THE EFFECT OF COMMUNICATIVE AND AUDIO LINGUAL METHOD ON STUDENT'S CONVERSATIONAL ACHIEVEMENT

Ika Rebeka Tambunan

and

Elia Masa Gintings

ABSTRACT

The objective of this study was to discover the significant effect of student's conversation when the student's were taught by using Directed Communicative and Audio Lingual Method. The subjects of the study were one hundred and twenty students of State Senior High School Rantau Selatan, Labuhan Batu. The techniques of data analysis applied were quantitative and qualitative. In analyzing the data, the student's were given three conversation assessments namely. It was found that the application of Directed Conversation thinking activity significantly the effect of communicative and audio lingual method on student's achievement conversation.

Key words: Communicative and Audio lingual method; Conversation

INTRODUCTION

English as the foreign language in Indonesia is taught from the first year of Junior High School up to the university level. In this globalization era English is used as a means of communication of people over the world and it is one of the International languages. Beside as a tool of communication English is used to learn a science. There are many books that have been translated in English.

Mastering English especially the speaking is very important because English is used in all aspects of every daily life. Our country used English to learn science and the technology from another country to follow the progress in the world. The growth of world technology those that have the ability in speaking English that will control the technology. It means if we do not have the ability in speaking English, we will not be able to follow the progress in science and technology.

The weakness of teaching English is caused by many factors which might come from the teacher and the students, such as : the method that the teacher used in teaching – learning process, or the mastery on the materials they want to teach. It makes the students confused of their explanation because they do not explain the lesson vividly. Hence, the use of the method is very essential to improve the students' ability in making conversation, especially the use of communicative and audio lingual method to improve the students ability.

REVIEW OF LITERATURE

Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space.

Audio-Lingual Method

The Audio- Lingual Method is a style of teaching used in teaching foreign languages. It is based on behaviorist ideology, which proposes that certain traits of living things, and in this case humans 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.

Student's Achievement :

Achievement is derived from the word ' achieve'. Achievement is the success of obtaining something through skill and hard work. The term 'achievement' also is defined as the condition that something has been done successfully through effort and skill. These imply that achievement is the success of getting at a certain purpose through skill and effort (Procter (1978:7). The teacher can measure the students' progress or achievement by observing their scores. Students' achievement is the success of the students in finishing of gaining something through skills and hard work, and of course it is not an easy work. It needs efforts from the students.

Achievement in Conversation

For along time it is the teaching method was the important thing in teaching – learning process. Method is the way of the teacher gives materials to the students how the material can influence the acquisition of language. Related to this explanation that method is a way doing something. In this case, means how to teach the materials to the students.

In teaching process, the teacher always tries to teach a topic efficiently by deciding a method to get an aim. As it is controversial of there is a teacher skill method used badly in all class. Jack C. and Rogers (1986) said that : " method is an overall plan for the oderly presentation of language material, no part of which contradiction, and all of which is based upon the selected approach ".

This quotation shows that the teacher should realize that it is the important to mater some method that can be used in the class to reach the aims of teaching and learning process. A teacher which is poor in mastering the teaching method, he or she will not get the optimum result, in turn a teacher who can use some kinds of teaching method kinds of teaching methods well, it can increase the student's interest of because they get many chances to the analyse, to discuss, to give their ideas and to make their decision and the others. In principle the students are more active in teaching and learning process in the class.

Based on the above statement, it is assumed that generally every teacher should be able to use some methods in teaching and learning process as Robert L. Gilstrap and Wiliam R. Martin (1984) said that : " there are some methods that a teacher can use in teaching and learning process such as : discussion method, discovery method, practice method, communicative method, audio – lingual method and the others ", especially in teaching conversation.

Audio-Lingual Method

In audio-lingual method, as method of structural approach, the language teaching focused on the spoken language through dialogue and drills. This method involve a systematic presentation of grammatical construction of the second language, moving from the simple to the more complex sentences, often in of drills which the students had to repeat after the teacher said. River, Wilga (1970) says that : " Audio-lingual method stress and learning to understand and speak English at least some of the language to read it, out rather then any partial under study should be mastered orally before being introduced in printed or written from ". On the other hand, Finacchiaro and Brunmfit (1985) say that:

> "Audio - Lingual method the students are expected to use the language based on grammar construction and the students must be aware to the basic knowledge the phonological, grammatical and lexical subsystem of the language, as well as the ability to use this actual communication students must be learn the items with the various subsystem which are interrelated in any communication act of listening, reading, speaking and writing. The meaning of any utterance as the combination of the sound, grammar, lexical and cultural system reflected in it".

In some case, Lewis and Hill (1985) says that:

> "In audio - Lingual method in learning the second language, teacher is expected to emphasize on accuracy of the language itself. Accuracy mean that the students are capable to form the sentences based on the grammatical construction and the students should be able to pronounce the language accurately as well as the native speaker".

