IMPROVING STUDENTS ACHIEVEMENT IN LEARNING PLURAL NOUN THROUGH THE USING OF AUDIO – LINGUAL METHOD.
(A Classroom Action Research of the first year of SMP Advent Surakarta in the academic of 2013/2014)

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ABSTRACT

The aim of this action research are to know the learning condition of an English classroom at SMP Advent Surakarta, to know how audio-lingual method can improve students’ achievement in learning plural noun and to improve students’ achievement in learning plural nouns using Audio-lingual method. The research was conducted in the first year class of SMP Advent Surakarta in 2013/2014 academic year. This study used classroom action research contains: planning, action, observation and reflection. The methods of data collecting are test, pre-test and post-test and non-test observation, documentation, interview. The techniques of data analysis are quantitative and qualitative data. The result of the research shows that Audio-Lingual method can improve the students’ achievement in learning plural noun. The improvement can be seen from the students’ score. The students become more active and excited in teaching and learning process. The improvement of students’ score can be seen from the score differences between the pre-test and post-test. In Cycle one, the mean score of pre-test is 45 and it becomes 78 in the post-test 1. And in Cycle two, the mean score of post-test 1 is 78 and it becomes 88 in the post-test 2. The result of the research implies that using Audio-Lingual in teaching English is a good method to improve the students’ achievement.

Key words : improving,, audio-lingual method, plural noun
INTRODUCTION

English has become a global language because it is spoken as a first language, a second language or third language by people around the world. Globalization brings about an increase in international competition. In the era of globalization, English plays a key role in many areas including, economics, politics, culture, communication and education.

In the curriculum of English teaching, it includes skill of practical language, like listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as; grammar, vocabulary and pronunciation that are also taught in English teaching learning process. To improve the student’s skill, the curriculum or English teaching also includes the language components, like vocabulary, structure, pronunciation (in speech) or spelling (in writing).

The researcher found English is considered as a difficult subject for the students of SMP Advent Surakarta, because it has differences from the mother tongue, in learning of the system of structure, pronunciation and vocabulary.

And grammar is the basic skill that student must learn in English, also for the teacher in teaching English. In the introduction of some grammar teaching book entitled “How to Teach Grammar” (2002) the editor wrote: “Grammar teaching has always been one of the most controversial and least understood aspects of language teaching. Few teachers remain indifferent to grammar and many teachers become obsessed by it.” It means that more or less grammar approximately gets attention from teachers, so there is such difficulty understanding of grammar problems among students.
Grammar also has eight parts of speech such as verb, noun, adjective, adverb, determiner, pronoun, conjunction and preposition. Noun is very important among the eight parts of speech, because noun has the ability to perform an action or subjected to an action. Noun is used to represent the names of people, objects, animals, and other ideas. According to the numbers noun divided into two distinct groups there are singular noun and plural noun.

Beside for students, teacher must have teaching ability for making them understand and effort to apply both language skill and language components in class. So, this makes condition alive, or this is not snared in monotonous situation in teaching and learning process. To reach a development in teaching learning process, the teacher should create various teaching techniques and need correctness of teaching method to improve the motivation of children. Therefore, the using of the technique in the process of teaching learning activities should refer to the teaching learning design and approach which is being used.

And the researcher chooses to use audio-lingual method, because there are some good points that teachers may find when they use audio-lingual method in their teaching process, namely: (1) the classroom activity. Where teachers are centered so that it makes the teacher easier to manage the students; (2) the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have; (3) the classroom activity, it focuses on pattern drills so that the teacher only gives brief explanation and focus an oral skills leading to good pronunciation and speech. By audio lingual method, the teacher is easier to control the student’s behavior and student’s pronunciation. The teacher can serve as a model, give the excitement, listen with a critical ear and provide the language reinforcement to the excitement presented. After that,
the teacher can know the student’s pronunciation error at the same time, memorization of short dialogues and oral repetition of controlled structural became the activities though which students gained phonological and syntactic habits.

**METHODOLOGY**

**Participants**

The research was conducted at SMP Advent Surakarta. The subject of the research was VII class students that the total students was 9 students, consisted 5 males and 4 females. The students are from various areas with various levels of economic families. The students had the difficulty in grammar; it is found that few of them having under average ability.

**Method**

The research method used was classroom action research, so in this case the researcher used some steps as Kemmis (in Hopkins, 1988:48) stated. The procedures of each step can be explained as follows: planning, action, observation and reflection.

The technique which was be used to collect the data are quantitative and qualitative data.

