

THESIS

PERPUSTAKAAN
INTEK SURABAYA

NO. KLASIFIKASI K T-2009 003 PBI	NO. REG T-2009/PBI/003
JUDUL :	
GOL. :	

[illegible]

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In fact, some sixty percent of today's world population is multilingual. Both from a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language, five hundred years ago it was Latin for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.¹

As the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum, the study of Latin took on a different function. The study of classical Latin (the Latin in which the classical works of Virgil, Ovid, and Cicero were) was written and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering "grammar school" which were taught through

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knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say. This concept is used to contrast it with linguistic performance, which is mostly concerned with the processes often termed encoding and decoding. This practical goal gives a direction to language teaching activities. The activities done to present language materials should be oriented to the ability to use the target language in communication.

Since the emphasis of teaching is the use of the language for communication, language errors are tolerated and seen as a natural outcome of the development of communication skills. Language teachers are not suggested to correct all of students' errors. As long as the ideas expressed in the target language can be understood, the minor errors may be ignored. Corrections are done when the errors may hinder the understanding of the communication. Language teachers should be selective in correcting errors. They should provide their ideas in the target language and the target language is used as vehicle for communication in the classroom.

As international language, English is now spoken all over the world. In the global era, English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. People should understand and master English in order to gain broader knowledge, information and technology. Although English is not the language with the largest number of native or 'first' language speakers, it has become a **lingua franca**. A lingua franca can be defined as a language widely adopted for

good English teaching program, the elements of a method like an approach, design, and procedure should be taken into account as well as a language environment.

B. Identification of Problem

In reality, teaching and learning activity is often disturbed by several factors i.e. the thought that English is difficult to learn , has complex grammar and strange speech, and most of the learners are lack of vocabulary. Those make learners speak less. In learning activity, learners seldom get an opportunity to express idea, opinion, and thought, the activities often seem monotone, there are less interaction between teacher to learners, learners to teachers and learners to learners. Those could happen since English is foreign language that has different grammatical rules, and cultural sense with our language. Besides English is not a second language in this country, although it has been used in almost job opportunities, public places, and even some good schools.

Besides, teacher generally finds covert orientation of teaching English in school. It makes teacher does not have strong basic principle to develop English teaching maximally. The dilemma is to emphasize the linguistic aspect and communicative aspect when foreign language is taught in the class. This dilemmatic orientation makes teacher hard to determine between two main teaching goals, linguistic competence or communicative competence. Linguistic competence is the need of formal education in which teacher should shape and direct learners to gain a high score in final examination. It would be serious problem because learners'

motivation to acquire a language as a means for attaining instrumental goals: furthering career, getting a job, and so forth.⁶

Motivation is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning, and the greatest challenge that many teachers face is to make their students want to learn. If students do not want to learn, their learning efficiency will be so low that they may learn virtually nothing. The reasons for wanting to learn is like, what I am learning is useful to me, the qualification for which I am studying is useful to me, and so on.⁷

Besides, low motivation can be related to the methodology of teaching in which teacher has chosen a wrong method to teach English or he/she can't give variations and make fun-interesting situations in the class; so learners feel bored. Moreover, teacher sometimes implement teaching method inefficiently and inaccurately because he/she doesn't have comprehensive understanding about the method as it is implemented in different conditions of class and students, or he/she sometimes has limited time to do a maximal teaching with the good method.

To solve the problem, teachers should think and do some innovative learning that use appropriate methods, approaches and strategy to empower learners' competences.. Audio-lingual Method and Communicative Language Teaching are two of some language teaching method were found in some years ago. By

⁶ Ag. Bambang Setiyadi, *Teaching English as A foreign Language* (Yogyakarta: Graha Ilmu, 2006) page. 28

⁷ Geoff Petty, *Teaching Today* (United Kingdom: Nelson Thornes Ltd, 2004) page. 45

2. Problem Statement

Based on the background above, the problem of the study then is formulated and specified as the following:

1. What is Audio-lingual Method?
2. How is ALM implemented in teaching English?
3. What is Communicative Language Teaching?
4. How is CLT implemented in teaching English?
5. What are the difference and similar points of ALM and CLT in methodological perspective?

3. Objective of The Study

In line with the problem of the study stated above, the study is purposed to describe:

- Audio-lingual Method
- ALM implementation in teaching English
- Communicative Language Teaching
- CLT implementation in teaching English
- The difference and similar points of ALM and CLT in methodological perspective

C. Significance of The Study

For the writer, especially this study is expected to develop his scientific knowledge in teaching English. These methods have assumptions of language nature, language teaching and language learning. By understanding the assumptions of methods as the basic foundation, will make possibility to build a strong paradigm of writer in developing English teaching and create new innovations. It also can be the reference in implementing English teaching by various approaches and methods which are useful to reach the goal of teaching. The writer is also demanded to be creative in modifying and contextualizing the method according to the students condition, current curriculum, school facility and media.