Brook in Lewis book also suggest that the students' learning and use the language should be restricted to what the teacher allow. Learning, that is based on accurate reproduction of items of the language by the teacher, or the textbook. In Audio - Lingual method drilling is central technique, it means that the teacher should give the students many exercises in pronunciation, how to drill the word an dhow to form the sentenc4es too, then the teacher corrects the mistakes, in this method language is habit.

The Strength of Audio – Lingual Method

Audio – Lingual method has some strongness beside weakness, the strongness of this method are :

1. Students become skilled in making patterns sentences already in the drill.

2. Students have a speech or pronunciation (pronunciation) is or true.

3. Students do not stay silent, but must continue - constantly responding to the teaching of teachers.

Based on the quotation above the writer will describe about the third strongness of Audio - Lingual method, if the teacher always gives the explanation in using the rule of the sentence, pronunciation and not keep silent but the teacher must continue the motivation to the student sure that they will successful in learning English well.

Communicative Method

The communicative method is a method applied in language teaching in order to enable the learners to communicative more effectively in the foreign language in a real life situation. This is based on the definition at Little wood says that: "A communicative method open us wider perspective on language 1earning". In particular, it make us more strongly a ware that it is not enough to tech learners how to manipulate the structure of the foreign language. They must also develop strategies

for relating these structure for their communicative function in real life situation and real time.

It means that the learners must develop skills and strategies for using language for communicative meaning as affectively as possible in concrete situation. Related to this, Hill says that: "everything that is taught in a situational or context that links the words with the things they refers to students may differ when the language is used, where the language is used and to whom the language will be used.

Furthermore, Brumfit say that: "Communicative language teaching has tended to concentrate language teaching on the rules we need for using the language in social situation, rather then the grammatical rules that we need to produce sentences"

Communicative means here that the students should be able to create links between the language form being practiced and their potential functional meaning. In here the learners must distinguish between the forms he has mastered as a part of linguistic competence, and the communicative function which the perform. In other word, items mastered as a part linguistic system must also be understood as a part of communicative system. Furthermore, Smith says that: "We must recognized that responsibility for effective communication is share by both the speaker and the listener, in any conversation it is not the sole responsibility of the speaker to mark herself to understand. The listener must take effort to understand".

In teaching conversation by applying communicative method role of teacher here will function as a facilitator for the students, as an instructor and as class manager. As a class manager she is responsible for grouping the activities into lesson and for ensuring that these are satisfactory organized at the practical level, including to decide on her own role within in each activity. As an instructor, the teacher must be able to guide the conversation or the lesson to the meaningful context by considering the ethnography of language (who speak, what language, to whom for what purpose, when, where, in what, why, or how).

The Differences Betweens Communicative Method and Audio-Lingual Method

That will to become the problem now is there are many teacher of English Junior High School or Senior High School is not understand yet what and how approach. And how is the implication in learning English, because there are many teacher have used the audio- lingual method that has known as long ago

Based on the above explanation the characteristics of the communicative method and audio - lingual method can be shown as follows:

Communicative	Method Audio - Lingual Method
1. Language use	1. Language form
2. Language is skill	2. Language is habit
3. Fluency is expected	3. Accuracy is needed
4. Stress on the ability in speaking	4. Use the language based on the grammar
5. Use the language based ion the real and situation	5. Use the language based the times grammar situations

STUDENT'S ACHIEVEMENT

Achievement is derived from the word ' achieve'. Achievement is the success of obtaining something through skill and hard work. The term 'achievement' also is defined as the condition that something has been done successfully through effort and skill. These imply that achievement is the success of getting at a certain purpose through skill and effort.

Procter (1978:7) explains the word 'achievement' is derived from a verb 'achieve' which means to finish successfully, especially for something, to get the result of an action, to gain something. It involves three important aspects, cognitive, affective knowledge, and psychomotor.

Achievement concerns with someone have actually got. Learning achievement is related to the effort of getting something. Learning achievement of the students is realized in the form of scores. In other words, students' achievement is measured with their scores. The teacher can measure the students' progress or achievement by observing their scores. Students' achievement is not an easy work. It needs efforts from the students. Based on the explanation above, it can be concluded that students' achievement is the success of the students in finishing of gaining something through skills and hard work.

The Conceptual Framework

Communicative method is a method applied in teaching language (conversation) in order to enable the students to communicative more affective in a foreign language in real life situation. The method gives opportunity to the students to acquire effectiveness in speaking. Audio - Lingual method is the students are expected to be capable to form the spoken language based on the correct grammar pattern.

