

## THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING METHOD AND THE AUDIO-LINGUAL METHOD FOR STUDENTS' ENGLISH SPEAKING SKILL

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### ABSTRACT

*The abstract is to be in fully-justified italicized text, at the top of column as it is here, This study aims to determine whether there is difference in the English speaking skill among groups of students that learned with Communicative Language Teaching Method and the Audio-Lingual Method. Researchers used a quasi-experimental research designs with a population of 383 and the number of samples 70. The data collection technique using a pretest and posttest. Data analysis using descriptive and different test with parametric statistical methods, because the normal distribution of research data and homogeneous. The preliminary findings of research shows that the English speaking skill in the two groups of students are the same. It is known from the pretest data analysis both groups that the significance value of 0.080. While the results of data analysis obtained F count posttest probability of 13 467 to 0,000. This means that the average value of the English speaking skill in Communicative Language Teaching Method and the Audio-Lingual Method is significantly different or there are significant differences.*

**Keywords:** CLT, ALM, English Speaking Skills

### INTRODUCTION

Speaking skills is one of the four skills that must be mastered in learning a language, in addition to reading, writing and listening. According Bahadorfar (2014), of the four skills of the language, speaking is considered the most important in learning a foreign language. He considered that the world currently requires teaching purposes speech must improve communicative abilities of students, because only in that way, students can express themselves and learn how to follow the rules of social and cultural right in every circumstance communicative. Additionally, it is often the first impression in one's abilities based on their ability to speak fluently and comprehensively.

However, speaking in English is considered by most high school students are still difficult. This perception continues to build that into the belief by most students that English speaking skills was difficult to achieve. So as to change the mindset of students related to the perception of spoken English from difficult to easy to be very helpful. It is based on the opinion of Nazara (2011) that the perception of the students about her abilities related to the level of speaking skill will motivate them to develop English speaking skill. What do teachers in guiding the learning activities are also a major influence on perceptions of learners understand the English speaking activities they learned.

Perception difficult will speak English experienced by the students triggered them shame and fear when they are asked to communicate using English. It is based on research results Bashir et al (2011) found difficulty speaking English starting from shyness to express it. Shyness makes it difficult to develop students' speaking abilities which lead students do not get a chance to speak English, both inside and outside the classroom. In fact, the ability to speak

English can be developed through practice, either by asking brief questions and brief use of dialogue as well.

Latha and Ramesh (2012) explains in an article that spoke as one with language skills must be learned and practiced. People believe that the speaking skills can be developed to provide some topics to discuss or to make learners speak on certain topics. Learning to speak a foreign language requires more than just knowing the system of grammatical or semantic rules. Therefore, the goal in language classes is to get students to learn and use the target language. The best thing you can do is to get them involved in the learning process. There are several reasons for learning undertaken by teachers deemed less effective in improving students' English speaking skill fluently. According to Liao (2009), the cause is (1) English speaking skill is not taken seriously, teachers prioritize reading and writing, (2) the learning activities are still dominated by traditional methods, such as reading the dialogue, reading and translating the text, (3) Many teachers only put pressure on accuracy without thinking fluency, consequently students are too worried about their faults, (4) Almost all evaluations is important not to use oral test, (5) teachers are reluctant to use the communicative approach because of the lack of ability to speak to them, (6) the attitude of the students to the learning process.

Teachers' skills in providing the materials is an important factor in determining the success of the learning process. One of them is the use of the method in accordance with the expected competencies. Use of the appropriate method is important, because the competence to be achieved can be known from the learning path that is structured in accordance with the method syntax. There are two popular methods of language learning, and each method claiming to be the most effective method to improve students' English speaking skill. Two methods are Communicative Language Teaching Method (CLT) and The Audio Lingual Method (ALM).

According Afrizal (2012) During the CLT learning process, students are expected to communicate orally and mastering all components of communicative competence as a teacher and motivator, assessor, facilitator and corrector for student discussion or speak to the class. Teachers should be able to design a more interesting learning activities, so students there will be no desire to fall asleep. While The Audio Lingual Method believe that the properties of living beings in this case, humans can be trained through a particular system. This is made clear by the opinion of Widiati, et al (2014) that the ALM in the classroom, the teacher gives examples of correct sentences and students mimicked. The teacher then gives a new word to the pattern of the same structure. In ALM no explicit teaching of grammar, everything is just done by rote sentences and until they are able to master and use it spontaneously.