Generally, the study can give the scientific contribution and variation methods as attempt to increase a better understanding of English teaching strategies. Readers are permitted to choose and use what method is better according to their comprehensive understanding and their interpretation about the method. The method is universal, so it is flexible to implement in any situations of classes.

D. Theoretical Framework

In education concept, there are many teaching elements which all stand in the same line, to reach the goal of teaching. Those elements are objective, curriculum, material, method and evaluation. They correlate each other in every process of teaching and learning; so, all elements must integrate consistently. Getting problem in one of the elements will impact on the success of teaching.

In practice, 'reliability' is enhanced by making the test instruction absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remain constant.¹¹

Teaching method is also one of the important elements in education concept which needs the participation of the others including teacher's role and learners Objective, curriculum, media will not be useful if teacher take the wrong method to deliver the material in the class. Method works in action or practical level, so it has possibility to get problems that never be predicted in lesson plan. It is also flexible and universal in any contexts of teaching,, hence teacher should include various approaches in implementing method. The success of teaching-learning process depends on how the method of teaching can run well related to the situation of classroom, learners and facilities or media.

Anthony attempted to clarify the difference of Method, Approach and Technique. According to Anthony, the tree have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. in other words, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementational.¹²

¹¹ Jeremy Harmer, *The Practice of English Language Teaching* (England: Person Education Limited, 2001) page. 322

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In a most illuminating and imaginative manner, Professor Diane Larsen-Freeman's book entitled "*Techniques and Principles in Language Teaching*" provides an overview and elucidation of those language teaching methods that have achieved international prominence. Each of the chapters of this book is devoted to the explication of a particular methodology, thus providing the reader with the means for

inspecting and considering a number of alternative approaches to language teaching as they relate to his own responsibilities. With this volume then, a critical need in the language teaching field has been met.

We can also see in other written works which discusses about Audio-Lingual Method and Communicative Language Teaching as in the following:

- *Techniques and Principles in Language Teaching*, by Diane Larsen-Freeman
- *Communicative Syllabus Design*, by John Munby
- *Teaching English Learners: Strategies and Methods*, by Lynne T. Diaz-Rico
- *Communicative Language Teaching*, by William Littlewood
- *The Communicative Approach to Language Teaching*, by C. J. Brumfit and K. Johnson
- *Language Learning and Teaching*, by Nurul Huda
- *Teaching by Principles: An Interactive Approach to Language Pedagogy*, by H. Douglas Brown
- *Teaching English as Foreign Language*, by Ag. Bambang Setiyadi
- *A Practical handbook of Language Teaching*, David Cross

In some printed works above, Audio-Lingual Method and Communicative Language Teaching are not compared to get strengths and weakness of both, but the methods discussed in different sub-title. In Rodgers and Bambang's book for example, there is a comparison of methods only in important point generally.

Different from other studies about Audio-Lingual Method and Communicative Language Teaching, this study attempts to take a position in

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1. Research Design

theoretical position and accumulates data in order to test its validity.¹³ Qualitative

¹³ Martin Brett Davies, *Doing a successful research project: Using Qualitative or Quantitative Methods* (New York: PALGRAVE MICNILLAN, 2007) page. 135

research is exploratory and researchers use it to explore a topic when the variables and theory base are known.¹⁴

This study describes the detail elaboration of ALM and CLT, so the research design employed in the study will belong to a descriptive methodology. This descriptive study is designed to obtain information concerning a particular issue and then describe it. According to Whitney descriptive method is seeking a fact by an appropriate interpretation. The aim is to create description or a picture systematically, factual and accurate to facts, characters, and the relation between phenomena which are investigated.¹⁵

Besides, this study is literary research means the research that is conducted to solve problem principally based on a critical and a deep analysis through the relevant literary resources. The sources are idea basis to explore new knowledge and thought as well as to develop new theory. The substance of literary research is philosophic and theoretic processing related to values, but also needs a relation to empiric. Two kinds of data used by researcher are primer data and secondary data. Primer data means the information that directly written in the book that discuss about Audio-Lingual Method and Communicative Language Teaching, while secondary data is the information that written in the media that discuss about both methods.

¹⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Publications, Inc., 2003) page. 74-75

¹⁵ J.W. Best, *Research in Education* (New Jersey: Prentice Hall, Inc. 1981) page.106-107; Moh. Nazir, Ph.D. *Metode Penelitian* (Bogor: Ghalia Indonesia. 2005) page. 55

The theoretic base of research is Rationalistic-Positivism Philosophy in which the solid science is based on intellectual comprehension built to the logic argumentation. Rationalism refers to our intellectual empiric comprehension and empiric capability that is relevant to the aim, in order that science production based on rationalism is real science not fiction.¹⁶

In accordance with the design of this qualitative study, the main instrument of the data collection will be the researcher. The data will be collected by reading, give mark, making classification, and interpreting the meaning of written works. Two functions of reading in literary research is to know whether there is the elaboration of research object or not and to obtain the deep background of the object. The data is, verbal utterance enables to make bias meaning and multi-interpretation to reader or interpreter.

