







- 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 un-sensitive by nature, it can be made more sensitive by training; and if his ear is good by nature, it can be made still better by 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.
- 5) Must be carefully distinguished from all the proceeding. It sometimes 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

























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.<sup>22</sup>

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

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<sup>22</sup> Jack Richards C and Theodore S Rodgers, page. 47