Some studies (Afrizal, 2012, Kumar, et al., 2013, Yang, 2014) concluded that Communicative Language Teaching Method (CLT) can increase the ability to speak English, as well as The Audio Lingual Method (ALM), it's based on some research results (Mart, 2013, Yuliana, et al., 2013, Juliatuti, 2013, Haq, 2014). For example, Afrizal (2012) concludes in his article that one of the methods that can be applied in teaching spoken English was CLT, because by applying the teaching methods can be more effective speaking, and CLT able to improve students' language achievement. Different results indicated by research Haq (2014) which showed that ALM plays an important role in developing students' speaking skills in a short span of time. In addition, Mart (2013) also concluded that the Audio-Lingual Method aims to develop students' communicative competence by using dialogue and exercises. Repetition dialogue and exercises will allow students to respond quickly and accurately in spoken language.

Based on various studies, the objective of this study was to determine whether there is difference in the ability to speak English among the group of students that learned with Communicative Language Teaching Method with a group of students that learned with Audio-Lingual Method.

**METHOD**

Design of this study used a quasi-experimental, it is because researchers do not allow it to control all variables thought to influence the treatment and the impact of treatment on the students' English speaking skill. This design is implemented in a way to pretest the English speaking skill on the experimental and control classes. This is done to determine the level difference of the two study arms. After being awarded treatments learning Communicative Language Teaching Method in class experiments and Audio-Lingual Method in class control for 6 meetings with curriculum 2013 topics. The next step did posttest English speaking skill to the two groups. The research was conducted in class X SMA Negeri 1 Lamongan with a population of 383 is charged as a sample of 70 students. The data collection technique using a test instrument that has been validated both expert English and statistical validity and reliability. There are 10 aspects of assessment, such as the content (content), grammar (grammar), the kind of words (vocabulary), fluency (fluency), pronunciation (pronunciation), intonation (intonation), word choice (diction), organizing (organization), communication interactive, and discourse management, with the score of each aspect of a maximum of 5 and a minimum assessment 1. the ten aspects are used to assess the English speaking skill through monologues and interpersonal techniques, where the accumulated value of the end of the 20 lowest score and the highest score of 100. Analysis of data using descriptive analysis and different test (t-test).

**RESULTS**

The English speaking skill between the experimental class and control class there was no significant difference. It is based on the data analysis pretest the two groups. The results of data analysis showed that  $t = 0.939 < t_{table} = 1,955$  at significant level  $0.080 > 0.05$ . This shows that the average initial capability both classes are not so different. The detailed calculation of the data can be look pretest results in Table 1 below.

**Table 1. Results of the data analysis of the value pretest of Students' English speaking skill**  
**Independent Samples Test**

	<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>							
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>		
								<i>Lower</i>	<i>Upper</i>	
Pretest	Equal variances assumed	.006	.939	-1.778	68	.080	-4.143	2.330	-8.792	.506
	Equal variances not assumed			-1.778	67.993	.080	-4.143	2.330	-8.792	.506

Before analyzing the study data to determine whether there is difference in students' English speaking skill after learning given Communicative Language Teaching Method in class experiments and Audio-Lingual Method in class control, researchers to test the prerequisite. Prerequisite test in question is a test of normality and homogeneity of data, this is done to determine the use of appropriate data analysis methods.

Normality test data is performed on the null hypothesis (Ho) which states that the sample comes from a population that is normally distributed. Criteria for acceptance and rejection of the hypothesis is based on (1) if the value is significant (sig.) Or a probability of less than 0.05 alpha means of data distribution is not normal, and (2) if the value is significant (sig.) Or a probability of more than 0.05 alpha means the normal data distribution. Based on the test Lilliefors Significance Correction of Kolmogorof-Smirnov as evident that the significance value (sig.) In the experimental class after getting treatment Method Communicative Language Teaching (CLT) is  $0.067 \geq 0.05$ , while in the control classes given treatment Audio-Lingual Method ( ALM) significance value (sig.) data is 0.200 which is also greater than 0.05. So that it can be concluded that the data is the result of the ability to speak English for the experimental class and control class normal distribution. The detailed results of the analysis of normality test can be seen in Table 2 below.

**Table 2. Normality Test posttest score in the experimental class and control Tests of Normality**

Metode	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest CLT	.143	35	.067	.954	35	.150
ALM	.062	35	.200*	.985	35	.894

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

The second prerequisite test is the test of homogeneity. Homogeneity testing is used to show that two or more groups of data samples come from populations having the same variance. Testing homogeneity of variance samples in this study conducted on learning outcomes ability to speak English in class experiments treated Communicative Language Teaching Method and control classes were treated Audio-Lingual Method.