Comparative research is more of a perspective or orientation than a separate research technique. In this section, we consider its strengths. A comparative perspective exposes weakness in research design and helps a researcher improve the quality of research. The focus of comparative research is on similarities and differences between units, and comparison is central to the very acts of knowing and perceiving. The comparative orientation improves measurement and conceptualization.¹⁷

¹⁶ Noeng Muhadjir, *Metodologi Penelitian Kualitatif* (Yogyakarta: Rake Sarasin, 1996) page. 55/159

¹⁷ W. Lawrence Neman, *Social Research Methods* (USA: A Viacom Company, 1997) page. 402

2. Data Analysis

Data analysis is the process of systematically searching and arranging the materials that accumulated to increase our understanding on them and to enable us to present what we have discovered to others. In other words, analysis involves working with the data, organizing them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to learn, and deciding what to tell to others. As the design of this research is qualitative, the techniques of data analysis will be used are:

- ❖ Deductive technique is theoretic insight that is elaborated to be more operational concept units and able to be developed with reality. It is also defined as thinking technique from abstract and more general concept for seeking concrete and more specific one.¹
- ❖ Inductive technique, elaborates any data derived from literary research and generalize it as the conclusion. It is an analysis of data from specific one to more general and from empiric to look for an abstraction.²
- ❖ Comparative technique, compare categories and their characters to formulate the theory (concept), then develop it by modification, or by replacing with a new theory. Glasser and Strauss describe procedure of comparative method by comparing the event that appropriates with the categories, integrating the categories to the characters, formulating theory and writing theory (concept).³

¹Sutrisno Hadi, *Methodologi Research* (Yogyakarta: Andi offset, 1987) page. 36

² Sutrisno Hadi, *Ibid.* page. 42

³ Noeng Muhadjir, *Metodologi Penelitian Kualitatif*, page. 89, 131

CHAPTER II

LITERATURE REVIEW

A. AUDIO-LINGUAL METHOD

1. The Background of Method

The Audio-Lingual Method (ALM) which also called "the Aural-Oral Method" or "the Army Method" is a method which was introduced in the United States of America (USA) in 1940s. Even though the method is considered very old, many language teachers still like it and believe that is a powerful method.. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

The Audio-lingual method is the product of three historical circumstances. For its views on language, audiolingualism drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American Linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. At the same time, behaviorist psychologists such as B.F. Skinner were forming the

felt unsatisfied with the reading aim and they thought that speaking was more important than reading.

The Audio-Lingual-Method (ALM) was firmly grounded in linguistic and psychological theory. Structural linguists were engaged in what they claimed was a "scientific descriptive analysis" of various language teaching methodologist saw a direct application of such analysis to teaching linguistic patterns. At the same time, behaviourist psychologists advocated conditioning and habit-formation models of learning, which were perfectly married with the mimicry drills and pattern practice of audio-lingual methodology.³

Behaviourist theory professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. Students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the Direct Method, the Audio-lingual Method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Other characteristic of Audio-Lingual Method is it often applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (United States of America: Prentice Hall Regents, 1994) page. 57

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a. Theory of Language

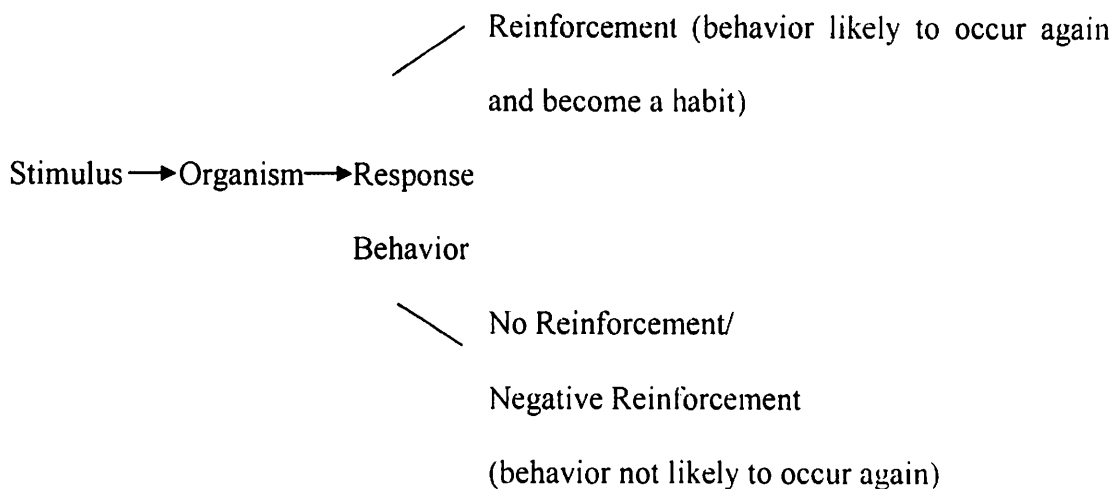
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appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future.⁷



Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use. Language

⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, 2001) page 56

Out of these various influences emerged a number of learning principles, which became the psychological foundations of Audiolingualism and came to shape its methodological practices. Among the more central are the following:

- 1) Learning is the process of change in mental and physical behavior induced in living organism. This assumption implies that language learning is a process of acquiring another set of speech habit.
- 2) Language learners will more eager when they like what they do. This emphasizes on the role of motivation in learning a foreign language. By having good motivation, language learners will have a process of arousing action, sustaining the activity in progress, and regulating the patterns of activity in order to acquire another language.
- 3) Language learners must understand clearly what is involved and required. Understanding what they have to do will evoke motivation.
- 4) Language learners will learn the target language more readily when they concentrate their attention more fully. Language learners have to learn the language with a clear purpose.
- 5) Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. The ALM

⁸ Jack C. Richards and Theodore S. Rodgers, *ibid.* page. 56

- Students practice particular patterns of language through structured dialogue and drill until response is automatic.
- Structured patterns in language are taught using repetitive drills.
- The emphasis is on having students produce error free utterances.
- This method of language learning supports kinesthetic learning styles.
- Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.
- The printed word must be kept away from the second language learner as long as possible.

The principles of method derive 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 with their experience.

In short, Johnson states the principles of the ALM are ¹²

1. language is a system of 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 three major component parts: the sound system, the structure, and the vocabulary,
4. the only authority for correctness is actual use of native speakers,
5. one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language,
6. languages can be learned inductively far more easily than deductively,
7. grammar should never be taught as an end in itself, but only as a means to the end of learning the language,
8. use of the student's native language in class should be avoided or kept to a minimum in second language teaching,
9. the structures to which the students are exposed to should always sound natural to native speakers,
10. all structural material should be presented and practiced in class before the students attempt to study it at home.

Also here is a summary of the key features of the Audio-Lingual Method taken from Brown and adapted from Prator and Celce-Murcia.¹³

¹² Ag. Bambang Setiyadi, *Teaching English as A foreign Language* (Yogyakarta: Graha Ilmu, 2006) page. 56-57

language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only way to overcome the problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.¹⁴

The Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appear to be very productive students. The extensive and elaborate drills designed to facilitate over learning and good language habit forming were an innovative addition to the techniques used to practice language, and many of them are featured as essential parts of communicative methods that followed the Audio-lingual Method.

The method's original appearance under the name "The Army Method" is apt, and from it one ought not to be surprised that the method is all about highly controlled practice involving extensive repetition aimed at "habit forming". If you can imagine a squad of new military recruits doing marching drills in the exercise yard, listening to the terse commands and repeating the movements in various combinations until they become second nature and do not need to be "thought about", then you have yourself an effective picture of how the Audio-Lingual Method

¹⁴ www.englishraven.com.wikipedia.org/wiki/Audio-Lingual_Method

essentially works and creates the desired result. The experts representing descriptive linguistics at that time can be seen as disseminating the patterns required to perform the various marching drills piece by piece, and the behavioral psychologists dictated the various ways for the drills to be repeated in order to create an effective habit-forming process.

The picture presented above ought to also indicate to the modern, enlightened and eclectic language teacher the obvious ways in which the Audio-Lingual Method falls far short of the overall goal of creating sustainable long-term communicative competence in language learners. The linguistic principles upon which the theory was based emphasized surface forms of language and not the "deep structure". Cognitive principles aimed at explaining how learners learn and develop independent concepts were to change considerably in the period following the Audio-Lingual Method.

b. Syllabus

In language teaching the syllabus has traditionally been the starting point in planning a language program, rather than an activity that occurs midway in the process. Conceptions of the nature of syllabus are closely related to the view of language and second language learning that the curriculum designers subscribe to. Under the impact of grammar based views of the nature of language, language

1) *Repetition.* The student repeats an utterance aloud as soon as he heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

This is the seventh month. –This is the seventh month.

After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

I used to know him. –I used to know him

I used to know him *years ago*. – I used to know him *years ago when we were in school* . . .

2) *Inflection*. One word in an utterance appears in another form when repeated.

I bought the *ticket*. –I bought the *tickets*.

He bought the candy. – *She* bought the candy.

I called the young *man*. –I called the young *men*....

3) *Replacement*. One word in an utterance is replaced by another

Examples

¹⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, 2001) page. 60-62

He bought *this house* cheap. —He bought *it* cheap.

