuk meningkatkan kemampuan mereka dalam mendengarkan pemahaman. Selain itu, mengajar mendengarkan dengan menggunakan metode ini menarik perhatian siswa dalam meningkatkan pemahaman mendengarkan mereka. Peneliti disarankan untuk melakukan penelitian serupa lainnya dalam keterampilan bahasa lain atau bidang bahasa lain untuk mengetahui sejauh mana strategi menebak dapat digunakan dalam proses belajar mengajar untuk meningkatkan keterampilan mendengarkan siswa

Kata Kunci: Metode Audio Lingual, pemahaman, mendengarkan

I. Introduction

Learning is a process of interaction between students and teachers and learning resources of a learning environment. Interactions in learning are created intentionally by teachers to motivate students to learn. In creating conducive learning conditions, components in learning must be considered seriously for effective and efficient learning (Slameto, 2003: 98). Language learning is essentially learning communication. Classroom interactions are examples of what Nunan (1987: 17) labels the 'IRF cycle (i.e. teacher initiation-learner response teacher follow up) Language learning is aimed at fostering students to be skilled in communicating verbally and in writing. In language learning, there are four aspects of language that students must master, including listening, writing, reading and speaking.

Accordance 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 which emphasizes on repetition of the words to help the students to be able to use the target language communicatively.

Based on some of the problems above, the authors made a study of increasing teaming motivation to the competence in English listening comprehension by using audio lingual methods as well that they could motivate students in SMP Negeri 6 Pupuan to listen English well.

According to Tarigan (1990: 15) listening is the process of capturing the sound of the language planned with full attention, understood, interpreted, appreciated, evaluated, responded to and acted upon. According to Wahyuni and Ibrahim (2012: 29) listening skill is not a skill to recognize and distinguish only the sounds of language. The skill of listening is related to the skill to understand the meaning of a form of language use expressed verbally.

When we engage in listening we are doing so for many different reasons depending upon the goals in which we are trying to achieve. There are four different types of listening that are essential to know when deciding what your goal as the listener is. The four types of listening are appreciative, empathic, comprehensive, and critical. Familiarize yourself with these different types of listening so you can strengthen and improve your ability to critically think and evaluate what you have heard.

For listening to be effective and meaningful, the process of listening should involve the following steps, there are: Hearing, Filtering, Comprehending, Remembering, Responding.

According to Richards and Rodgers .T.S 1986 Audio - lingual Method is a method that focus on accuracy through drill and practice in the basic structures and sentences patterns of the target language.