**Table 3. Test Homogeneity value posttest Levene's Test of Equality of Error Variances<sup>a</sup>  
Dependent Variable: Posttest**

F	df1	df2	Sig.
.998	1	68	.321

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Metode

Testing homogeneity of the sample variance using Levene's Test with a significance level of 0.05. The criteria for determining the homogeneity of variance test samples can be done by

comparing the results count towards learning outcomes significance level of 0.05. If the significance value less than 0.05 then said to the sample data comes from populations having variances are not equal or heterogeneous. On the contrary, if the significance value > 0.05 then said to the sample data comes from populations having the same variance or homogeneous. Based on the results of the statistical count shown in Table 3 below are unknown significance value of 0.321, which means greater than 0.05. It can be concluded that Ho is accepted, it means that the sample variances homogeneous.

Based on the test results show that the prerequisite normal data distribution and homogeneous. So that it can be concluded that the analysis of the data using a different test (t-test) with parametric statistical methods.

Based on the purpose of the study, performed the data analysis posttest value to determine whether there is difference in students' English speaking skill after being given treatment Communicative Language Teaching Method and the Audio-Lingual Method. Therefore, statistical hypothesis in this study as follows, Ho: there is no difference in the English speaking skill in Communicative Language Teaching Method and the Audio-Lingual Method and Ha: there are differences in the English speaking skill in Communicative Language Teaching Method and the Audio-Lingual Method. Decision-making is based on a probability value, that is, if the probability > 0.05 then Ho is accepted and if the probability < 0.05 then Ho is rejected. If role decision was confirmed in Table 4 below, the obtained F count 13 467 with a probability of 0.000. Therefore the probability < 0.05, then Ho is rejected. This means the average value of the English speaking skill in Communicative Language Teaching Method and the Audio-Lingual Method is significantly different or no significant difference in the English speaking skill among students taught with Communicative Language Teaching Method (experimental class) with students taught by Audio-Lingual Method (control class). The detailed results of data analysis can be seen in Table 4 below.

**Table 4. Results of t test analysis of research data Tests of Between-Subjects Effects Dependent Variable: Posttest**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2069.774 <sup>a</sup>	5	413.955	3.343	.010
Intercept	298790.317	1	298790.317	2.413E3	.000
Metode	1667.336	1	1667.336	13.467	.000
Gaya_Belajar	147.039	2	73.519	.594	.555
Metode Gaya_Belajar	* 505.451	2	252.726	2.041	.138
Error	7924.069	64	123.814		
Total	331095.000	70			
Corrected Total	9993.843	69			

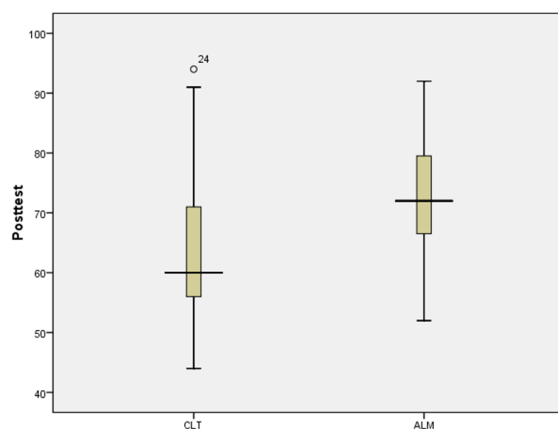
a. R Squared = ,207 (Adjusted R Squared = ,145)

## DISCUSSION

Based on the analysis of data that has been presented it can be concluded that the implementation Method Communicative Language Teaching (CLT) and Audio-Lingual

Method (ALM) in the learning of English speaking average yield different values on students' English speaking skill.

Afrizal (2012) for his research concluded that the method is one of the important things that should be applied during the teaching and learning process in order to achieve the learning objectives. The second method of learning has become a means of adapting the child's learning process speaking skills in English according to the learning objectives. It is known from the increased capabilities that differ between the two groups of students who studied with this method. Posttest results of data analysis showed that the average value of the ability to speak English group of students that learned with CLT is 63.23. While the average value of the ability to speak English group of students who use the ALM is 72.23. The difference value the English speaking skill, both methods can be seen in Boxplot as presented in picture 1 below.



Picture 1 Boxplot data is the English speaking skill between CLT and ALM

Researchers have carried out the categorization ability to speak English students by using a likert scale based on the value range of at least 20 and a maximum of 100. The classification of values presented in Table 5 below.