Helen left early. — *She* left early.

They gave their *boss* a watch. –They gave *him* a watch....

4) *Restatement.* The student rephrases an utterance and addresses it to someone else, according to instructions.

Examples

Tell him to wait for you. –wait for me.

Ask her how old she is. –How old are you?

Ask John when he began. –John, when did you begin?.....

5) *Completion.* The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

Examples

I'll go way and you go....-I'll go my way and you go *yours*.

We all have.....own troubles. –We all have our own troubles.....

6) *Transposition.* A change in word order is necessary when a word is added.

Examples

I'm hungry. (so). —So *am* I.

I'll never do it again. (neither). –Neither *will* I....

7) *Expansion.* When a word is added it takes a certain place in the sequence.

Examples

I know him. (hardly). –I *hardly* know him.

I know him. (well). I know him *well*...

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4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.
5. Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.

In ESL Home. Picture of Hutterite boys, it was described some strategies using of Audio-Lingual Method:²²

In ESL Home. Picture of Hutterite boys, it was described some strategies using of Audio-Lingual Method:²²

1. Dialog Memorization: Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialog. Examples of dialogs that could be used are included in the materials section.

Objective: Experiment with language and non-verbal elements (eg. gesture) to achieve an effect for a particular purpose and audience.

2. Backward Build Up: Provide students with the sentence fragments found in the materials section. Students repeat each part of the sentence starting at the end of the sentence and expanding backwards through the sentence adding each part in sequence.

Objective: Participate in a variety of shared language experiences.

²² www.saskschools.ca/curr

1. Background of Method

The origins of Communicative Language Teaching (CLT) are to be found in

When the linguistic theory underlying Audiolingualism was rejected in the United

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know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.²⁷

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.²⁸

The term "communicative competence" was coined by Dell Hymes a sociolinguist who was convinced that Chomsky's notion of competence was too limited. "Chomsky's rule-governed-creativity" that so aptly describes a child's mushrooming grammar at the age 3 or 4 did not, according to Hymes, account sufficiently for the social and functional rules of language. Communicative competence then is that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts. Sauvignon notes that communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It is not so much an

²⁷Ann Galloway, article of Communicative Language Teaching: an Introduction and Sample Activities

²⁸ Ann Galloway, article of Communicative Language Teaching: an Introduction and Sample Activities

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Halliday described seven basic functions that language performs for children

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others
3. the interactional function: using language to create interaction with others
4. the personal functions: using language to express personal feelings and meanings
5. the heuristic function: using language to learn and to discover
6. the imaginative function: using language to create a world of the imagination
7. the representational function: using language to communicate information.

³¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, 2001) page. 160

b. Theory of Learning

Richards and Rodgers argue that little has been written about learning theory of CLT. They state further that elements of an underlying learning theory may be discerned in some CLT practices. One of the elements of learning theory of CLT is that activities that involve real communication promote learning. This implies that language learning will learn the target language optimally when they communicate in the language. They should use the language to carry out meaningful tasks, not just learn the language. Communication practice is believed to develop linguistic skills. It seems that the role of teacher is likely to be teaching communication via language, not teaching language via communication.³³

Other accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the Communicative Approach. Savignon surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theories (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT. Krashen sees acquisition as the basis process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of

³³ Ag. Bambang Setiyadi, *Ibid*, page. 150

normal use as a means of communicating. And I do not think that the recommended approach makes adequate provision for the teaching of this kind of knowledge.³⁶

A principle that may be regarded as another assumption about language learning in CLT is that the grammar and vocabulary the students learn from the function, situational context, and the roles of the interlocutors. Larsen-Freeman provides an example of the assumption by observing a class taught through CLT that after the role-play is finished the students elicit relevant vocabulary.³⁷ This seems in accordance with the first assumption that the emphasis of teaching a language is communication. After communication, as well as games and role play, is finished the students may discuss the elements of the language: grammar and vocabulary. The elements of the language come later after the first priority of language teaching: communication is over.

3. The Basic Principles of Method

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audio-Lingual Method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their

³⁶ C.J. Brumfit and K. Johnson, *The Communicative Approach to Language Teaching* (New York, Oxford University Press, 1979) page. 118

³⁷ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 1986) page. 130

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⁴⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (United States of America: Prentice Hall Regents, 1994) page. 78

8. learning to use language forms appropriately is an important part of communicative competence
9. the teacher acts as an advisor during communicative activities
10. students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers

The activities discussed so far have helped learners to link language forms with (a) communicative functions and (b) specific functional meanings which correspond to aspects of nonlinguistic reality. Students must also learn to relate language to the social meanings that it carries and to use it as a vehicle for social interaction. To this end, it is necessary to increase their sense of performing in a meaningful social context, rather than simply responding to prompts.

