

**INVOLVING AUDIO-LINGUAL METHOD (ALM) AND COMMUNICATIVE
LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING SKILL
AT JUNIOR HIGH SCHOOL**

PAPER

*Submitted in Partial Fulfillment of Requirements
for the Strata One (S1) Degree*



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2012**

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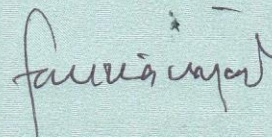


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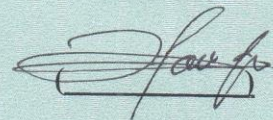
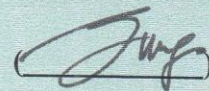
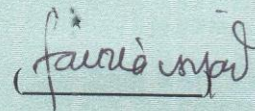
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ABSTRAK

Nita, Siska Aris. 2012. *“Involving Audio-Lingual Method (ALM) and Communicative Language Teaching (CLT) in Teaching Speaking Skill at Junior High School”*. Paper (Unpublished Paper). Padang: Universitas Negeri Padang.

Makalah ini menguraikan tentang pengajaran speaking skill dengan menggunakan metode *Audio-lingual Method (ALM)* dan *Communicative Language Teaching (CLT)*. Dalam aktivitas pengajaran speaking skill tersebut, ALM adalah metode pertama yang digunakan. Guru melatih pengucapan (*pronunciation*) siswa dengan menggunakan drill-drill yang ada pada ALM. Setelah siswa paham bagaimana cara pengucapannya (*pronunciation*), guru menggunakan CLT sebagai metode lanjutan dari ALM. Di dalam aktivitas pengajaran dengan menggunakan metode CLT ini, guru menggunakan media-media pembelajaran seperti gambar. Guru memperlihatkan gambar beserta situasi yg ada dalam gambar tersebut dan menyuruh siswa membuat sebuah percakapan pendek berdasarkan situasi yang ada di dalam gambar tersebut. Dalam aktivitas ini, guru menggunakan *role play* sebagai aktivitas pengajarannya. ALM dan CLT ini mempunyai beberapa kelebihan dalam pengajaran speaking skill ini, selain dapat meningkatkan kemampuan siswa dalam berbicara, ALM dan CLT ini juga meningkatkan interaksi siswa di dalam kelas, baik interaksi siswa-guru maupun siswa-siswa. Interaksi siswa dengan guru tercipta ketika guru menjadi model dalam melatih pengucapan siswa dan interaksi siswa dengan siswa tercipta ketika siswa berdiskusi membuat sebuah percakapan dengan menggunakan *role play* sebagai aktivitas di dalam kelas.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alam, first of all I would like to say thanks to Allah SWT, the almighty and the most worthy raise, who has given me opportunity and strength in completing my paper entitled “*Involving Audio-lingual Method (ALM) and Communicative Language Teaching (CLT) In Teaching Transactional and Interpersonal Text.*”. In addition, I also send *Salawat* and *Salam* for the prophet Muhammad SAW, the last prophet and the greatest leader of human beings.

I would like to express my sincere gratitude to my advisor Dra. An Fauzia Rozani Syafei, M.A who generously had provided her great deal of time to give guidance and valuable advice in completing this paper. In addition, I would like to express my great attitude to the examiners, who have contributed their suggestions and ideas to the completion of this paper. Next, I also express my thanks to the Chairman of English Department Dr. Kurnia Ningsih, M.A. and the Secretary of English Department Dra. An Fauzia Rozani Syafei, M.A. Then, I would be grateful for all lecturers of English Department who had taught me during my study in this department.

Then, I would like to address the deepest gratitude to my beloved family. My great and lovely parents Aristin and Gusniarti, my beloved brother Yopi Aries Saputra who always gives love, endless support and prays. I would also express my thankfulness to the rest of my family for caring, supporting and praying for me.

Finally, I also honestly admit that this paper is not perfect yet. Thus, any constructive critics, suggestions and advices from readers are highly appreciated for the improvement of this paper.

