

## Microteaching: Audio-lingual Method

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### Abstract

The aim of this paper is to know the history, definition, principles, characteristic, technique of the audio-lingual method. This method are using in the microteaching class which is have many methods in particular. The audiolingual method is basically a development of direct methods which are considered to have weaknesses, especially in explaining things that are difficult for students to understand. For this reason, besides emphasizing language teaching through listening and imitating, this method is also possible to use mother tongue for explanation. This method is usually applied more in the form of a drill pattern. The use of the drill approach is commonly used in military circles. Because at first this method was widely used in the military, this method was also called the army method.

**Keywords:** Audio-lingual, Microteaching, Drill

### Introduction

In teaching and learning activities in schools, especially in the classroom, between teachers and students, they must use a method in delivering lessons. In teaching the teacher must use appropriate teaching methods so that the teaching objectives or goals can be achieved. Of the several methods of teaching foreign languages, one of which is the Audio Lingual Method (ALM). On this occasion we will discuss this method the Audio Lingual Method (ALM).

### History of the Audio-lingual Method

Zilo (1973) suggested that the Audiolingual method is a method that has developed during World War II. America's participation in World War II has had a significant impact on the teaching of English in the country. To equip the American government with personnel who are fluent in German, French, Italian, Chinese, Japanese, Malay and other languages, translators, code-room assistants, and language interpreters require a special language training program. The government commissioned American universities to develop foreign languages for American military personnel. So until finally the Army Specialized Training Program (ASTP) was founded in 1942. In early 1943, 55 universities were involved in this program. This method, also known as the Army method, developed as a reaction to the Grammar-Translation method in teaching foreign languages. This Grammar-Translation method has previously been used for a thousand years, but it takes a very long time for learners to be able to speak the targeted foreign language. Since 1947-1967, the Audio Lingual approach has been the dominant foreign language teaching method in America. With a more innovative method, this Audiolingual method is able to achieve communicative competence faster. Through Zhou & Brown (2015) stated that this theory is based on the behavioristic theory developed by Skinner. As is well known, the behaviorists believe that language learning is essentially a matter of bias and the formation of habits. With the mindset that in the learning process what matters is the stimulus and response and reinforcement. Therefore, in the world of language learning theory, the Audiolingual approach gives rise to a lot of repetition. They believe that if learning the language is done by repetition, the language competence will be obtained.

The flow of behaviorism explains the notion of behavior through action and reaction or what we are familiar with as stimulus and response; different stimulus produce different responses

(Berthental & Kosobud, 2006). The relationship between certain stimuli and certain responses is called habit. Watson, a classic behaviorist psychology figure once argued that stimuli can bring response, it can be concluded that if the stimulus occurs regularly, the response is trained and directed, but it can eventually occur automatically. In the Audiolingual method which is based on the behavioristic theory used in this study, the teacher's role is very dominant because it is the teacher who chooses the form of stimulus, provides punishment and reward, provides reinforcement and determines the type, and the teacher also chooses the material and how to teach it.

### **Definition of Audio-lingual Method**

According to Mei (2018) Audio Lingual Method is an oral based approach to drills students in the use of grammatical, sentence patterns. Audio-lingual Method is a method for foreign language teaching which points out the teaching of listening and speaking before reading and writing. The emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated, and tested until the responses given by the student in the foreign language are automatic. The Audio Lingual Method (ALM) is a method that was introduced in the United States of America (USA) in the 1940s. The advocates of the ALM believe that learning is essentially the process of change in mental and physic behavior induced in a living organism by experience. This principle was much influenced by a theory of psychology known as behaviorism. Formal experience can be gained at formal schools and the aim of learning is a habit. Learning is simply a habit formation. To learn a new language means to acquire another set of habits. The speech habit can be formulated through the observance of rules. Therefore, successful language learners are those who finally become spontaneous in communication, and the rules have been forgotten. This Audiolingual method is a method whose implementation focuses on training activities, drill, memorizing vocabulary, dialogue, reading text (Tehrani et al., 2013). In practice, students are invited to learn (in this case, English directly) without having to bring in a native language. Many basic and teaching procedures in this method are also taken from the existing method, namely the direct method. Apart from that, Audiolingual's goal is no different from the Direct Method, which is to create communicative competence in students. As is well known, pronunciation, structure and other aspects between foreign languages and mother tongue are very different. Therefore, in learning a foreign language (in this case English) students are required to pronounce and or read over and over word for word given by the teacher so that as much as possible they are not influenced by their mother tongue. Over time the repetitions will become a habit. Likewise in the case of pronouncing foreign language words (English), if this has become a habit, students will automatically and reflexively be able to do it. So that in its implementation, so that the business can run smoothly, it requires seriousness from both teachers and students.