So, the relationship between communicative method and audio – lingual method to the result of study means:

a. Communicative method is suggest that the teacher should provide the learners with opportunity to practice their ability in speaking the language, they are learning in an appropriate context.

b. Audio - Lingual method the teacher would explained to the students how to form the sentence based on the form which has stated in the text box

Based on the explanation above, it has been explained that the difference of applying both method is based in the characteristics that has been shown on the theoretical descriptions is if in audio - lingual method has good. The students are able to speak English well.

METHOD OF RESEARCH

This study is conducted by using experimental research. The subject was 40 students. The research used: 1). Interview sheet. Interview sheet was used to collect information about student's attitudes, perception, point of view, and conversation with used English Language. 2). Diary notes. Diary notes were personal records usually done by the writer itself that were written up daily, and 3). Observation sheet. Observation sheet that was used to identify conditions which was happened during teaching learning process including teacher, students, and context of situation that was done by collaborator. Bsides the Multiple-choice test. The students were asked to answer 30 multiple-choice questions, which were related to the test that they read. The time which was given to students to finish the test is 45 minutes.

RESEARCH FINDINGS AND DISCUSSION

All the quantitative and qualitative data from all the meetings. In the first meeting, the student's were given orientation test. From the orientation test, it was found that student's communicative and audio-lingual method was still low. They were confused and can not understand in matching a conversation with the meaning, felt hard to understood an conversation English test, and did not brave to say something. After the first meeting, the student's were taught communicative and audio-lingual method strategy in learning conversation (speaking). Although they still had problems in conversation, the result of the first cycle was better than the result of the orientation test. After the writer did the second cycle, the result of the second cycle was better than the first cycle.

Beside, data also taken from the observation sheet, diary notes, and questioner sheet. Observation sheet and diary notes showed that the student's were more active during the teaching and learning process. In the beginning, not all the student's were interested in studying. There were some student's chatted during the teaching and learning process. Beside that, they were still shy when they were given a chance to say something about the topic. But in the next meetings, the student's showed their enthusiasm either in asking and answering question. The questionnaire also informed that most student's strongly agree if the teacher apply this strategy for teaching

conversation. All those data indicated that the student's gave good attitude and response during the teaching and learning process ran. Finally, from the quantitative and qualitative data, it found that the application of student's achievement conversation strategy had successfully the effect of communication and audio-lingual method.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it was found that the student's communicative and audio-lingual method increased from the first cycle to the second cycle. It means that there is the effect of communicative and audio-lingual method when they taught by using directed student's achievement conversation activity. The student's score continuously the effect of communicative in each assessment. The mean of the student's score for the first communicative assessment as assessment I was 40.40, the second conversation assessment II was 47.75, and the third reading assessment as assessment III was 62.75. The total percentage of the student's who passed the passing grade significantly the effect, in the assessment I it was 35 % in the assessment II 65 %. Therefore, it can be conclude that directed student's achievement conversation activity could the effect of communicative and audio-lingual method student's achievement conversation of SMA NEGERI 1 RANTAU SELATAN (LABUHAN BATU).

SUGGESTION

The result of this study shows that the use of directed student's achievement conversation activity effect the student's communicative. Therefore it is suggested for English teacher to apply directed conversation activity to do the things that have been already stated aboveand also for other researcher to conduct research related to this study for better result.

REFERENCES

Sudarwati, M and E. Grace. 2007. *Look Ahead An English Course 2*. Jakarta: Yudhistira.

Harmer, J. 1998. *How To Teach speak English*, Harlow: Pearson Education.

Harmer, J. 2003. *The Practice of English Language teaching* (3 edition). Harlow: Pearson Education.

Wallace, M.J. 1998. *Action Research for Language Teachers.* United Kingdom: Cambridge University.

Wiriaatmadja, Rochiati. 2008. *Metode Penelitian Tindakan Kelas* (7 Ed). Bandung: Remaja Rosdakarya.

Homby, A. S. 2000. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press.

Wallace, M. J. 1998. *Action Research for Language Teacher.* United Kingdom: Cambridge University.

Mc Shane, S. *Applying Research in Reading Instruction for Adults:* First Steps For Teachers (2005).

Tompkins, G. E. 1997. *Literacy for the 21 Century: A Balanced Approach.* Upper Saddle River, NJ: Merril/Prentince Hall.

Gintings, E. M. *Research & Teori Penulisan Skripsi.* Medan: State University of Medan.

Hikmat, Mahi M. 2011. *Metode Penelitian: Dalam Perspektif Ilmu Komunikasi dan Sastra.* Yogyakarta. Graha Ilmu.

http://www.en.wikipedia.org/wiki on February16th2011.

http://oase.kompas.com/communicative/ Accesed Agustus 2011.

http://www.wagsoft.com/Audio-lingual method/ Accesed September 2011.