

THE IMPORTANCE OF THE AUDIO LINGUAL METHOD IN TEACHING LISTENING

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Abstract

Listening is the way to catch information accurately and the way to know what the messages about in the process of communication. It means that the students here are able to interpret what the speaker says. The way to listen is to pay attention to sound or action. In fact, in the learning process, teaching listening faced some difficulties for the students. One of the reasons is as a foreign language. Therefore, the writer tried to use one of the methods in teaching listening. Such as: the audio lingual method. This method is very important to know, especially: how the principles of this method, what are the goals for the teachers and students, how about the roles for the teachers, how are the feelings of the students using this method, etc. In addition, to face those problems, this article explained some solutions to make the students more interesting in learning listening.

Keywords: Listening and Audio Lingual Method

INTRODUCTION

There are four basic skills in learning English as a foreign language, such as: listening, reading, writing, and speaking. In this article, the writer focuses on listening skill. However, there are some difficulties faced by students or college students. For examples: the lack of vocabulary, the lack of how to pronounce the words, and the lack of how to catch the words from the native speakers. Moreover, listening is one of the keys to master communication in English. Pikisuperstar (2020) describes that if there is no ability to listen effectively, the meaning of the messages will be not accepted or misunderstanding. As the result, the communication could be able frustrated or irritated. Therefore, not only as a university students, but also as a teacher or lecturer should be able master in listening, in order, the meaning of communication will be accepted each other.

After knowing about listening, the teacher should find one of the methods in learning listening. For instance: Audio Lingual Method. According to Larsen (2000), first of all, the goals of teachers who use this method that in order the University students here could

understand the target language for communication. Secondly, the teacher is like a leader as a good model for imitation whereas the students as imitators. Therefore, a good teacher will produce good students. Thirdly, for some characteristics of teaching and learning process, new vocabulary and structures are presented through dialogs. The dialog are learned through imitation and repetition. Forthly, there is student to student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher-directed. Most of the interaction is between teacher and students and is initiated by the teacher.

In addition, Haycraft (2002) Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures, and behaviorist psychology. Furthermore, in this article, listening section will use this method as learning process. This method is not only use for the students in the school, but also for University students in the world.

THE LINGUISTIC AIMS OF AUDIO LINGUAL METHOD

The linguistic aims of the Audio Lingual Method are:

1. Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.
2. Language learners are able to speak in acceptable pronunciation and grammatical correctness.
3. Language learners have no difficulties in comprehending printed materials,
4. Language learners are able to write with acceptable standards of correctness on topics within their experience.

The aims mentioned above have basic principles in learning teaching interaction. Since the primary aim is the ability in communication, language learners and their language teacher should use the target language at all times. The language teacher should greet his/her students in the target language from the first day of their language class. Their mother tongue is not used unless it is necessary and translation into their mother is prohibited. Intensive drills should be provided so that language learners can have enough practice of using the grammar of the spoken language. Drilling is a central technique in this method. The final goal of language learning process is that language learners are able to communicate in target language with native-speaker-like pronunciation. Through this method language learners learn structures, sound or words in contexts. The two other skills: reading and writing are deferred until speech is mastered; these skills follow the other skills: reproductive skills. The

sequence of learning is listening, speaking, reading and writing.

THE CULTURAL AIMS OF AUDIO LINGUAL METHOD

The cultural aims of the method are:

1. Language learners understand daily life of the people including customs, work, sport, play, etc.
2. Language learners know the main facts concerning the geography, history, social and political life of the people.
3. Language learners appreciate the art and science of the people.
4. Language learners understand the value of the language as the main factor in their culture.

These cultural aims will accompany the linguistic aims and these will motivate language learners to learn the target language. By knowing all aspect of the people, language learners will have better understanding of the language used by the people and increase their motivation. Motivation is important in learning the target language since effective learning will take place when language learners are eager to acquire the target language.