### **Main Purpose of the Audiolingual Method**

The principle of a method is built on the goals established at the beginning of time. The Audiolingual Method has four main objectives which include learning an English as a foreign language ( Bagheri et al., 2019). The purpose is: (1) Students can understand a foreign language when speaking at a normal speed and care about the usual things that happen around their conversation. (2). Language learners are able to speak in acceptable pronunciations and correct grammar. (3). Language learners have no difficulty in understanding printed materials. (4) Language learners are able to write with a good standard.

### **Principle of Audio Lingual Method**

According to Mart (2013) states that the principles of the ALM are: (1) Language is a system of the arbitrary vocal symbol used for oral communication. (2) Writing and printing are graphic representations of the spoken language. (3) Language can be broken down into there major component parts: the sound system, the structure, and the vocabulary. (4)The only authority for correctness is the actual use of native speakers. (5) One can learn to speak and understand a language only by being exposed to the spoken language and by using the spoken language. (6)

Language can be learned inductively far more easily than deductively. (7) Grammar should never be thought of as an end itself, but only as a means to the end of learning the language. (7) Use of the students' native language in class should be avoided or kept to minimum in second language teaching. (8) The structures to which the students are exposed to should always sound natural to native speakers. (9) All structural material should be presented and practiced in class before the students attempt to study it at home. The principles of the method derived from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the ALM are: (1) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters. (2) Language learners are able to speak in acceptable pronunciation and grammatical correctness. (3) Language learners have no difficulties in comprehending printed materials. (4) Language learners are able to write with acceptable standards of correctness on topics within their experience.

### Basic assumption

Thanasoulas (2001) suggested that assumptions are concepts or ways of thinking, so through these assumptions, you will get to know the essence of the audio lingual method, how it works, and what important elements you should be involved with. So, let's look at the 3 assumptions of the Audiolingual Method: (1) Language is the utterances used in everyday life. With this statement, we can see that this method emphasizes the mastery of speech. It is true, because in fact, the Audiolingual Method has the assumption that grammar and vocabulary are a set of successful theories when applied directly through speaking. So, students will not master grammar if they only memorize but must take action. (2) Listening and speaking come first, followed by reading and writing. This process is inspired by our own childhood life. When you were a child, you acquired language through listening. Until now I have not found a single baby who immediately writes, reads or speaks without hearing first. Then, after hearing our father and mother talk, we start chattering little by little like "mama, daddy, brother, etc." Now, this second aspect is known as the speaking process. Then the third aspect is understanding words by reading and then writing. (3) Each language user is directed to speak in a different way. That is, a student will not be forced to memorize a concept and how to use it repeatedly. They will be taught how to use language naturally and naturally, of course, with different concepts.

### Characteristics of Audio Lingual Method

The goal of teaching is the control of four language skills in a balanced manner (Hinkel, 2006). (1) The order of presentation is listening and speaking then reading and writing. (2) The foreign language sentence model is given in the form of a conversation to be memorized. (3) The mastery of sentence patterns is done by using pattern-practice exercises. The exercise or drill follows the sequence: stimulus> response> reinforcement. (4) Vocabulary is strictly defined or expressed, not as independent words that stand alone. (5) Teaching the sound system systematically (structured) so that it can be used / practiced by students, using demonstration, imitation, comparison, contrast, and so on. (6) Writing lessons are a representation of speaking lessons, in the sense that writing lessons consist of kaimat patterns and vocabulary that have been learned orally. (7) Translation avoided. The use of the mother tongue if it is really necessary for explanation, is allowed to be limited. (8) Grammar (in the sense of science) is not taught at an early stage. If grammar is required at a certain stage, it should be taught inductively, and gradually from easy to difficult. (1) The choice of material is emphasized on units and patterns that show structural differences between the foreign language being taught and the student's mother tongue. Likewise the forms of student error that are general in nature and high in frequency. This requires a constructive analysis and a validity analysis. (2) The possibilities for student error in giving responses must be avoided. (3) The teacher becomes the center in class activities, students follow (respond to) what is ordered (stimulus) by the teacher. (4) The use of recording materials, language laboratories, and visual aids is very important.

## The Technique of Audio Lingual Method

Drilling is a technique that consists of the repetition of oral patterns and structures ( Kartikasari & Salam, 2015). In approaches based on a Behaviourist view of learning, such as Audiolingualism, drills are considered a key element in the learning process. In this approach, drills are used to foster the formation of positive habits and focus mainly on the presentation and practice of grammatical structures. (1) Repetition Drill, this drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says or the tape recorder produces. Example: (1) Teacher : I study in the morning (2) Students : I study in the morning (3) Teacher : I study in the afternoon (4) Students : I study in the afternoon. (2) Substitutions Drill, language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

## Steps for presenting the Audiolingual Method

Alexander (1978) stated that there are several steps: (1) Presentation dialogue or short reading, in the way the teacher reads it over and over again, and students listen to it and see. (2) Imitation and memorization of dialogue or short reading, with the technique of imitating the teacher's classical sentence reading, while memorizing the sentences. This technique is called the mimicry-memorization (mim-mem) technique. (3) Presentation of sentence patterns contained in dialogue or short reading, especially those that answer difficult, because there is a structure in the student's mother tongue. This is done by a generally mechanical drill technique. (4) Dramatization Dialogue or a short passage past. Students demonstrate or dramatize the memorized dialogue in front of the class in turn. (5) Practice making other sentences that match the sentence patterns that have been learned.

