CHAPTER II

REVIEW OF RELATED LITERATURE

A. Skills in Language Teaching

In language teaching, there are four kinds of language skills, there are; reading, writing, listening, and speaking.

Reading is one of language skills, in reading students have to read words, phrase, sentence, or text in English. Reading skill is learned by the students to make them have large knowledge and vocabulary. Reading is common activity that does by the students.

Writing is the English skill. It shows the students' ability in writing words in English, and arranges the words into a phrase, sentence, or text. In writing, students also have to know about structure or grammar. It is to support the students' ability in writing.

Listening is a language skill that the activity is to hear and understand the native speaker's words or someone who speaks English. Listening can help students to know the way the native speaker talk and pronouncing words. In listening, students also learn about the native speaking attitude, the fluency, accuracy and the intonation.

Speaking is the ability to produce words in language practicing. Speaking is the important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language, or English. In speaking

we also need listening skill and understanding. Large vocabulary is also needed by students to master all of the language skills.

Sari Luoma in her book "Assessing Speaking" said that:

"When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly sub conscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status on the basis of pronunciation."

B. Teaching Speaking

In teaching speaking, there are three kinds of teaching that can evaluate the students' speaking skill:

1. Teaching the Fluency

Teaching fluency is about the evaluation of students' ability to use English as a language communication in the students' conversation class. This is about the students' fluency in speaking English.

2. Teaching Grammar

Grammatical teaching is about the form or errors grammar when the students do their conversation. In grammatical teaching teacher correct the students grammatical when they speak and also explaining all of the kinds of grammar that may use in the conversation in the certain situation.

⁹ Sari Luoma, Assessing Speaking, page. 9-10

3. Teaching pronunciation

Teaching pronunciation is teaching about the accuracy of the students in saying words in other language. Most of Indonesia students have difficulties in pronouncing words in English, because it is influence by the students' mother tongue and the students' environment. Not the students' entire environment supports them to use English in their daily life.

Based on Daniel Jones says in his book "An outline of English Phonetics".

The difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech - sounds occurring in the language, when he hears them pronounced; he must more oven learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice - pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling. 10

To solve the students' problems of pronunciation based on Daniel Jones 1960 are:

¹⁰ Daniel Jones, An Outline of English Phonetics, page. 2

- 1) A matter of 'ear-training' or more accurately 'cultivation of the auditory memory.' *Good ear* is needed to be a successful linguist. If his ear is unsensitive by nature, it can be made more sensitive by training; and if his ear is good by nature, it can be made still better y training.
- 2) A matter of gymnastics of the vocal organs. In order to learn to form the speech sounds of a foreign language, the students has to learn to put their tongue, lips, and other parts of the organs of speech into certain definite positions, or to perform with them certain actions.
- 3) The students have to learn the appropriate order in which to place the sounds so as to make intelligible words and sentences. This is matter of *memorizing*.
- 4) Concern certain characteristics which sounds and syllables have relative to other sounds and the sentences. In particular the students will generally be able to pronounce correctly in the matter of length, stress, and pitch, if accurate information as to the foreign usage in regard to these matters is supplied to them.
- happens that a student can pronounce isolated sounds correctly, knows what sequence of sound to use in a given word or sentence, and knows the necessary details in regard to length, stress, and pitch, but he stumbles over the sound-sequence. He has not acquired facility in passing from one sound to another, and he cannot always say sequences

of sounds rapidly and without stumbling. In other words, he does not 'catenate' properly.¹¹

In this research the writer focus on speaking skill, so the specific is the influence of the Audio Lingual Method in teaching speaking skill.

Penny Ur explains in her book A Course in Language Teaching, that:

The concept of pronunciation may be said to include; the sounds of the language or morphology, stress and rhythm, and the last is intonation.

- a) Sounds. Sound is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representations.
- b) Rhythm and Stress. English speech rhythm is characterized by tone-units:
 a word or group of words which carries one central stressed syllable
 (other syllables, if there are any, are lightened).
- c) Intonation. Intonation, the rises and falls in tone that make the 'tune' of an utterance, is an important aspect f the pronunciation of English, often making a difference to meaning or implication. The different kinds of intonation are most simply shown by the symbols (>>) over the relevant syllable or word in order to show falling and rising intonations; and the symbols (*^) to show fall-rise and rise-fall. 12

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

¹¹ Daniel Jones, An Outline of English Phonetics, page. 3-8

¹² Penny Ur, A course in Language Teaching, page. 47-49

C. Teaching Method

1. Communicative language learning

Communicative language learning used contextualization as basic premise. Communicative competence is the desired goal, i.e. the ability of the students to use the linguistics system effectively and appropriately. Contextual language learning use linguistic variation, language variation is central in materials and methodology. Sequencing is determined by any consideration of content, function, or meaning which maintains interest. 13

