

# THE INFLUENCE OF AUDIO LINGUAL METHOD AND EMOTIONAL QUOTIENT TOWARDS LISTENING ABILITY OF THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 4 LUBUKLINGGAU

By

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## Abstract

The objectives of this study, among others are: (1) to reveal the difference of student's ability to listen between those of the students who with the Audio Lingual Method and conventional teaching of the eighth grade students of SMP Negeri 4 Lubuklinggau; (2) to reveal the difference of students' ability to listen between those of high emotional quotient students and low emotional quotient students of the eighth grade students of SMP Negeri 4 Lubuklinggau; (3) to reveal the effects of the interaction between Audio Lingual Method and Emotional Quotient of the eighth grade students of SMP Negeri 4 Lubuklinggau. This study used an experimental method. The population this study was 240 students of the eighth grade students of SMP Negeri 4 Lubuklinggau in the school year 2016/2017. The sample of this study were two classes who were chosen through cluster random sampling. Experiment class comprised 30 students and control class comprised 30 students. The data were collected by listening test. The data were analyzed by means of descriptive statistics, normality, homogeneity, and hypotheses testing of SPSS version 23. From the research findings above, it can be concluded that there is not any significance influence of Audio Lingual Method and the Students' Emotional Quotient In Listening Ability to the Eighth Grade Students' at State School 4 of Lubuklinggau.

**Keywords:** *Audio Lingual Method, Emotional Quotient, Listening*

## Background

English is one of the widely used international languages. Therefore, people who want to be acquainted with technology and scientific advances have to master this language well since it is much used in science and technology in almost all countries. In countries where English is neither the first nor the second language, it was taught or learned as the first foreign language for practical necessary uses of communication. In other words, it was used for communication between two speakers who have different native languages and they use more than one language as a second language.

According to Elsavana (2013:136) state that listening ability to get the sense of

what the speaker says at the average tempo carefully. Around 40-50% people spend time to listen while communicating.

Based on those statements, the writer thought that listening skill was very important for every person as communicative competence and to understand what people say clearly especially from English uses. By having good listening skill, the students could prevent misunderstanding problem, and also could accept what people say accurately, especially to understand a foreigner who speak English.

Furthermore, Audio lingual method was as a method that was very important to the students learn listening. The students could comprehend the materials of the study and listen.

From the explanation above, listening ability must be mastered by students in order to comprehend the message written by the author successfully. This means that students should be good listener in order to comprehend what they listen.

Comprehension was the main purpose of listening process. Without comprehension, there was no listening since the purpose of listening was to gain the means of speaker.

The writer assumes that there were some reasons why the students have difficulties to comprehend a listening passage; (1) the students lack of vocabulary mastery, (2) they lack of pronunciation mastery so they did not understand of the meaning, (3) the lack of speed of listening, (4) the teacher could not attract the students' interest in listening. Students easily feel bored with listening because the techniques or strategies of teaching listening were not following such kind of interesting listening technique. As a result, students feel reculant to listen even they didn't understand the audio optimally.

According to Richards (2001:54-55) Audio Lingual Method is firstly introduced in the United States of America (USA) in 1940s. Moreover, the method was applied by emphasizing audio-lingual skills over reading and writing that was characterized by extensive use of pattern practice. Theoretically, Audio-Lingual Method also known as Aural-Oral Method was a method of foreign or second language teaching which (a) emphasize the teaching of speaking and listening before reading and writing, (b) uses dialouges and drills, and (c) discourage the use of the mother tounge in the classroom (Richards, 1985:21).

According to "Ikit (2010:2) Emotional Quotient is the capability of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, to use emotional information to guide thought and behavior, and to manage and adjust emotions to adapt environments or achieve one's goal(s). If the people have a good EQ, it's mean that able to complete and fully responsible for the work. in addition, EQ could make us sociable, able to make us be a good decision maker and to the commitments. So the people who EQ was being able to did everything better. With EQ, we could admit mistakes and weaknesses as well as responsible for the mistakes we have made. So, EQ could resolve various conflicts that we experience, EQ privatized pleasant and intelligent. And we will gain success, both in life and career".

Thus, this paper explain how the students' progress in listening is influenced by Audio Lingual Method. In this context Emotional Quotient does affect the progress of listening.

