

CHAPTER II

LITERATURE REVIEW

This chapter is review of the related literature. It contains about literature which is related to the topic about the research. In this chapter, I explain about the previous studies and theoretical theories. The aim of this chapter is to describe the related references upon which the research hypothesis is built.

2.1 Previous Studies

There are three previous studies related to this topic. First, Fauziah (2008) conducted her research about teaching pronunciation by using audiolingual method at the fifth years students of SDN Bidaracina 01 Pagi, Jakarta Timur. Based on the result, it showed that there was a significant difference between teaching pronunciation by using audio lingual method and grammar translation method and the gained score, audiolingual method was higher than grammar translation method.

Second, Kunnu & Sukwises (2014) focused their research on English speaking and listening to adult Thai learners through audiolingual method. In their research audiolingual method was emphasized on speaking and listening skills. This study was conducted based on a belief that audiolingual method could solve Thai's speaking problem. By using audiolingual method, Thai learners spoke English more fluently and more confidently.

The last research was conducted by Qin (2019). In this research, audiolingual method was compared to communicative language teaching method to teach foreign

language to Chinese students. The result showed that both the two methods had their own limitations and differentiations. Communicative language teaching method was good at fostering the ability to use language communicatively without pay attention to pronunciation or grammatical. It also takes notice to the students' actual needs, and stimulating students' learning language motivation and enthusiasm for learning. Meanwhile, audiolingual method emphasized on listening and speaking improvement, advocating students to use foreign language for thinking, and paying great attention to the accuracy of students' pronunciation and grammatical.

From the explanation of previous studies above, it could be seen that the first research focused on students' pronunciation. The second research focused on implementing the effectiveness of audiolingual method to Thai adult learners which means the object was a mature student who is involved in forms of learnings. It also focused on two English skills, those were speaking and listening. It is different with this research, I intend to conduct audiolingual method to students in senior high school at improving speaking skill. However, in this research focused to implement audiolingual method on bargaining expression material.

2.2 Theoretical Review

For the purpose of this research, this part will be looking at some theories. These theories include:

2.2.1 Notions of Speaking

Leong and Ahmadi (2017) state that one of the most vital basic skill that needs to be enhanced is speaking. For increasing communicative skill in English, it is not

only practice in the classroom but also it needs to practice outside. It is why the process is called one of the most difficult aspects in learning language.

Pourhousein (2016) expresses that speaking is a capability of communication to express someone's idea and feeling to others orally and directly. If English teacher wants to encourage students to speak English, the teacher should use the language first and ask them to do the same way.

According to Mazouzi (2013), speaking has characteristics that English teachers should design the activity of students related to the components of fluency and accuracy achievements. Both those components are important elements of communicative approach. Teacher can help students to develop their communicative competence by designing classroom practice and showing them how the language system works worthy. Next characteristic of speaking is focusing on students' accuracy by emphasizing their accuracy in learning process. Students also should be fluent on speaking performance and teachers should give a correct way of language from such as pronunciation, vocabulary, grammatical or structures.

2.2.2 Speaking Components

Brown (2004) states that there are five components to be scored in speaking. Those are pronunciation, grammar, vocabulary, fluency, and comprehension.

2.2.2.1 Grammar

Grammar is a set of structuring rules of language that governing the arrangement of sentences, phrases, and words. In English there are several basic

grammars which are needed for students to make a correct sentence in conversation. This grammar rules are determining what is right and what is wrong (Celcia-Muria et al., 2014).

The accepting grammar is one of the important parts in speaking because sometimes students want to speak to other people but they have lack of the grammatical. A sentence with correct grammar rule will put meaningful message and comprehensible to communicate with others (Brown, 2009).

It can be concluded that grammar is a competence that should be mastered by someone for how they are used a word in sentences, and how they change in different situations.

2.2.2.2 Vocabulary

Vocabulary is an appropriate diction for communication and it is one of the needed components that students need to master vocabulary because it plays an important role for learning four language skills (Susanto and Fazlinda, 2016).

Dash (2015) states that mastery vocabulary is a skill that helps someone to recognize word meaning and guess the unknown meaning of context. Vocabulary is a central diction we must know that can be defined as words in listening called receptive vocabulary and words in speaking called expressive vocabulary (Neuman & Dwyer, 2009).

From those explanations above, students are difficult to speak without mastering vocabulary. Sometimes students get difficulties in memorizing all

vocabularies because of their lack of practicing the vocabularies. So that is way students need to practice more to keep in their minds.

2.2.2.3 Pronunciation

According to Lumsden (2015), pronunciation is the way that how to make the sound of words called pronunciation. Celce-Murcia (2010) state that the importance of teaching and learning a language is pronunciation because when students learn to pronounce something correctly, it will be easier to understand and they could learn to speak English faster. However, many teachers only focus on teaching grammar and vocabulary much longer than pronunciation. For this reason, students' grammar and vocabulary have been much better than pronunciation itself.

Yates & Zielinski (2009) express that pronunciation has a key role in learning English successfully. If English teachers do not show the principles and general rules of pronunciation to students, no one will do it. It is teachers' responsible to present the new sound of words, sentences and phrases materials in the classroom for making students understand about pronunciation. Teachers also need to explore new ways of practicing, indicating, and giving feedback on appropriate pronunciation for students to learn English effectively and easily.

