

## LEARNING ENGLISH GRAMMAR THROUGH AUDIO-LINGUAL METHOD (A CASE STUDY IN KUMON EFL RANGGONG, MAKASSAR)

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### Abstract

This study aimed to improve the students' ability in using Simple Present Tense and Simple Past Tense, and to reveal the other factors that affect the students' ability in using both tenses. The writer used two methods of collecting data to achieve the purpose, there were library research and field research. In the field research, the writer found that the population of this study was 22 students of Kumon EFL Ranggong, and took 5 students as the samples of this thesis to do the pre-test and post-test concerning the use of Simple Present Tense and Simple Past Tense. In analyzing the data, the writer used descriptive quantitative method that focused on the numeric description of the test result, there were four steps of work procedures, and also used descriptive qualitative method that focused on students' learning process description. The result of this research shows that the improvement between the pre-test and the post-test is 46%, this result is obtained from the calculation of students' mean scores. The students' mean score in the pre-test is 54% and Students' mean score in the post-test is 100%. The data from the interview with the assistants show that the students' mean score is improved since their learning habit by using audio-lingual method is also improved. It means that the use of the Audio-Lingual method in learning the Simple Present Tenses and the Simple Past Tense is effective.

**Keywords:** *English Grammar, Audi-lingual method, Students' ability*

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### INTRODUCTION

As a tool of communication, language plays an important role in human life. Through language, people can communicate what they want to say about their ideas and feeling. Language can also be used to build the human relationship, through the understanding that occurs when they communicate one another. Without understanding among the users of the language, they cannot have a good cooperation. Thus, the important of language is undeniable in human life.

The English language has become a vital part in international society, culture, and economy. As an international language, English is important to be learned today, especially in a country which does not use English as their first tongue. It becomes easier to communicate each other with another country when we learn English. From this, English is important to be taught and learned by the students who do not use English as their first language. For many years, English has been the most important foreign language in Indonesia, which is taught from the elementary school to university. English has own grammatical system. English grammar has many aspects, such as part of speech, phrases, clauses, sentences, tenses, etc. English grammatical system is not easy to understand since English just has been learning as a foreign language and not as our first tongue in Indonesia.

Though there are some opinions that to study English is easy. We can easily make a sentence or speak English without paying much attention to the grammar of English. We should not forget tenses when we construct sentences in English. Tenses are a form or series to show time relation, in which the action or activity takes places in the present, past, or future. It can be indicated by particular verb form and the other words. There are sixteen tenses in English, such as simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, simple future tense, and the other tenses.

In this research, the writer focuses on simple present tense and simple past tense. The simple tense, both present and past, are in the reality the tenses because it is only with them the variation in the verb indicates the tenses. Realizing the importance of tenses building for the students in learning English, the teacher must take an effort to develop their students' English tenses. Because there are many English language learners still have no right concept, especially in both of Simple present tense and Simple past tense, even though they have been studying English for many years.

There are many methods that can be used in teaching English tenses, as a part of English grammar, such as, Grammar Translation Method, Direct Method, Audio-Lingual Method, Total Physical Response Method, and many others. Each method has its advantages and weaknesses. In this research, the audio-lingual method is used.

Audio-lingual method focuses on acquiring English grammars with continuously practices the grammars in English every day, until the learners unconsciously use it when they speak English.

## LITERATURE REVIEW

Research on audio lingual method in Kumon EFL class have also been written by: Prabayanthi, Desak (2011), with her thesis entitled **“Peningkatan Penguasaan Kosakata Siswa Melalui Penerapan Metode Pembelajaran Audiolingual Pada Lembaga Kursus Kumon English As A Foreign Language Gatot Subroto Barat, Denpasar, Bali”**.

Her thesis focuses on level 7A, which explains about the effectiveness of audio-lingual method in increasing the students' vocabulary. In her thesis, the writer finds that this method is effective in increasing students' vocabulary.

In this research, the writer will focus on level D until G which contains both Simple present tense and Simple past tense and do the research at Kumon EFL Ranggong.

Ardiansyah (Unhas: 2011), in his research entitled **“The Ability of The Second Year Students of SMAN 11 Makassar To Use Past Tenses (A Case Study)”**. He focuses on Simple Past tense, Past Continuous tense, Past Perfect tense, and Past Perfect Continuous tense. He got the result that students' ability in using Past tenses were low.