## Main Purpose of the Audiolingual Method

Abu (2009) told that the principle of a method is built on the goals established at the beginning of time. The Audiolingual Method has four main objectives which include learning an English as a foreign language. The purpose is : (1) Students can understand a foreign language when speaking at a normal speed and care about the usual things that happen around their conversation. (2) Language learners are able to speak in acceptable pronunciations and correct grammar. (3) Language learners have no difficulty in understanding printed materials. (4) Language learners are able to write with a good standard.

## Strengths and Weaknesses of the Audiolingual Method

We have already touched on some of the advantages of this Audiolingual Method implicitly. As with other language teaching methods, besides its excellence, there are also some weaknesses or shortcomings of the Audiolingual Method. The advantages of this method include: (1) Can be applied to classes that are. (2) Give a lot of practice and practice in the aspect of listening and speaking skills. (3) Suitable for students' linguistic level. (4) Audiolinguality is perhaps the first language teaching theory to openly claim to have formed from a combination of linguistics and psychology. (5) Audiolingual methods try to make language learning more accessible to large numbers of learners (large classes). This causes learner participation through drill techniques to be maximized. (6) In a positive way, drill can help students develop their oral skills. (7) Teaching techniques in the Audiolingual method using tape recording and language laboratories offer practice in speaking and listening skills which are the most important things in language learning. Drill patterns give students more practice. (8) The audiolingual method develops language skills into "pedagogical tools", namely listening (listening), reading and writing. The Audiolingual Method specifically introduces the design of listening techniques (listening) and oral exercises (speaking). This shows success in developing aural understanding (listening) and fluency in speaking (speaking). While the deficiencies in the Audiolingual Method include: (1) Skilled and skilled teachers are needed. (2) Repetition is often tedious and hinders the hypothesising of language rules and pays little attention to spontaneous speech / speech. (3) The techniques used in the Audiolingual method such as drills, memorization, and so on may

make language into behavior (behavior), but this does not produce the expected competence. (4) With the Audiolingual method, the teacher might complain about the amount of time it takes (long), and the students will complain about the boredom caused by the continuous use of the drill pattern. (5) The role and activeness of teachers are important in the Audiolingual method, so that teachers dominate the class more. (6) According to Roestiyah, the weaknesses of a learning method or technique that uses drill are as follows: (1) There are often ways or movements that cannot change, because they are standardized methods, so this can hinder students' talents and initiative. (2) Students may not use other means or methods according to their own thoughts. (3) The skills acquired by students are generally also sedentary, which will be rigid habits / wrong skills. (4) An exercise that is carried out in a certain way which has been deemed good and appropriate; so that it cannot be changed; resulting in the skills acquired by students generally also permanent, which will be a rigid habit; or the wrong skills ( Liu & Shi, 2007).

## Conclusion

The Audiolingual method is a method which involves doing a lot of practice and exercises in language both in the form of dialogue, sermons and so on which hope that students can speak like the owner of the language itself. The audiolingual method is basically a development of direct methods which are considered to have weaknesses, especially in explaining things that are difficult for students to understand. The Audiolingual method is a method that has developed during World War II. In the audiolingual method assumptions are concepts or ways of thinking, so through these assumptions, you will know the essence of the Audiolingual Method. In the audiolingua method there are 3 assumptions, namely: (1) Language is the utterances used in everyday life. With this statement. (2) Listening and speaking come first, followed by reading and writing. (3) Each language user is directed to speak in a different way. It has thirteen characteristics and four goals. The four goals: (1) Students can understand a foreign language when speaking at a normal speed and care about the usual things that happen around their conversation. (2) Language learners are able to speak in acceptable pronunciations and correct grammar. (3) Language learners have no difficulty in understanding printed materials. (4) Language learners are able to write with a good standard. Has advantages including: (1) Can be applied to classes that are. (2) Give lots of practice and practice in the aspect of listening and speaking skills. (3) Suitable for students' linguistic level. (4) Audiolingual is perhaps the first language teaching theory to openly claim to be formed from a combination of linguistics and psychology. (5) Audiolingual method tries to make language learning more accessible to large numbers of learners (large classes). This causes learner participation through drill techniques to be maximized. And has disadvantages including: (1) Skilled and skilled teachers are needed. (2) Repetition is often tedious and hinders the hypothesising of language rules and pays very little attention to spontaneous speech. (3) Techniques used in the Audiolingual method such as drills, memorization, and so on may make language into behavior, but these do not produce the desired competence. (4) With the Audiolingual method, the teacher might complain about the amount of time it takes (long), and the students will complain about the boredom caused by the continuous use of the drill pattern. (5) The teacher's role and activeness are important in the Audiolingual method, so that teachers dominate the class more.

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