THE PRINCIPLES OF AUDIO LINGUAL METHOD

In short, Jonshon (1968) states that the principles of the ALM are:

1. Language is a system of arbitray vocal symbol used for oral communication.
2. Writing and printing are graphic representations of the spoken language.
3. Language can be broken down into three major component parts: the sound system, the structure and the vocabulary
4. The only authority for correctness is actual use of native speakers.
5. One can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language.
6. Language can be learned inductively far more easily than deductively.
7. Grammar should never be taught as an end in itself, but only as a means to the end of learning the language.
8. Use of the students' native language in class should be avoided or kept to a minimum in second language teaching.

9. The structures to which the students are exposed to should always sound natural to native speakers.
10. All structural material should be presented and practiced in class before the students attempt to study it at home. The principles above are only some of the principles that people may believe to belong to the ALM. The principles of the ALM also deal with theories of language and language learning, which will be presented below.

TECHNIQUES OF THE AUDIO-LINGUAL METHOD

Larsen (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio-lingual Method. The listing here are as follows:

1. Dialogue memorization. Students memorize an opening dialogue using mimicry and applied role playing.
2. Backward Build-up (Expansion Drill). Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backward 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. The 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 a negative statement, etc.
8. Question and Answer drill. Students should answer or ask questions very quickly.
9. Use Minimal Pairs. Analysis, the 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.

THE CHARACTERISTIC OF AUDIO-LINGUAL METHOD

The characteristics of ALM (Audio-lingual Method) may be summed up in following list (Prator & Celce Murcia cited in Triwahyuni (2018):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrase, and over learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teacher is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

Learning Audio-lingual Method (ALM) is basically about conversation and drills. Audio-lingual Method (ALM) has some characteristics, first of all is new material that give to the students about conversation to memorize. Characteristics of Audio-lingual Method (ALM) not only about conversation but also the students should repeat the conversation at a time. Moreover the teacher has a great effort to get students to produce error-free utterances in conversation.

THE IMPORTANCE OF THE AUDIO-LINGUAL METHOD

The audio-lingual Method, as any other approach, has made some good contributions to the educational field. Inspire of various refutations made against this method, it also has certain advantages that worth to be analyzed and taken into account for the purposes of this work.

1. The Audio-lingual Method has been based on a real psychological approach: Behaviorism. If a method is related to a serious and reliable psychological approach with fundamentals on pedagogy, it is a good method. All these characteristics have

made audio-lingual method become an adequate and truthful tool with objective is to teach through certain kinds of proved processes.

2. The native language is not used to teach a foreign language

In this same way we have learnt our native language, teachers should try to remember students are inside an environment where they deal with the new language and listen to it during the whole class hour. As a result of that, students will not have another option but use the foreign language and it will make them feel more comfortable when saying things in English.

3. No translation is permitted to teach vocabulary

The Audio-lingual Method states that we must not use translation as an activity to teach vocabulary; we should create and use new ways to explain an unknown word. We can use realia, flashcards, gestures, mimicry, synonyms, and antonyms to explain a word definition or meaning. Then push their students to understand a meaning inside the context or to use the dictionary.

4. Students are encouraged to use the foreign language and to speak

Since the native language can not be used, students must have to use the foreign language to express any idea they have. If a teacher perseveres with that, they can get students not to feel frightened or shy when using some words or even complete phrases to express some ideas or opinions. that English has. Moreover, it demands the teacher to be a master in the language so he can teach it correctly.

5. Through teacher's modeling, students learn pronunciation, intonation and stress.

As the teacher models word stress, students learn the correct sounds of the different terms. Here the teacher must use repetition, choral work, and a set of words to practice the new vocabulary. It is important that articulation has to be taken into account when those kinds of pronunciation activities are used in the class because in Spanish speakers do not have some sounds.