4. Design

a. The Objective

The development of communicative competence is the objective of Communicative Language Teaching, that is the ability to use English for communication in real-life situations. According to Hymes communicative competence is not restricted to the acquisition of linguistic knowledge and ability to produce grammatical sentences, but it involves the ability to produce those utterances for appropriate context in which it is used evaluated. Thus, the objective of language teaching is not limited to ability to produce grammatical sentences, but it goes beyond

this. It includes the ability to incorporate pragmatic aspects in the language skill, that is the suitability of utterances for the context of communication.⁴²

The proponents hold that CLT can be geared to specific objectives, in accordance with the needs of the students. Some people learn a foreign language in order to communicate with their fellow professionals in their fields, some wish to make trips to foreign countries, and some others wish to pursue further studies. A review of the literature, however, indicates that CLT seems to give emphasis on the teaching oral skill. This is understandable since CLT originates in Europe in which the main objective of foreign language teaching in this region is to promote cooperation among European nations, heavy movements of people between nations have been observed. In addition, classroom techniques of teaching as described in the literature strongly indicate that CLT is designed to develop either a full language competence (embracing the four language skills, following the traditional system of classification) or the aural-oral aspect of this integrative language competence.

Piepho discuss the following levels of objectives in a communicative approach: ⁴³

1. an integrative and content level (language as a means of expression)
2. a linguistic and instrumental level (language as a semiotic system and an object of learning)

⁴² Nuril Huda, *Language Learning and Teaching: Issues and Trends* (Malang: IKIP MALANG Publisher, 1999) page 93

⁴³ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, 2001) page. 162

3. an affective level of interpersonal relationships and conduct (language as a mean of expressing values and judgments about oneself and others)
4. a level of individual learning needs (remedial learning based on error analysis)
5. a general educational level of extra-linguistic goals (language learning within the school curriculum)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

b. Syllabus

During the seventies, the insight that communication was an integrated process rather than a set of discrete learning outcomes created a dilemma for syllabus designers, whose task has traditionally been to produce ordered lists of structural, functional or notional items graded according to difficulty, frequency or pedagogic convenience. Processes belong to the domain of the methodology. They are

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5. Conversation techniques: hesitating, holding the floor, bringing in other speaker

John Munby describes the theoretical framework outlined affects the kind of model that is needed for specifying communicative competence. A specific category of second language participant has specific communicative objectives which are achieved by controlling particular communicative behaviors. There was then third layer where all the appropriate realizations take place. The thinking are reflected the first constituent of the theoretical framework, viz. socio-cultural orientation. The learner's goals were seen to be dependent on variables which looked like categories of communication needs, and the target syllabus specification appeared to take account of the important of contextual appropriacy.⁵⁰

c. Communicative Task Design

In turning to the concept of 'task', the first thing we need to do is decide just what we mean the by term itself. A review of the literature reveals a range of definitions. Generally, some definitions have a common characteristic. They all suggest that tasks are concerned with communicative language use. In other words, they refer to undertakings in which the learners comprehend, produce and interact in the target language in contexts in which they are focused on meaning rather than form.

⁵⁰John Munby, *Communicative Syllabus Design* (New York: Cambridge University Press, 1994) page. 29

- The learner must attain as high as degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
- The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform. In other words, items mastered as part of *linguistic* system must also be understood as part of a *communicative* system.
- The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.
- The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather, the ability to use generally acceptable forms and avoid potentially offensive ones.

Later, it will increasingly come to include producing language which is appropriate to specific kinds of social situation.⁵⁵

The CLT procedure below is the one suggested by Finocchiarro and Brumfit:

1. Presentation of a brief dialogue or several mini-dialogs, preceded by a motivation (relating the dialogue situation (s) to the learners' probable community experiences) and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (at the beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).
2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half class, groups, and individuals) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
3. Questions and answers based on the dialog topics (s) and situation itself. (inverted *wh* or *or* questions).
4. Questions and Answers related to the students' personal experiences but centered around the dialog theme.
5. Study one of the basis communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression or structure

⁵⁵ William Littlewood, *Communicative Language Teaching: An Introduction* (United Kingdom: Cambridge University Press, 1981) page. 86

with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure.

6. Learner discovery of generalization or rules underlying the functional expression or structure. This should include at least four points, e.g. "How about + verb + ing?"); its position in the utterance; its formality in the utterance; and in the case of structure, its grammatical function and meaning.
7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).
8. Oral production activities-proceeding from the guided to free communication activities.
9. Copying of the dialog or mid-dialogs or modules if they are not in the class text.
10. Sampling of the written homework assignment, if given.
11. Evaluation of learning (oral only), e.g. "How would you ask your friend to.....? And how you ask me to.....?"⁵⁶

Mary Finocchiaro has placed the functional categories under five headings as noted below: *personal, interpersonal, directive, referential, and imaginative*⁵⁷