2. Total Physical Response

·Total physical response is teaching foreign language that does without explain something. The teacher just needs to use the teacher's body as the media of teaching-learning process. Learners in total physical response have the primary roles of listener and performers. The learners listen attentively and respond physically to commands given by the teacher. This method is suitable for the beginner students.¹⁴

3. Silent Way

In the silent way teacher does not use his body. The teacher does not say something to increase students' vocabulary. The teacher just needs a media to make the learner know some words in target language. For example,

¹³ Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, page.

¹⁴ Ibid, page. 87

teacher give a picture an animal then ask the students how to say the animal in the target language. This method can be used in the first level of English lesson students to increase the students' vocabulary, such as elementary students 15

Silent way method has difficulties in the teaching-learning process, because the students must search the vocabulary that asked by the teacher by themselves. If the students are not active, they will not get much vocabulary and the target learning is not reached. So the teaching learning process will not be successful.

4. Community Language Learning

In community language learning, students make their own community that commit to talk in English when they meet. It is like speaking community. Community language learning is useful to increase the students speaking ability. Community language learning can support students' learning process in learning English. Teacher can know the increasing of students' ability by evaluate them. 16

5. Audio Lingual Method

Audio Lingual Method is a method that firstly used by American army to make the soldier understand the other language. This method developed in 1950s. The purpose of this method is to make the soldiers be able to

 ¹⁵ Ibid, page. 100
 16 Ibid, page. 114

understand the enemy's language. Audio Lingual Method is the combination of structural linguistics theory, contrastive analysis, aural-oral procedures, and behaviorist psychology.¹⁷

The emergence of the Audio Lingual method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. It is to understand foreign language more. Audio Lingual Method in language skills includes listening, speaking, reading, and writing. In practice this means that the focus in the early stages is on oral skills. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency. The activity is students listen to the cassette or CD then students tries to pronounce the words.

Most people think that Audio Lingual Method is a boring method for learning English. It can be happen because the approach that used by the teacher is same, and there is no improvisation in the teaching learning process.

Audio Lingual method is one of the methods that can be used in teaching speaking; in this research the writer specialize in pronunciation. Audio Lingual method is not always needs electronic media, but the teacher also can practice in saying the words by the teacher himself. For example, the teacher says a word orally and repeats it for several times, then asks the

¹⁷ Ibid, page, 47

students to practice the same words for several time too. These makes the students are able to pronounce the words correctly. If the teacher has difficulties in pronouncing words in the target language, the teacher can uses cassette or CD recorder of native speaker voice in practicing the pronunciation.

Types of learning and teaching activities in this method are dialogues and drills. Dialogues and drills form the basis of Audio Lingual classroom practices. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After dialogues patterns the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises. The use of drills and pattern practice is a distinctive feature of the Audio Lingual method. Various kinds of drill are used. There are repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder, and restoration.

Repetition. The students repeat utterance aloud as soon as he has heard it.
 He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sounds are as important as form and order.

Example:

This is the seven month. – This is the seventh month.

I used to know him. – I used to know him.

I used to know him years ago. - I used to know him years ago when we were in school....

After a student has repeated utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

2) Inflection. One word in an utterance appears in another form when repeated.

Example:

I bought the ticket. – I bought the tickets.

He bought the candy. – She bought the candy.

I called the young man. – I called the young men ...

3) Replacement. One word in an utterance is replaced by another.

Example:

He bought this house cheap. – He bought it cheap.

Helen left early. - She left early.

They gave their boss a watch... They gave him a watch...

4) Restatement. The student rephrases an utterance and addresses it to someone else, according to instructions.

Example:

Tell him to wait for you. – Wait for me.

Ask her how old she is. – How old are you?

Ask John when he began. - John, when did you begin? ...

5) Completion. The student hears an utterance that is complete except for one word, and then repeats the utterance in completed form.

Example:

I'll go my way and you go - I'll go my way and you go yours.

We all have ... own troubles. - We all have our own troubles...

6) Transposition. A change in word order is necessary when a word is added.

Example:

I'm hungry. (so). - So am I.

I'll never do it again (neither). - Neither will I ...

7) Expansion. When a word is added it takes a certain place in the sequence.

Example:

I know him. (hardly). - I hardly know him.

I know him (well). - I know him well...

8) Contraction. A single word stands for a phrase or clause.

Example:

Put your hand on the table. – Put your hand there.

They believe that the earth is flat. – They believe it ...