Data collected have to be analyzed. Data analysis in action research involves moving away from the action components of the cycle. Erickson and Davis (in Burns 1999: 153) state that Data analysis is the point where statements or assertions about what the research shows are produce. In this research the
researcher had used two kind of technique analyzing, they are qualitative and quantitative.

The data of qualitative is the data has an analytic descriptive nature, which document, interview, and observation. In Sugiyono (2009: 246), Miles and Huberman (1984) state that the data of qualitative data analysis activities performed interactively and performed continuously until completion. Activity in qualitative made up by:

This study would be carried out through two activities. In the first activity, the researcher gave a pre-test. The purpose was to know how far the student's conceiving about plural noun relating to the given materials by using audio-lingual method and then the researcher give a material without audio lingual method and finishing class by give the student post test. In the second activity, the researcher applied audio lingual teaching method in teaching-learning process.

The students performed the material that given by the teacher after the researcher give post test and material using audio lingual method and in the end of class the researcher give the student post test. The researcher used the audio lingual method in the second activity (pre-test) to last activity (post-test) with the purpose giving such kind of forms plural noun about the material which has been taught to students. In this study, the researcher used a written test as the instruments for collecting data.

Collecting And Analyzing Data

In this research, the researcher had conducted two cycles. The First Cycle, the researcher explained the rules and how to form the plural of most nouns, by add an “s” to the singular, how to form the plural of nouns ending in “y” preceded
by a consonant change the “y” to “i” and add “es,” how to form the plural of many nouns ending in “f” or “fe”, by change the “f” or “fe” to ves and form of irregular plural noun using media power point.

In the Second Cycle, the researcher implemented with Audio-Lingual Method. The same explanation about the rules and how to form the plural of most nouns, by add an “s” to the singular, how to form the plural of nouns ending in “y” preceded by a consonant change the “y” to “i” and add “es,” how to form the plural of many nouns ending in “f” or “fe”, by change the “f” or “fe” to ves and form of irregular plural noun using media power point and added with Audio-Lingual Method.

Before implementing the First Cycle, the researcher conducted a pre-test to the students. Pre-test was given to know the mastery of plural noun by the students. After finishing the step of action research, the researcher conducted a post-test to measure students’ improvement after teaching.

**Result and Discussion**

From the research reflection of the observation, it can be conclude that the result of cycle one quiet good but researcher still found a mistake in student pronunciation. The result of teaching plural noun used Audio Lingual method increase from First Cycle until Second Cycle. The improvement were significant, it could be seen from the students’ mean score.
Table 1.1 the Result of Pre Test, Post Test I, And Post Test II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test I</th>
<th>Post Test I</th>
<th>Post Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abner Onesiforus Bariton</td>
<td>47</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>Ceacilia Alicia Yosefin</td>
<td>50</td>
<td>87</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>Fernando Ivan Setiawan</td>
<td>34</td>
<td>54</td>
<td>78</td>
</tr>
<tr>
<td>4</td>
<td>Gabriella Arsani Linggom Silalahi</td>
<td>75</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>5</td>
<td>Imanuel Andre Christian</td>
<td>40</td>
<td>87</td>
<td>92</td>
</tr>
<tr>
<td>6</td>
<td>Maria Brigitta</td>
<td>50</td>
<td>58</td>
<td>88</td>
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<tr>
<td>7</td>
<td>Reynold Pratama Martuah Sipayung</td>
<td>27</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Tabita Ratih Sekar Arum</td>
<td>34</td>
<td>93</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>Wahyu Rafi Raharjo</td>
<td>50</td>
<td>73</td>
<td>86</td>
</tr>
</tbody>
</table>

**SUM** | 407 | **699** | 796 |
**MEAN** | 45  | **78**  | 88  |

**Conclusion**

Based on the observation, the researcher concludes that Audio Lingual Method can improve the student’s grammar mastering and pronunciation. And the cycle can be finish until Second Cycles. The reasons are the students can increase their grammar mastery, pronunciation errors, and their achievements are increase in test by test. After analysing the data, researcher can conclude that through the use of Audio Lingual method, is able to help student’s improvement in their plural noun, it can be shown that, teaching plural noun which is using Audio Lingual method can make students more enthusiast, excited and happy in learning plural noun process.
The student’s progress during teaching learning process it can be seen as follows. It is supported by the result of mean of the pre test: 45, cycle I post test: 78 and cycle II post test: 88. In addition in t-test calculation it shows that there is a significant difference between pre test, first post test and second post test.
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