Diah Ayu Nova Anastasia (Unhas: 2012), her research entitled **“Students Ability in Using Present Tenses”**. Her thesis focuses on Simple Present tense, Present Continuous tense, Present Perfect tense, and Present Perfect Continuous tense. She also got the result that students' ability in using Present tenses were low.

The two studies above are valuable as previous studies, because it gives some references about tenses to this writing. Besides, from the research, the writer finds the comparison of students' ability in different times and places.

In this writing, the writer discusses about learning Simple Present tense and Simple Past tense through Audio-Lingual method. This research is quite different from the five research above. Because this writing it is not only to figure out the ability of students in using tenses, but also to describe the effectiveness of the Audio-Lingual method that used in learning process.

### A. Grammar

According to Longman Dictionary of contemporary English, grammar is:

*“The rules by which words change their forms and are combined into sentences, or the study or use of these rules.”* (Longman Dictionary of contemporary English, 2001, p. 619)

People around the world speak their first language without studying grammatical rules. Children begin to speak without being aware of grammar. But if people want to use a foreign language, grammar is necessary in a way of learning the language more quickly and efficiently. If people know grammatical rules and structures, they can understand things themselves. Grammar is essential language skill, and it is important for learning foreign language.

Cook in his book entitled “Second Language Research” (1991:9-11) also stated four types of grammar:

- a. Perspective Grammar
- b. Traditional Grammar
- c. Structural Grammar
- d. Grammar as knowledge

### **B. The Importance of Grammar**

According to Richards, Platt, and Weber in Nunan (2005:2) grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

### **C. Tenses as Part of Grammar**

In grammar, the students are provided with many rules of a language. One of them is tenses. Hornby (1954:78) states that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

### **D. Teaching English to Young Learners**

This research takes place at Kumon EFL Ranggong, and most of the students' which study in this place are children, age five until ten years old. It is important to discuss about how do children learning foreign language.

The effect of age in learning and teaching foreign language is one of the most frequently and investigated debate. Age is strongly related to learning another language. Children are more likely to develop native-like proficiency before age 10, and they are also at a maximum of openness to other cultures.(Brown, 1991). Cameron (2001:1), in her journal stated that knowledge about how children learning is a central of effective teaching. Successful lessons and activities are those that are turn to the learning needs of pupils, rather than to the demand of the next text- book unit, or to the interest of teacher. She distinguishes a learning-centred perspective from a “learner-centred” teaching. Learner-centred teaching places the child as the centre of the teacher thinking and curriculum planning.

#### **E. Method of Teaching Grammar**

Grammar Translation Method, Alan Duff (1996, p.7) argues that “*translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)*”. These qualities are important factors in the foreign language learning process as they will contribute to better understanding.

Direct Method is also known as Reform Method / Natural Method / Phonetical Method / Anti-grammatical Method. Its aims are only speaking, reading, understanding and having good pronunciation.

The Audio-Lingual Method, the method’s objectives is accurate/precise native-like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of sufficient vocabulary to use the grammar patterns.

Total Physical Response Method is based on Asher’s idea (1969) that the more active the learning the more effective it is. He tried to recreate the conditions in foreign language classrooms and the children received their initial input in the form of instructions in the imperative which required them to make physical responses.

#### **F. Method of Teaching Grammar**

This method was developed by professors at Michigan and Pennsylvania University, and it became known as Oral, Aural-Oral or Structural Approach. This method developed during the Second World War in the United States as a real scientific method called the Army Specialized Training Program when there was a need to teach people the language quickly and effectively. The results of this program are generally regarded to have been very successful - the learners were in small groups and were highly motivated, which undoubtedly contributed to the success of the approach.

Charles Fries, the director of the English Language Institute at the University of Michigan, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to orally recite the basic sentence patterns and grammatical structures. The students were only given “enough vocabulary to make such drills possible.” (Richards, J.C. et-al. 1986). Fries later included principles for behavioral psychology, as developed by B.F. Skinner, into this method.

Fine points of discussion that informing the audio-lingual method according Skinner (1957) are as follows:

- 1) Learning a foreign language is a mechanical process of formation of a habit, so fertilizing is a row of habit.
- 2) The best way to form the customs are a few months of serious training and pattern using a mechanical stimulus-response.
- 3) Reinforcement, where the consequences of our actions affect subsequent behavior.