Based on the experts above, it can be said that pronunciation is how the sound came out from the mouth which has a meaning that can be understand by the receiver.

2.2.2.4 Fluency

According to Segalowitz (2010), fluency is the next part of component of speaking skills. It could be defined as the qualification to speak fluently. In this

context, someone who is competent in English will communicate fluently. The term typically implies that fluency can only be obtained through a combination of rich of vocabulary, mastery of good grammar, and proper pronunciation. Fluency is one of the major characteristics of communicative competence (Shahini & Shahamirian, 2017) and it becomes one of the conditions which ensure the success in communication (Gorkaltseva, Gozhin, & Nagel, 2015).

It can be said that fluency in speaking means someone who is speaking communicatively and accurately without pause a lot.

2.2.2.5 Comprehension

Comprehension is the ability to accept and interpret a series of communication activities. Teacher should train students on comprehension especially in practical of language in English teaching process. Students need a chance to increase their comprehending competence that important for students' social life and future work. It means that students' comprehensive competence is the main goal of English learning (Qian, 2017).

Based on some explanations above, speaking ability need to be focused on concerning components of speaking with appropriate grammar, vocabulary, pronunciation, fluency and comprehension.

2.2.3 Audiolingual Method

This part will be looking at the theories of audiolingual method. The theories include:

2.2.3.1 Concepts of Audiolingual Method

Audiolingual method is a method in teaching foreign languages that emphasizes speaking skills. Audiolingual method came from a reaction to grammar translation method or GTM which focused on writing skills and did not prepare the learner to use language for communicative purposes or the expense of speaking skills (Mohamed, 2016).

According to Qian (2017), audiolingual method is a method based on a behaviorist theory which came from experience. It is a methodology that combines pronunciation and sentence patterns oral drilling. This method emphasizes the teaching of speaking and listening before writing and reading. On the other side, Freeman (2000) says that this method also drills students in the aspect of grammatical sentence pattern. It indicates that the form of teaching and learning activities is basically training (drills) and practicing (pattern practice) for students to be able using the target language actively. The primary principles concept of audiolingual method is listening and speaking (Brook, 2007).

From the experts' explanations above, it could be concluded that repetition and memorization are dominant activity in audiolingual method. It is aimed for communicative competence in language learning and it is suitable for teaching foreign language especially on speaking skills.

2.2.3.2 Teaching Speaking by Using Audiolingual Method

There are many methods and techniques that have been use to improve speaking in foreign language. Those are for example like direct method, and audiolingual method. However, unlike direct method, audiolingual method focuses on vocabulary teaching and it explains new words or grammatical rule in the target language. Also, students are drilled in the use of spoken grammar. It is line with Qing xue & Jin Fang (2007) that while previous direct method had inclined to be fun with vocabulary or morphology, audiolingual method stresses syntactical progression. Students are expected to be able to establish the good language with owning much vocabulary and students can expand the language by drilling and practicing that they learn from teacher.

Audiolingual method provides relatively complete technique and procedure. According to Noori cited in Anggraeni (2007), a lesson in audiolingual method particularly starts with a dialogue that contains vocabulary and structure materials. Students are hoped to be able to mimic the dialogue and later on memorize it by drilling. It is aimed to “strengthen habits” to make the pattern “automatic”. At the first time, the class of audiolingual method begins with practicing in big groups and then a smaller group. Furthermore, Brooks (1964) states audiolingual method has four procedures. The following points mentioned below:

1. Repetition

In this technique, students try to repeat the utterances which they hear from their teacher as soon and good as possible. According to Richards & Rodgers (2001),

students should repeat an utterance as fast as they heard loudly and the utterance must be clear enough to be listened. They do it without reading at text. Larsen & Freeman (2000) ensure that students are needed to repeat the dialogue by their teacher's model as quickly and accurately as possible and they repeat the utterance only what their teacher says without changing any words.

2. Inflection

Inflection begins with one word will appear after repetition. According to Larsen & Freeman (2000), teachers start to break down the dialogue into several lines or sentence. It is aimed to make students easier. Students repeat a part of the sentence. Usually, one word in an utterance appears in the last phrase when the sentence repeated. In this technique, students just need to change the word of the sentence in the last part and it is basically changed with a pronoun.

3. Substitution drill

In this part, the teacher gives a sentence, then teacher says a new word called the cue. Then, students need to repeat the given sentence, but students do not forget to substitute the word with the cue into the sentence in its proper place (deMeurers, 2000). It means that teacher says a sentence of the dialogue and then teacher says a new word known as cue and students should repeat the sentence from dialogue, substituting the cue word.

4. Transformation

Brooks (1964) explains that in this transformation part, sentence can change into negative forms, questions, tenses, moods, sounds, aspect or modality. Richard &

Rodgers (1989) add that students are given a sentence pattern by the teacher, for example an affirmative sentence. Teacher asks students to transform the sentence into positive sentence. On the other example of transformations such as an active sentence to negative sentence, a statement into a question one, or a reported speech into direct speech.