### **Formulation of the Problem**

Based on the background above, the problems of the study were formulated in the following questions:

1. Is there any significant influence of Audio Lingual Method towards students listening ability between eighth grade students' who have high Emotional Quotient and those who have low Emotional Quotient taught by Audio Lingual Method?
2. Is there any significant influence of Audio Lingual Method towards students' listening ability between eighth grade students who have high Emotional Quotient and those who have low Emotional Quotient taught by conventional teaching technique?
3. Are there any significant interaction effects of Audio Lingual Method and Emotional Quotient towards listening ability of the eighth grade students of State Junior High School 4 of Lubuklinggau?
4. Is there any significant influence of Audio Lingual Method and Emotional Quotient towards students listening ability between those who have high Emotional Quotient and those who have low Emotional Quotient of the eighth grade students of State Junior High School 4 of Lubuklinggau.

### Significance of the Study

There were two major benefits in this research; they were practical and theoretical benefits :

1. Practical Benefit
  - a. For the writer, she could get the larger knowledge and experience about how to teach English using Audio Lingual Method.
  - b. For the teachers of SMP Negeri 4 Lubuklinggau, it could be a source of information and knowledge about the kind of teaching methods especially in teaching listening and also it could be implemented by the teacher in teaching and learning English especially in listening skill.
2. Theoretical Benefit
  - a. The results of this research paper could be used as an input and reference in teaching listening process especially in teaching listening.
  - b. The finding of this research will be useful to the readers who were interested in analyzing teaching listening process to the students of senior high school.

### Literature Review

#### 1. The Concept of Audio Lingual Method

According to Richards (1986:44) state that Audiolingual Method is a method whose implementation was focused on training activities, drill, memorizing vocabulary, dialogue, reading text. As for the practice of students were invited to learn (in this case English directly) without having to bring native language. Basic teaching procedures in this method too many drawn from the methods that had existed before the method of direct (Direct Method). As known, pronunciation (pronunciation), composition and other aspect between foreign languages and mother tongues were very different”.

#### 2. The Concept of Listening

According to Elsavana (2013:136) state that listening is much sensed more complicated due to its interrelated skill with receiving, understanding, remembering, evaluating, and responding. Learners were encouraged to concentrate on aspects of aural input from meaning, passages and associate what they hear with existing knowledge.

#### 3. The Concept of Emotional Quotient

According Goleman (2002:59) this report measures five dimensions of emotional intelligence:

a. Self-Awareness

It was a characteristic emotion to delay a moment's pleasure to get better results. It was often also called "restraint". Emotionally intelligent person was not the principle of a "must have everything right then and there." Impulse control was one of the art patient and redeem pain or difficulty this time with far greater pleasure in the future. Emotional intelligence was filled with calculations.

b. Self-Regulation

It is An emotional capabilities which include ability to remain calm in any atmosphere, eliminating the anxiety that arwase, overcoming grief or come to terms with something that was annoying. People who were emotionally intelligent were not under the control of emotions. They will quickly come back excited that confront any situation and know how to calm himself. Managing the mood dides not mean suppression of feelings. One expression of emotions that could arwase for every man was mad. According to Aristotele, angry was easy. But to be angry with the right person, the right level, time, purpose and in a proper way, could only be didne by people who were emotionally intelligent.

c. Motivation

Motivation is some people with these skills tend to be highly productive and effective in any case they face. There were many ways to motivate yourself as between other by reading books or articles were positive, "selftalk", remain focused on dreams, self-evaluation and so on.

d. Emphaty

Recognizing and respecting the feelings of others was the cornerstone of emotional intelligence. It was also commonly called empathy. Empathy could also mean seeing the world from the eyes of others. This means could also read and understand the emotions of others. Understanding the feelings of others should not dictate our actions. Being a good listener was not mean to dwasagree with anything we hear. The advantage of understanding the other person was us more choice about how to behave and have a better chance to communicate and establwash good relationships with others.

e. Social skills

It has a fundamental concern for others. People who have social skills could get along with anyone, pleasant and tolerant of others ymag different from itself. Such behavior requires high self-esteem, namely: accept ourselves as we were, did not need to prove anything (either in yourself or others), happy and satwasfied myself of the circumstances. Social skills were closely related to relationship skills with others. Emotionally intelligent person was able to establwash social relationships with anyone. People loved being around them and feel that this relationship was valuable and enjoyable. This means that both parties could be themselves. People with high emotional intelligence could make others feel at ease and comfortable located nearby. They spread the warmth and openness or transpwerency in a proper way.

From the statements above, the writer concluded that emotional quotient the capability of individuals to recognize their own, and other people's emotions, to dwascriminate between different feelings and label them appropriately, to use emotional information to guide thoughing and behavior, and to manage and adjust emotions to adapt environments or achieve one's goal. For example : Self Awareness, Self Regulation, Motivation, Emphaty, and social skills.