Moreover, according to Chastain (1969) there are five empirical law underlying audio-lingual method. The fifth law discussed are followed:

- 1) The goal of this method is to develop self-learning students' abilities similar to those owned by the original speaker.
- 2) The first language was banned in the classroom.
- 3) The students must learn to speak the language, regardless of how prepare to speak.
- 4) Exercise and practice must precede of any explanation, and discussion of the grammar must be in a very short time.
- 5) In developing the four skills (listening, speaking, reading, writing), which is executed in a natural sequence of language learning must be maintained and held on.

Tape recorders and audio-visual equipment often have central roles in an audio-lingual course. If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills. A language laboratory may also be considered essential. It provides the opportunity for further drill work and to receive controlled error-free practice of basic structures. It also adds variety by providing an alternative to classroom practice. A taped lesson may first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide follow-up fluency drills on grammar or pronunciation.

### **G. Kumon EFL (English as Foreign Language)**

EFL class is one of Kumon several course options, besides math and EE. EFL itself stands for English as a Foreign Language.

In EFL programs, there are EFL textbooks, and tape / CD player with worksheets that have been adapted (Gebhard, 1996). Kumon EFL learning materials have been created in such a way from the beginning level to the last level along with the objectives of each level.

The Kumon EFL learning program emphasizes the learning process in the aspect listening first, then proceed with other aspects of learning, speaking, reading, and writing. Kumon learning process that implements the audio-lingual method emphasizes the continuing habit every day to make the students familiar with the target language (in this case English), until students can use it unconsciously. There are various kinds of drills are used by the audio-lingual (Richards, J.C. Et-al. 1986: 54-56), Kumon EFL learning process that implements the method are also used some of those kinds of drills. The initial level or stage 1 (7A, 6A, 5A) had a goal achievement in terms of linking sound and image, the next stage or phase 2 (4A, 3A, 2A) had a goal achievement in terms of linking sounds and images as well as writing, the level above or stage 3 (A, B, C) has a goal achievement as before in terms of conversation. Stage 4 (D, E, F) has a goal of achievement in terms of the initial grammar which also includes the achievement of the goal of the previous stage. Stage 5 (G, H, I) has the purpose of further achievement, which established the grammar of the previous stage. The last two stages 6 and 7 has the purpose of reading comprehension achievement.

## **RESEARCH METHOD**

This chapter deals with the description of methods of the research which consists of library research and field research. Field research consists of method for collecting data. The methods that used to analyze data are descriptive quantitative and descriptive qualitative method. In library research, the writer gets the theories and information by browsing in the internet, reading some thesis, and the other books which can support this research, and related to the problems that are discussed.

The population of this research is the students of Kumon EFL Ranggong. There are 21 who learn English in Kumon EFL Ranggong. Samples of this research are students that learn English in level D until level G. There are five students in those levels. They are chosen as purposive sampling, because they study about the Simple Present Tense and The Simple Past Tense though in the different levels. Three of them are in the level D, E, and F, while two are in level G.

Method for collecting data, consists of two parts, such as pre-test and post-test. In pre-test is given to the students before the students begin to learn simple present and simple past tenses by using audio-lingual method. The test consists of 15 numbers, 8 numbers of the Simple Present Tense and 7 numbers of the Simple Past.

Posttest, This test given after the students have studied the simple present and the simple past tenses by using audio-lingual method. As in the pre-test, this test also consists of 15 numbers, 8 numbers of the Simple Present Tense and 7 numbers of the Simple Past Tense.

The writer held an interview with giving spontaneous questions to the assistants in Kumon EFL informally. It would be used to know the other factors that can affect students' achievement in learning process.

In analyzing data, the writer uses descriptive quantitative and descriptive qualitative method. Descriptive quantitative method focuses on numeric description of the test result. Descriptive qualitative method is concerned with the process rather than the outcome. It means that this method is applied to analyze and describe the data which have been collected from the interview.

## **RESULT AND DISCUSSION**

There are two types of data, namely qualitative data and quantitative data, which are analyzed descriptively. The quantitative data are obtained from the result of pre-test and post-test while the qualitative data are obtained from the interview given at the end of the test. According to the explanation above, some points that are going to discuss are the students' ability from the result of the pre-test, post-test, and interview. In order to find data about the students' ability in knowing the difference of Simple Present tense and Simple Past tense, the writer does the pre-test. Before conducting the pre-test, the writer makes some preparations, such as choosing five students, from level D to level G, who have different abilities in using Simple Present tense and Simple Past tense. Moreover, the writer also selects some materials from Kumon EFL worksheet to guide the writer in making the test and determining the schedule and time allotment.