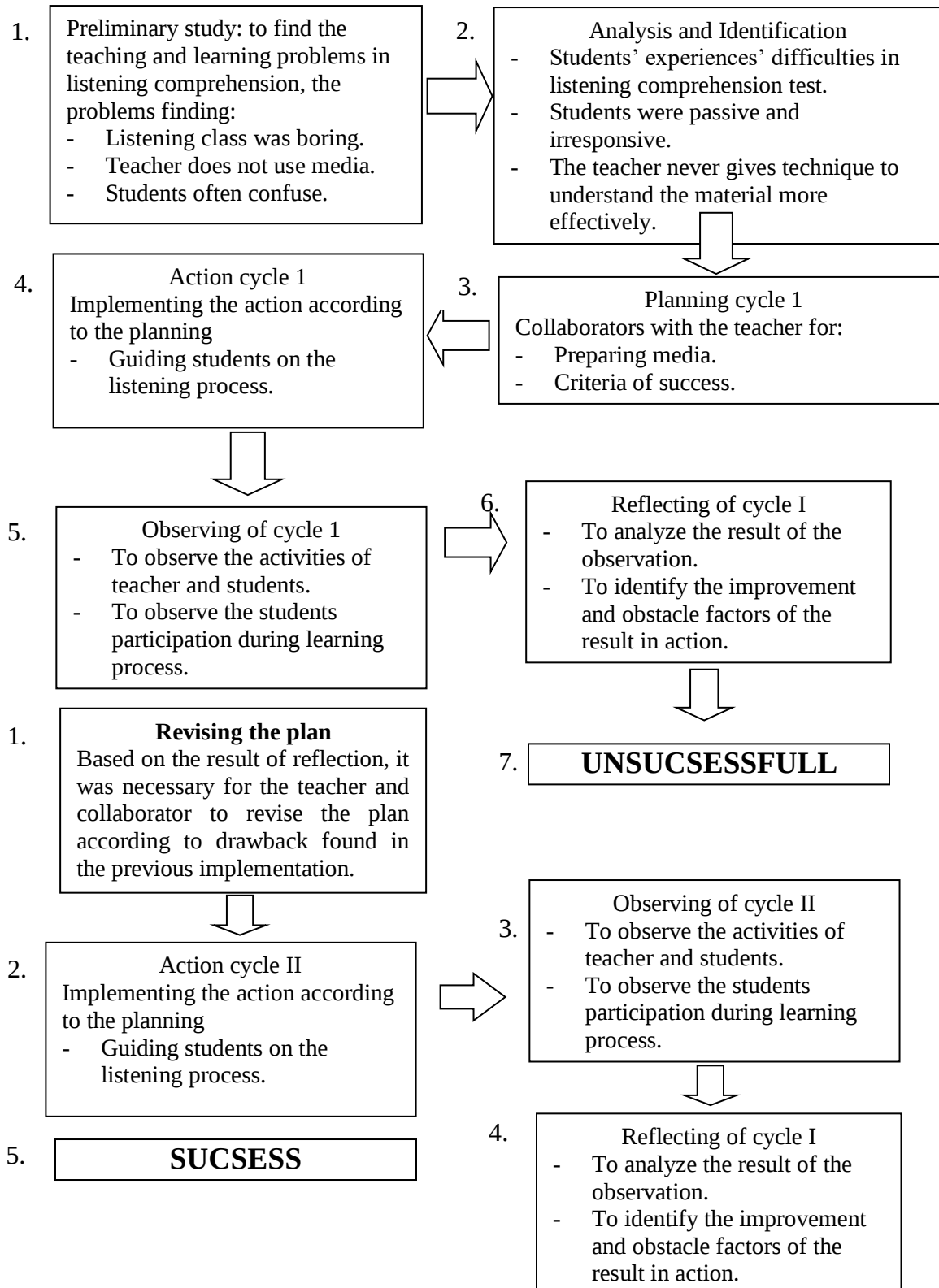
II. Research Method

Research design used in this study was Classroom Action Research (CAR). Action research was systematic procedures done by teacher to gather information about and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning, Cresswell (2008:597). All participants were known as the active members of the research process. Planning as the first step of collecting data divided a research into orientation, personal development history and perspective. Those two statements become the foundation for the researcher in considering how important the research design.

Considering the explanation above, in this research the researcher employed the collaborative action research design. The researcher worked together with the other English teacher to solve the listening comprehension problem in the class. Furthermore, the researcher conducted the action in a cyclical process. The collaborator was observer. The procedure was done based on the cycles consisting

of certain actions which covered the planning of the action, the implementation of the action, the observation, and the reflection. These activities were based on the design.

The Model of the Classroom Action Research



The subject in this research were 40 students of the eighth grade of SMP N 6 Pupuan. The researcher suggested by the English teacher chose the subject of the research due to the lack ability in listening comprehension.

There are two instruments used in this research namely observation sheet and test. Observation sheet aims at findings out the students' data about their presence and activeness in teaching learning process. The test aims to get information about students' improvement after teaching learning process by using Audio-Lingual Method.

The technique of data collection in this research consisted of two techniques namely, observation and test. The researcher utilized qualitative data through systematic observation by observing the development and activeness of students in following learning in class. In addition, researchers as well collected data by digging information from subject teachers. In this research, researches used two tests namely pre-test and post-test. Pre-test was a test used to determine students' listening skills and as a result of student performance in class before applying the cycle. The post-test was used to determine students' listening skills by using audio lingual method. The test was applied in the end of each cycle. Furthermore, students were tested by giving multiple choice based on the films and dialogues that have been watched and heard.

The data were analysed qualitatively and quantitatively. Qualitative data analysis was used to describe the behaviour of students and the situation in the class. Meanwhile, quantitative data analysis utilized statistical techniques to calculate the result of pre-test and post-test and the improvement of cycle I and cycle II.