### **Research Procedure**

#### 1. Research Method

This study was conducted by using experimental research and the research design was Factorial Design. Factorial Design was used as a methodology of research. Fraenkel, et al (2012:277) state that Factorial Design is an experimental design that involves two or more independent variables (at least one which was manipulated) in order to study the effects of the variables individually, and interaction with each order, upon a dependent variable.

#### 2. Population

Population is the whole subjects of research. The population of this study was all the eighth grade students of SMP Negeri 4 Lubuklinggau. The total number of the population was 240 students which were distributed into eight classes. In addition, Fraenkel, et. Al (2012: 80) state that population is the group to which the results of the study were intended to apply.

### 3. Sample

The writer would take the sample by using cluster random sampling. Cluster random sampling is selection of groups, or cluster or subject rather than individuals is known (Fraenkel and Wallen, 2012: 96). In applying the cluster random sampling, the researcher will write the names of the eight classes of paper rolled them up and then take four pieces of paper randomly. The randomly will select groups or classes consisted of class VIII.D and VIII.E. The questionnaire on students' emotional quotient was distributed to the whole population. Then, the researcher took 30 students in each class (15 student who given high emotional quotient category, 15 in low category). So, the total number of sample is 60 students consisted of 30 students are in high category, 30 students in low category. The students are divided into two groups (experimental and control). 30 students are grouped into experimental group and the rest of 30 students for control group. In deciding these the students are chosen by using lottery.

### 4. Technique For Collecting The Data

In collecting the data, the writer used two kinds of instruments. (1) questionnaire and (2) listening ability test. The questionnaire was used to assess the students' ability in emotional quotient. A written test were administered the pretest and posttest form. The pretest was given before the treatment ( both to experimental and the control group). After giving the pretest to experimental and control group, the treatment was given to the experimental group only. After treatment, the writer administered posttest to experimental and control group.

### 5. Technique For Analyzing The Data

In analyzing the data, it deals with (1) data descriptions, (2) prerequisite analysis, and (3) hypothesis testing.

## **Findings and Interpretations**

Based on the students' listening ability test, the maximum score the students' got in the experimental group was 70 and minimum score was 46, while the maximum in control group was 70 and minimum score was 43.

Moreover, based on the findings in this study, it was obvious that the distribution data of Audio Lingual Method using one-sample kolmogro-smirnov were considered normal since the p-output was higher than 0.025. Furthermore, the result of homogeneity of variance testing indicated that the significant of all data was higher

than 0.05. It could be interpreted that the data taken from Audio Lingual Method were in homogeneity variance.

Additionally, it could be interpreted that: first, there was a significant difference in listening ability between the students who were taught using Audio Lingual Method indicated by the p-output (0.039) was lower than 0.05. It also means that there was a significant influence of Audio Lingual Method on the students' listening ability.

Second, there was a significant difference in listening ability between Low and High Emotional Quotient students after being taught using Audio Lingual Method, indicated by the p-output (0.021) was lower than 0.05. in order word, It can be concluded that there was a significant influence of Low and High Emotional Quotient taught by using Audio Lingual Method on the students' listening ability.

Third, in order to find out the interaction effect of Audio Lingual method and Emotional Quotient towards students' listening ability, the students' score on listening ability test had been checked by using Two-Way ANOVA analysis on SPSS 23 program. If the significant value is lower than mean significant difference at 0.05 level, so there is significant interaction effect of Audio Lingual Method and Emotional Quotient on the students' listening ability. But if the significant value is higher than mean significant difference at 0.05 level, so there is no significant interaction effect of Audio Lingual Method and Emotional Quotient on the students' listening ability.

From the sig. Column of table 49, it could be seen that p-output (0.261) was higher than 0.05 , so there was no significant interaction effect of Audio Lingual Method and Emotional Quotient on the students' listening ability.

Finally, there was any significant influence of Audio Lingual Method and Emotional Quotient towards students listening ability between those who have high Emotional Quotient and low Emotional Quotient of the eighth grade students of the state senior high school 4 of Lubuklinggau. From the sig. Column of table 50, it could be seen that p-output (0.030) was lower than 0.05.

Based on the explanation above, the students' progress in listening is influenced by Audio Lingual Method. In this context Emotional Quotient was not affect the progress of listening.



## Conclusions

Based on the findings and interpretations in the four chapter, the writer concluded that; First, there was a significant difference in listening ability between the students who were taught using Audio Lingual Method indicated by the p-output (0.039) was lower than 0.05. It also means that there was significant influence of Audio Lingual Method on the students' listening ability.

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