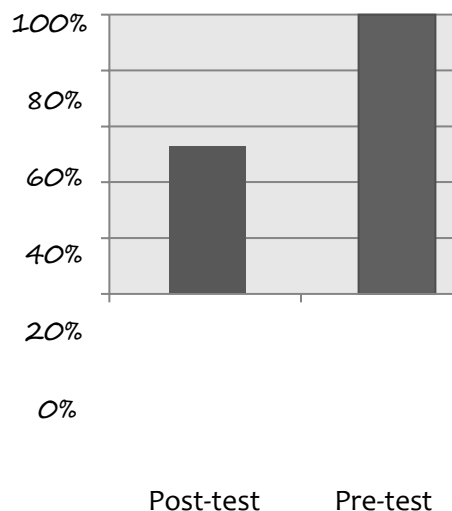
The test consists of fifteen multiple-choice questions which comprise eight items of the use of Simple Present tense and seven items of the use of Simple Past tense. The students work on the test for three to seven minutes. This decision is made from the observation that the students usually work on their Kumon EFL worksheet just in three to seven minutes. Consider to the age of the students, the test just comprises of affirmative sentence form, both in Simple Present tense and Simple Past tense.

After four days class meeting and by giving daily homework, especially about Simple present and Simple Past tense, the writer does the post-test. The writer does the test, in order to find out to what extent the audio-lingual method can improving the students' ability in knowing the difference of Simple present and Simple Past tense in English grammar. The post-test is the pre-test materials that the writer gives to the students.



The test consists of fifteen multiple-choice questions which comprise eight items of the use of Simple Present tense and seven items of the use of the Simple Past tense. The students must do the post-test for three to seven minutes. From the result of the post-test, the writer find that the students achieve a good improvement.

After conducting the method in Kumon EFL class properly in two weeks, the students' ability in using the Simple Present tense and the Simple Past tense especially to differentiate both of these tenses is improving. It can be seen by comparing the students' mean score on the pre-test and the post-test. The is improvement of the students' mean score can be seen from the following graph:



It can be seen that the result of the students' pre-test is 54% which classified as very poor, and become 100% in the post-test, which classified as very good in the post-test. The graph shows us that the students' ability in learning Simple Present tense and Simple Past tense is improving by using the Audio-Lingual method. The students already know the differences between the tenses. From the interview in the end of the pre-test and the post-test, with the assistants in Kumon EFL Ranggong, which is done informally. We can see that the students' mean score is improving, because their learning habit are also improved. The students listen to the CD track carefully, they do their worksheets without doing flip-flap, and they do not procrastinate in doing their homework.

Kumon learning program uses audio-lingual method, which is applying the theory of verbal behavior of Skinner (1957). Moreover, Chastain (1969) also has five empirical laws which underlying the audio-lingual method It is implied by giving simple material without excessive explanation at the beginning of the lesson. Further clarification, regarding the grammar will be provided at the end of the class when the students have listened to the CD and working on their worksheet. Exercise and practice must precede of any explanation, and discussion of the grammar must be in a very short time. This point contains the same meaning with the previous points.

The grammar explanations can be given, but in a short time and in a very simple explanation.

In developing the four skills (listening, speaking, reading, writing), which is done in a natural sequence of language learning must be maintained and held on. Kumon also applies the last point. The lesson begins with listening (listening) to the CD first. Then, the students continue speaking skills by following the native speaker's pronunciation in the CD that the students are heard. Students can read the conversations of the native speaker on their book while, follow the native speaker's pronunciation The last one that writing skills are embodied with grammar exercises (writing).

## **CONCLUSION**

Based on the result of the research, it can be concluded as follows there is an improvement between the pre-test and the post-test. This result is obtained from the calculation of students' mean score in the pre-test and students' mean score in the post-test. Students' mean score in the pre-test is 54% which is classified as very poor and Students' mean score in the post-test is 100% which is classified as very good. It shows that the improvement is 46%.

The improvement between the pre-test and the post-test happens since the students follow the Kumon learning program which uses audio-lingual method properly.

From the conclusions above, the writer would like to present some suggestions as follow:

1. Consider to the students age, the writer suggest that the assistants do not give the students too much worksheet for their daily homework. The assistants also must give some evaluation for the students at the end of the learning process, therefore the students do not easily forget what they have learned before.
2. The writer also would like to suggest the students to do the Kumon learning program which uses audio-lingual method properly.

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