Padang, June 2012

Siska Aris Nita

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills in learning foreign language besides listening, reading, and writing. It has been taught since Elementary School. However, it is not easy for the students to communicate in English. They have to think more when speaking English, because they need to produce the correct sentences and appropriate words, even in good pronunciation. This reality makes teachers need to think how speaking ability could be mastered by their students. Therefore, teaching of speaking today is directed to improve the learners' communicative skill that can express English appropriately. Then, teaching speaking must be focused on teaching English language rather than teaching about English language.

Based on school based-curriculum (KTSP 2006), English should be taught communicatively at all levels starting from elementary, junior and senior high school. This curriculum has a standard competency that must be reached by the students in all kinds of skills including speaking skill. Standard competency is used as teachers' reference in teaching process. The consideration of this curriculum has the purpose to make students speak. It is expected that they can speak to others, express their ideas, feelings and thought orally.

In fact, many students are still afraid of using English and even they cannot speak English. Decker (2004) states that the students' fear or making

mistake may be stronger than their desire to speak. He adds that in this problem, only the bright students will talk much in the class. It means that only the clever students would get more chance to participate in the classroom. This problem occurs not only because they do not know how to pronounce the sentences but also the lack of vocabulary and ideas.

Based on writer's experience during the teaching practice at Junior High School, there was a major problem in teaching speaking done by the teacher. When the teacher taught about the expression, the teacher just wrote it on the white board. Then, he/she asked the students to make short conversation and perform it in front of the class. The teacher might ask the students to bring the text while they were performing. These techniques will not develop the students' speaking skill because they just read the text without understanding about the dialogue and the context of using it.

In the case of teaching English as foreign language, for the first time the teacher should teach the pronunciation to develop students' speaking skill. Pronunciation is not an optional extra for the language learner any more, compare with grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important. According to Scarcella and Oxford in Maniruzzaman (2007), pronunciation should be taught in all second (foreign) language classes through a variety of activities. It means that pronunciation should be taught in English classroom. The teacher can teach the pronunciation through some varieties of activities. Audio-lingual Method is

one way to solve this problem. The audio-lingual method can drill students in the use of grammatical sentence patterns. And this method advises that the students are taught a language directly without using the students' native language to explain new words or grammar in the target language. This method does not focus on teaching vocabulary but the teacher drills the student in using grammar and pushes the students to "parroting" the utterances spoke out by the teachers in order to train their pronunciation.

In addition, the teacher can use Communicative Language Teaching as the continuation method in teaching speaking skill. This technique is based on communicative method. In this method, language is primarily a tool of communication. Therefore, to get successful in implementing this method, the teacher needs to provide communicative activity that involves the conversation or dialogue. The reason is dialogue (transactional language) will help the students to practice the pronunciation, intonation and stress like native speakers. Besides that, it needs environment like context and situation that can make the students understand the usage of English. Because of the reason, the teacher should provide the appropriate context and situation to teach speaking skill. Communicative Language Teaching (CLT) can help the students to develop the English context appropriately. This methodology is learner-centered and emphasizes communication and real-life situations. In CLT, the student can practice every situation in daily life.

In conclusion, in teaching speaking skill the teacher should apply an appropriate technique make the students understand and interest in learning

English. The English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more exciting. For this reason, the teacher can use the techniques from Audio-lingual Method and Communicative Language Teaching. By using the techniques from these methods, the teacher can get successful in teaching speaking skill. The Audio-lingual method drills the students' pronunciation. The student repeats and memorizes what the instructor says. Then, through Communicative Language Teaching, the teacher sets up the real situation by using a role play as the procedure of implementing CLT.

B. Limitation of the Problem

From the explanation above, this paper discusses about how teacher involves the ALM and CLT in teaching speaking. The paper is limited to the teaching speaking skill (transactional and interpersonal text) as stated on English Curriculum at Junior High School.

C. Formulation of the Problem

The problem of this paper can be formulated into the following question. "How does English teacher involve ALM and CLT in teaching speaking skill?"

D. The purpose of paper

The purpose of this paper is to explain how the teacher can involve ALM and CLT in teaching speaking skill. Thus, they can be interested in speaking English. So that, they can improve and develop their speaking ability.