⁵⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, 2001) page. 170-171

57 www.englishraven.com.wikipedia.org/wiki/Communicative_Language_Teaching

Interpersonal = Enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships:

- greetings and leave takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success
- expressing concern for other people's welfare
- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time
- apologizing
- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement

- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- offering food or drinks and accepting or declining politely
- sharing wishes, hopes, desires, problems
- making promises and committing oneself to some action
- complimenting someone
- making excuses
- expressing and acknowledging gratitude

Directive = Attempting to influence the actions of others; accepting or refusing direction:

- making suggestions in which the speaker is included
- making requests; making suggestions
- refusing to accept a suggestion or a request but offering an alternative
- persuading someone to change his point of view
- requesting and granting permission
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions
- warning someone

- discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.
- expanding ideas suggested by other or by a piece of literature or reading material
- creating rhymes, poetry, stories or plays
- recombining familiar dialogs or passages creatively
- suggesting original beginnings or endings to dialogs or stories
- solving problems or mysteries

6. Evaluation

By the mid-1980s, the language-testing field had abandoned arguments about the unitary trait hypothesis and had begun to focus on designing communicative language-testing tasks. Bachman and Palmer include among "fundamental" principles of language testing the need for a correspondence between language test performance and language use: "In order for a particular language test to be useful for its intended purposes, test performance must correspond in demonstrable ways to language use in non-test situations." The problem that language assessment experts faced was that tasks tended to be artificial, contrived, and unlikely to mirror language use in real life. As Weir noted, "Integrative tests such as cloze only tell us about a candidate's

A Methodology in Comparison

- a) study of the nature of LANGUAGE SKILLS (e.g. reading, writing, speaking, listening) and procedures for teaching them.
- b) study of the preparation of LESSON PLANS, materials, and textbooks for teaching language skills.
- c) the evaluation and comparison of language teaching METHODS (e.g. the AUDIOLINGUAL METHOD)

(2) such practices, procedures, principles, and beliefs themselves. One can, for example criticize or praise the methodology of a particular language course.¹

One way of clearing the confusion created by the indiscriminate use of the term, methodology, is to make a distinction between methodology and method. Kumarava uses methodology to refer what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives, while method refers to established methods conceptualized and constructed by experts in the field. This distinction is nothing new, it is implicit in some of the literature on language teaching. Such a distinction is, in fact, the basis by which Mackey differentiated what he called *method analysis* from *teaching analysis*.

A teaching analysis can be done only by analyzing and interpreting authentic classroom data that include the methodological practices of the teacher as revealed through classroom input and interaction, and teacher intention and learner interpretation. A method analysis, on the other hand, can be carried out by merely analyzing and interpreting different constituent features of a method presented in standard textbooks on language teaching methods, using any appropriate analytical framework.²

Jack C. Richards characterized methodology as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how

¹ David Nunan, *Language Teaching Methodology* (USA: Prentice Hall International, 1991) page. 2

² B. Kumaravadivelu, *Understanding Language Teaching* (USA: Lawrence Erlbaum Associates, 2006) page.

equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situations. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral activity. Reading and writing skills may be taught, but they are dependent on prior oral skills. Language is primarily speech in audiolingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language and knowledge of sufficient vocabulary to use with these patterns.

Students develop correct language habits by repetitious training, while teacher provides pattern drills based on carefully ordered grammatical structures in the target language learners. But grammar should never be taught as an end in itself, only as a means to the end of learning the language. It is the students' job to orally recite the basic sentence patterns and grammatical structures. The structure to which the students are exposed to should always sound natural to native speakers.

Vocabulary is strictly limited and learned in context. It is needed to make such drills possible. Only everyday vocabulary and sentences are taught to students in the class, since it is used in their daily activities. Concrete vocabulary is taught through demonstration, objects, and pictures, and abstract vocabulary is taught through association of ideas.

Language can be broken down into three major component parts; the sound system, the structure and the vocabulary. Linguistic levels were thought of as systems

within systems that is, as being pyramidally structured, phonemic systems, led to morphemic systems, and these in turn led to the higher level systems of phrases, clauses, and sentences. Learning language, it is assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word or phrase to sentence. The development of language skills is a matter of habit formulation, so students practice particular patterns of language through structured dialogue and drill until response is automatic. Language can be learned inductively far more easily than deductively.

In the contrary, CLT is designed to develop either a full language competence (embracing the four language skills, following the traditional system of classification) or the aural-oral aspect of this integrative language competence. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audio-Lingual Method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Communication only takes place when make use of sentences to perform a variety of different acts of an essentially social nature. Thus in CLT students do not communicate by composing sentences, but by using sentences to make statements of

c. Procedure.