After collecting a completed data of students score, the researcher counted the percentage score by using the following formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = the sum of student's passing KKM

N = the sum of student's

To calculate Mean Value of the totalled students score from pre-test, post-test cycle I and post-test cycle II, the researcher utilized the following formula:

$$X = \frac{\sum x}{\sum n}$$

X = Average Value

$\sum x$ = the totalled students score

$\sum n$ = the total number of students

To calculate the percentage of improvement from pre-test to post-test cycle I and cycle II.

$$P_1 = \frac{y_1 - y}{y} \times 100\%$$

$$P_2 = \frac{y_2 - y}{y} \times 100\%$$

P₁ = Percentage increase from pre cycle to post-test cycle I

P₂ = Percentage increase from pre cycle to post-test cycle II

Y = Pre-test

Y₁ = Post-test cycle I

Y₂ = Post-test cycle II

III. Research Findings and Discussions

1. Research Findings

The classroom action research in this research carried in two cycles, cycle 1 and cycle 2. And the procedures of the study cover four stages planning, action, observing, reflecting. The first step which has been done by the researcher before doing the phase of the classroom action research was the preliminary study

A. Preliminary Study

The data of the students' listening test score which they were got in the preliminary study indicated that listening score of many students were below criteria of success. There were only 4 students obtained good score, it was higher than criteria of success, and there were 36 students obtained the poor score. Therefore, the students got success was 10 %.

B. Findings from Cycle 1

Based on the result of the post-test in this cycle, the students score improved. There were 28 students got less score than criteria of success, and 12 students passed. It can be said, there were 30 % students having success. It means that this cycle were unsuccessful, because the target of the criteria of success were 85% among the whole member of eight class who as the sample of this research. Some of students could not answer some question and the students' participation in teaching and learning process less seriously.

Therefore, they could not submit their answer on time based on the time given. Some of them false in answer those questions because they have problems in understanding the story therefore the researcher continued in the next cycle.

The observation of the action process of cycle I was conducted using observation sheet to evaluate the technique applied by the teacher, to observe the teacher's activities and the students' activities in the instructional process. The result of observation in cycle I showed that the teacher followed the step completely, and the students learned enthusiastically in the class. However some students looked confuse understanding the film

C. Finding From Cycle 2

Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. However, the researcher designed it with different strategy.

In the first cycle, the teacher asked the students to listen the film. And, the teacher just played a film once time. Furthermore, it made students still confuse and difficult to understand the film. The result of it the students did not able to finish question correctly. Next, in cycle 2 the teacher played a film twice.

From post-test of cycle II shows that there were any improving the students' listening skill. In fact, there were 6 students filled and 34 students passed. It means, there were 85 % students got success. During the action, observation was also conducted to collect the data about teacher's and students' activities. Based on the observation of the teacher's activities, the teacher could implemented the media in teaching learning listening was very good based on the prepared planning.

Based on the observation of the students' activities, it was found that there was a good result. The students were more interesting with the lesson and they could listen comprehension, and they listened the teacher's explanation carefully. By the observation above, the second cycle indicated that the students looked more serious and active joining the teaching and learning process.

2. Discussion

From the data of the preliminary study, cycle I, and cycle II were shown that the students' listening comprehension improved. In the preliminary study, there were 36 students could not reach passing grade, and 4 students got good score. It means that 10% students got success. Then in cycle I, there were 28 students could not reach the passing grade, and 12 students passed. It means that 30% students got success. And in cycle II, revealed that there were 6 students could not reach the passing grade, and 34 students reach the passing grade. It means that 85% students got success. Therefore, it was clear that Audio Lingual Method can improve students' listening comprehension

IV Conclusion

After analyzing the result of the research, the researcher took two conclusions. The first, after observing the students attitude in listening class, by apply Audio Lingual Method, students perceive attractive in learning listening, students were more interesting. It means Audio Lingual Method attracts in the second grade of junior high school students' attention in improving their listening comprehension skills in English to the students of SMP N 6 Pupuan.

The second, by analyzing students score in preliminary study, the researcher found that the students score were low. There were only 4 students among 40 students that could passed the test in preliminary study.

From the first cycle, the researcher found out that the ability of students in listening comprehension increases. There are 12 students who pass the listening test while 28 students are unsuccessful. The treatment is likely appropriate as the learning process in cycle 1 could improve the students ability. Consequently, the next cycle is employed to meet the criteria of success of 75. The criteria of success is 85% among all member. Furthermore, from the cycle II, there is a significant development in the students listening comprehension. In the second cycle, there are 34 students who pass the test and 6 students are failed. Therefore, cycle II is successful. Based on explanation the result above, it indicates that Audio Lingual Method has positive influence to improve students' ability in listening comprehension in post-test. It can help the students to improve their ability in listening comprehension. Furthermore, teaching listening by using this method attracts the students' attention in improving their listening comprehension.

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