**Table 5. Data Categorization English Speaking skill Scores**

No	Mastery level	Category
1.	84 – 100	Very high
2.	68 – 83	high
3.	52 – 67	moderate
4.	36 – 51	Low
5.	20 – 35	Very low

Based on the analysis of posttest in the experimental class that learned by using Method Communicative Language Teaching (CLT) know the percentage of the value categorization ability to speak English student. The ability to speak English students is very high at 6%, the high category by 29%, and the category was 48% and 17% lower categories. While the ability of the students in the control class that learned with Audio-Lingual Method (ALM) category known to a very high 17%, higher category as much as 49% and 34% lower categories.

Generally there is an increase in the value of the ability to speak English, either that learned with Method Communicative Language Teaching (CLT) or a group of students that learned with Audio-Lingual Method (ALM). Nevertheless, there are susceptible of different grades between the two methods. In the group of students that learned the Method Communicative Language Teaching (CLT) there is a range of values are quite high among students with each other. Students who already have basic English communication well, there is an increase in value significantly after being given treatment. While the students ability to communicate in English is less, just look passive and tend to notice only. Although it has been engaged in learning activities, but less so take the role.

Yet according to Nita, et al (2012) that the speaking activities for secondary level students need interesting activities to motivate students to speak. Teachers must create a fun and active learning to make students actively involved in the classroom. Reality on the ground, implementation Method Communicative Language Teaching (CLT) only enjoyed by students who have the basic skills to speak English was good. This is reinforced by the opinions Latha and Ramesh (2012), learning to speak a foreign language is a very difficult thing for students, because it requires the ability to use language properly in social interaction. One inhibiting factor is dominated by only a few students.

In addition, the learning time is only 6 meetings considered less than optimal in the application of such methods. Because the philosophy of learning CLT makes learning activity as a medium of communication that the average student still do not have these skills. So it takes a longer time to develop the ability to communicate and his followers several factors, such as self-confidence. According to Talib (2010) Method Communicative Language Teaching (CLT) is a language learning method that emphasizes the understanding of the use of language itself. Dialog is used as a means to develop the ability to communicate without memorizing it. This means that students understand and be able to use English in real conditions naturally. Therefore, learning theory used in CLT is the theory of cognitive / constructivist. It is felt by teachers rather difficult to be realized in a short time. If it can only be felt by some students only, so it takes the stage and mentoring longer and intensive for students to develop these skills.

Different things happen in the group of students that learned with Audio-Lingual Method (ALM). Speaking of learning activities that use a variety of training techniques (drill) makes the students involved in the process of removing the right and correct speech. This greatly helps students who have basic English speaking less. Indirectly they are trained to continue to issue speech. But for students who already have a basic speak English well, they feel no boredom while following learning activities. This makes, susceptible value the ability to speak English is not so much with each other.

Students who are less able and accustomed to speaking English really helped with the implementation of ALM. Because they just follow each set of words and phrases that come from teachers, the results would be more measurable. It is as described by Widiati, et al (2014) that The Audio-Lingual Method is a method that is very popular both among teachers and students in particular, because the inputs and outputs are limited. In addition, between teachers and students alike know what is expected of the students spoken response from the example of the teacher.

Although relatively short learning activities, the implementation of ALM in developing students' speaking skills was quite effective. This can be known from increasing their ability to speak English with scores between children who are vulnerable to one another not so much different. Students are able to apply any training given by the teachers in the form of speaking activity. Thus, when they could have done more posttest maximum in reviewing the

material that they have practiced and memorized during the learning process. According Widiati, et al (2014) found in the ALM no explicit teaching of grammar, everything is just done by rote sentences and until they are able to master and use it spontaneously. This is corroborated by the results of research Haq (2014) which showed that ALM plays an important role in developing students' speaking skills in a short span of time.

Based on these studies, Audio-Lingual Method deemed likely to be more effectively used to improve students' English speaking skill in a vulnerable evenly short time.

## CONCLUSIONS

Based on the results of research and discussion can be concluded that: (1) there are differences in the average value of the ability to speak English among the group of students that learned with Communicative Language Teaching Method and the Audio-Lingual Method. (2) In general, there is an increased ability to speak English students after studied with both methods. However, based on data analysis known that the application of the Audio-Lingual Method is more effective in a short time vulnerable. It is known from the average value of a group of students ALM higher than with a student group CLT.

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