Here are the lists of Audiolingual Method techniques when compared to Communicative Language Teaching:

Techniques used in ALM

1. Students listen to a native-like model such as the teacher or a tape-recorder.
2. Students repeat the new material chorally and individually.
3. Teachers correct students' errors immediately and directly.
4. Dialogues are memorized by reversing roles between (teacher-student) (student-student).
5. Students are encouraged to change certain key words or phrases in the dialogue.
6. Students write short guided compositions on given topics.
7. Students are encouraged to induce grammatical rules.
8. Students are involved in language games and role-play.
9. Filling-in the blanks exercise is used.
10. Minimal pairs are used.
11. Teachers ask questions about the new items or ask general questions.
12. Substitution drills, chain drills, transformation drills and expansion drills are used.
13. Language laboratory is used for intensive practice of language structures as well as supra segmental features.
14. Dialogue is copied in students' notebook.
15. Students are asked to read aloud.

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

As an extension of the notional-functional syllabus, CLT places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Unlike the ALM, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate. The following table draws the differences between Audio-Lingual Method and Communicative Language Teaching:

Teaching, dialogues are used as center around communicative functions and are not normally memorized. Dialogue preceded by motivation in which the dialogue situation is related to learner's probable community experiences. In traditional procedures, new teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice.

The third similarity, the Audio-Lingual Method and Communicative Language Teaching are two methods firmly grounded in the linguistic and psychological theory. Structural theory is the theory of language which underlies the Audiolingual Method. Language is viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types. Besides the theory of language learning derives from the thought of behaviorism in which the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, a response and reinforcement.

In CLT, linguistic theory needed to be seen as a part of a more general theory incorporating communication and culture. Language is a system for the expression of meaning. The primary function of language reflects its functional and communicative uses. An alternative learning theory that is seen as compatible with CLT – a skill – learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect. The cognitive aspect involves the

CHAPTER IV

SUMMARY AND SUGGESTION

This chapter would make an overview in the term of summary to describe the important parts of thesis contain from general discussion to specific one. It will make readers easier to comprehend the thesis. In the last paragraph, the researcher has a look to the weakness and strength of Audio-Lingual Method and Communicative Language Teaching. Here, the researcher also builds his personal opinion about the result of the thesis, so it will indicate his position when he studies about both methods. In suggestion term, the researcher adds his opinion about how teaching English should be carried out effectively in this modern era.

A. Summary

Two foreign language teaching methods that are still used today are Communicative Language Teaching and Audio-lingual Method. Both methods can be the variation of teaching English in Indonesian education and empower ELT teachers to reach the goal of teaching.

The Audio-Lingual Method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

The Audio-Lingual Method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis on repetition necessitated a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

There are about two objectives of Audio-lingual method, first is the development of oral proficiency in the language through carefully selected vocabularies which form a general service list for the learner to use. The second is to make students able to use the target language communicatively and automatically without stopping to think.

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

The Language skills are taught in the order of listening, speaking, reading, and writing. Listening is viewed largely as training in aural discrimination of sound

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach”.

The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the 1960s. As an extension of the notional-functional syllabus, CLT also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions.

The objectives of Communicative Language Teaching:

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The basic process involved in developing language proficiency and distinguishes this' process from learning. Acquisition refers to the unconscious development of the target-language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system.

Communicative language teaching often uses a functional-notional syllabus. A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the ALM, but in terms of “notions” and “functions.”.

The Communicative Approach often seems to be interpreted as: if the teacher understands the student we have good communication. What can happen though is that a teacher, who is from the same region, understands the students when they make errors resulting from first language influence. One problem with this is that native speakers of the target language can have great difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only that what any regular speaker of the target language would, and should react accordingly.

In the methodological perspective, there are at least three differences and similarities on both Audiolingual Method and Communicative Teaching. The different characteristics are: First, Audiolingual Method is designed to create oral proficiency in acceptable pronunciation and correct grammar, while CLT is designed to develop either a full language competence (embracing the four language skills, following the traditional system of classification) or the aural-oral aspect of this integrative language competence. Second, drills and dialogue is the basic classroom practices, while activities type of CLT is flexible according to a situation that students are likely to encounter in real life. The third, ALM demands more memorization of structure-based dialogs. Students memorize an opening dialog using mimicry and applied role-playing. In CLT, dialogs, if used, center on communicative functions and are not normally memorized. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The similar characters of ALM and CLT are on their final goal of teaching foreign language, communicative competence, the ability to make a conversation with other people; the foundation of method which derives from the linguistic and psychological theory, that influence to the assumptions of language and learning; and dialogue as the types of teaching and learning with different variation of classroom practices.

From the analysis above, ALM and CLT have differences and similarities that indirectly reflect their own strength and weakness. ALM is the method of foreign

To implement the method of language teaching, teacher should understand comprehensively theories of language and theory of learning that underlies the method. Those foundations then form and formulate the design of teaching and practical activities in the class. It is important because the process of learning and teaching that teacher and students do have the strong and explicit orientation.

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