6. Teaching grammatical patterns

This methodology is centered on teaching structures and patterns. It will be something good because many times we know people who speak English but they do not write very well. We can not deny speaking a language is the final result of foreign language courses, but writing is communication too. And if students do not interiorize some grammar, they can not make their thoughts or opinions understandable to the receptor of the message. Students must create a correct mental pattern then. It is positive to let students express their ideas in an incomplete way sometimes, but

teachers also have to correct students when they are in a more advanced level, as their senior year of high school, so they can express themselves in a real conversation without the teacher's interpretation.

7. The teachers creativity can be used to give positive reinforcement

As it was said before, the Audio-lingual Method is based on operant behaviorism where reinforcement plays a very important part in the teaching learning process. According to it, teachers can create a system of rewards for their own students. We are not suggesting that the teacher gives some students a prize and a punishment to others. The idea is to motivate students to do their best and plan some interesting activities that all the class can enjoy. For example, a movie at the end of a unit, some kind of festival, a small custom party, a pet day, a love day, etc. These are simply ideas that the teacher can use to reinforce his students efforts. In the end, we know those kinds of activities are positive reinforcement from the operant behaviorism's point of view, but in a different way. It will depend on the teacher's creativity and commitment.

THE CONCEPT OF LISTENING

Some people are described as 'good listeners' and it's always a compliment. Being able to listen attentively and to understand and remember what you've heard is a valuable skill. When you think about someone who you consider good at conversation, you may well find that it's because they listen more than they speak. You're picking up on their listening skills, not necessarily their speaking skills.

Listening is often thought of as a personal attribute which you either have or don't have, but we can all become better listeners. The result is likely to be improved relationships, less conflict and increased effectiveness – in short, better communication with colleagues, clients, supervisors, friends and family.

1. Listening at Work

There are many situations in which a learner will need to listen. At work they will be:

- a. given instructions – perhaps about a piece of equipment or a procedure
- b. taking messages – from customers or colleagues
- c. involved in meetings – where key facts and decisions will be discussed
- d. learning new skills or techniques – by listening and observing more experienced colleagues

- e. dealing with customers or service users – who may not be very clear or have a problem or complaint.

Some students find it hard to retain information, to concentrate or to ignore all the other stimuli around them. The activities in this section will help learners to listen attentively to instructions, ask questions while listening and identify the main points of what they've heard. The section also looks at what's meant by 'active listening' and the role of non-verbal communication.

2. A Good Listener

First, it's important to be clear about what a good listener actually does. What makes someone good at listening is a consistent behaviour pattern. They do the same things each time – and they are tangible and teachable. Good listeners:

1. show that they are listening by making sound prompts (*'Uhuh', 'I see', 'Yes'*) and by show that they understand by reflecting back what the person said, either in the person's own words or by paraphrasing (*'So you said that your cab was late...'*)
2. show that they have got beyond the words to the real feelings behind the statement (*'So you were getting worried about missing the appointment when your cab was late'*)
3. ask questions to check their understanding and dig further for clarification know what type of question to ask – when to ask a closed question (*'What time did the cab arrive?'*) or an open question (*'So, what happened?'*) when looking for different types of information
4. concentrate and cut out distractions to be able to focus on the person speaking.

3. Starting Point

The starting point for helping a learner to improve their listening skills is awareness of both self and others. Ask them, either individually or in groups, to think about someone they know who they would describe as a 'good listener'. Then ask them to consider what this person does that makes them say this. The learners can then think about how the way they listen is similar to or different from this person.

THE IMPORTANCE OF LEARNING LISTENING

Willcocks (2007), explains that Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued by

employers. People with good communication skills:

1. can relate well to colleagues and customers
2. are able to get information they need from organisations and individuals
3. can explain things clearly and contribute to meetings and discussions
4. are more successful in their careers
5. have more positive and productive relationships with others.

CONCLUSION

In this article, teaching listening will be able more interesting for the teachers. Because, they can use this Audio Lingual Method in listening process. The students could feel different and spirit to study about listening. Therefore, as a teacher should more creative to find and use new materials in teaching process. Hopefully, this method will help another students outside, new environment, and people to study about listening. Moreover, not only for listening section, but also for another skills (speaking, reading, and writing).

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