9) Transformation. A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Example:

He knows my address

He doesn't know my address

Does he know my address?

He used to know my address

If he had knows my address.

10) Integration. Two separate utterances are integrated into one.

Example:

The must be honest. This is important. – It is important that they be honest.

I know that man. He is looking for you. – I know the man who is looking for you ...

11) Rejoinder. The student makes an appropriate rejoinder to a give utterance.

He is told in advance to respond in one of the following ways:

Be polite

Answer the question

Agree

Agree emphatically

Express surprise

Express regret

Disagree

Disagree emphatically

Question what is said

Fail to understand.

BE POLITE. EXAMPLE:

Thank you. - You're welcome

May I take one? - Certainly

ANSWER THE QUESTION. EXAMPLE

What is your name? – My name is Smith.

Where did it happen? – In the middle of the street.

AGREE. EXAMPLE

He's following us. – I think you're right.

This is good coffee. – It's very good.

12) Restoration. The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

Example:

Students/waiting/bus. - The students are waiting for the bus.

Boys/build/house/tree. - The boy's built a house in a tree ... 18

¹⁸ Ibid, page. 54-56

D. Kinds of Approach in Audio Lingual Method

The approach developed by linguists at Michigan and other Universities became known variously as the oral approach, aural-oral approach, and the structural approach. 19

Oral approach a.

Oral approach is one of the approaches that can be used by the teacher in teaching speaking, reading, and listening. An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of un-graded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits better contextualization in those circumstances.²⁰

The activities in the oral approach are discussion, make a conversation, describe picture, etc. Oral approach can be due by drilling. In drilling, teacher say words and repeat until the pronunciation of the students' is right. Speaking evaluation is including the students' pronunciation, fluency, and accuracy.

The main characteristics of the approach were as follows:

1) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

¹⁹ Ibid, page. 47 ²⁰ Ibid, page. 47

- 2) The target language is the language of the classroom.
- 3) New language points are introduced and practiced situationally.
- 4) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- 5) Items of grammar are graded following the principle that simple forms should be taught before complex ones.
- 6) Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

The other explanation about the characteristics of the ALM (Audio Lingual Method) by H. Douglas Brown in "The Principles Language Learning and Teaching" adopted from Prator and Celce-Murcia, 1979):

1) New material is presented in dialog form; 2) There is dependence on mimicry, memorization of set phrases, and over-learning; 3) Structures are sequenced by means of contrastive analyses and taught one at a time; 4) Structural patterns are taught using repetitive drill; 5) There is little or no grammatical explanation: grammar is taught by inductive analogy rather than 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 teachers 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. 21 (H. Douglas Brown, 2000, adopted from Prator and Celce-Murcia, 1979; 74-75).

²¹ H. Douglas Brown, 2000, adopted from Prator and Celce-Murcia, *Principles of Language Learning and Teaching*, Page. 74-75

b. Aural-oral approach

The aural-oral approach is exploring the students' ability in the language. In aural-oral approach the purpose is students can be used to use the language in the students' daily activity or conversation. So the students can be fluency in using their English as the foreign language.

The activities mostly are students talking all the time long in English as long as they join the English class.

They drew on the earlier experience of the army programs and the aural-oral or structural approach developed by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to Audio Lingual Method.²²

c. Drilling approach

Drilling is one of the approaches that used in Audio Lingual Method. In drilling, learners do same activities for many times. The activity is teacher gave one form of words and asks the students to pronounce the words for many times until the students able to pronounce the words correctly. This activity can make the learners boring with the approach. It is because the learners have to do some activities for several times. For

²² Jack Richards C and Theodore S Rodgers, page. 47

example: the teacher asks the learners to produce same word for many times.

E. The Application of Audio Lingual Method

The application of Audio Lingual Method is about how the teacher applies the method that the teacher uses in speaking skill especially in pronunciation. In Audio Lingual Method, all of the materials are taught orally. The teacher gives oral instruction and asks the students to practice the target language. The approach that used in Audio Lingual Method is oral approach, aural- oral approach, and drilling. The classroom activities mostly are producing words orally. The targets of Audio Lingual Method are the students' speaking skill, the students' ability in communication using the target language and understand the word form.

F. The Influence of Audio Lingual Method In the students speaking ability especially in pronunciation

It is all about the influence of the method that used by the teacher and the learner. The influence can be checked by give a test to the students and observe the students habitual in the classroom. Audio Lingual is the useful method in teaching speaking especially in pronunciation, because in this method teacher ask the students to talk much in English and also listening the right pronunciation to say words in English. By this method, students can increase their ability in the speaking skill especially in pronunciation.