

Teaching English Grammar by using Audio-Lingual Method: A Study of Elementary School Students in Jammu Region

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Abstract— Purpose of this study to find out the effectiveness of using audio-lingual method in Teaching English Grammar at the elementary School Students of class 5th. The quasi-experimental method was used in this study pre-test and post-test design technique. There were two variables in the study one is an independent variable and the other is dependent variable. The audio-lingual method was an independent variable while English Grammar was dependent variable. The sample of the study comprised of 30 elementary school students which were chosen by using a purposive sampling technique. The result of the study reported that there was no significant difference between student's pretest in an experimental group and the control group. But there was a significant difference between student's post-test in an experimental group and control group. The table value of t is smaller than the test value. It means 10.29 is greater than 1.997. T-test shows that the Experimental group is found to be significant when it got treatment by the audio-lingual method in learning grammar.

Keywords: English Grammar, Audio-lingual Method

I. INTRODUCTION

English as an international language. In the modern era, it is very important to learn the English language to face the difficulties and challenges of life. Therefore, English should be started from an elementary school level because this is the right time to learn English at the elementary school level. Students get the benefits of learning English when they start from an elementary level. Students get a better and easier life when they start from beginning because English has now become a very crucial tool for awareness, continuing education, interaction, employment, career and social status. In our society still, we find there is a lack of perfection in speaking English, listening, reading, writing, and understanding skills are very poor. They hesitate when they speak, even they do not form the simple sentence, they don't know the order of words. All these problems create hesitation and lack of confidence among them. So, their level of English remains low for the whole life. This study deals with issues and challenges which are facing by the student even in present times.

II. DEFINITIONS

- 1) Audio-Lingual Method: It is a method for the teaching of foreign language which stressed the teaching of listening & speaking before reading & writing. The audio-lingual method is the combination of behavioral psychology & linguistic.
- 2) It is a method for the teaching of English as a foreign language that stressed on the grammatical & phonological structures. It is used for speaking and listening to language over reading and writing. In this

method, students learn the English language by repeated drills and practice. The idea is for the students to practice the particular construct until they use it spontaneously.

III. LITERATURE REVIEW

Aronin, L., and Spolsky, B. (2010). Conducted a study on classroom application of recent linguistic theory and research and reported that students were not benefitted from the audio-lingual method when it was applied in the classroom. So, it was suggested the errorless habit formation of the audio-lingual approach was replaced with the new theory of hypotheses construction Fatmawati (2011), conducted a study on teaching simple through past tense through the audio-lingual method and found that there is obvious difference between average score from the result of simple past tense in experiment class and controlled class. It also revealed that teaching simple past tense using the audio-lingual method is more effective than simple teaching past tense using the grammar translation method. Hassan (1999) conducted a study to find the comparison of genre analysis approach and audio-lingual approach in the teaching of discussion skills in the context of MUET speaking examination and reported that the learners taught by genre analysis approach had a better proficiency in the language in forming the structure of the sentences. However, learners taught by the audio-lingual method had a lower proficiency to produce structures in the sentences. Khurshid, Gillani, Jabbar & Noureen(2003), conducted a study on the perception of teachers regarding the suitable methods of teaching English at the secondary level and reported that the audio-lingual method was less popular in the Government Secondary schools for teaching the English to students. The findings of the research also reported that there was an insignificant difference was found between the perceptions of teachers who are highly qualified & lower qualified. The significant difference was to be found between the perception of teachers whether it is male and female about the use of various teaching methods. Merlin & Anderson, (2006) conducted an experimental study on the English language programs in elementary schools and found that there were no significant differences in achievement between the experimental classes (taught by audio-lingual method) and the control group, although it was determined that academic returns diminish as the course progresses to more difficult stages. Ziadeh, F., conducted a study on nucleation and the audio-lingual approach and found that in English reading ALM was not useful and it was far more lingual than it was audio. The most not useful feature and least understood aspect of English language learning in present times was audio-comprehension.

IV. RESEARCH METHODS

Purposive sampling technique has been used to collect the data from elementary school students. The researcher selected one elementary school for the study. The data was collected from Shiva Public School of Jammu city of Jammu and Kashmir. The present study was conducted on Vth class students. The sample was selected based on their average intellectual performance i.e. I.Q. Pre-test Post-test matched group technique was used for the selection of the sample. An Intelligence test was administered on the students and then students were divided into two groups with an equal number of similar I.Q level. Each group carried equal number of students with below-average, average and above-average level of I.Q.

V. STATISTICAL TECHNIQUES USED

The collected data was put for the statistical calculation by using the statistical technique like t-test. T-test was used to know the difference between both the groups and to establish the effectiveness of the audio-lingual method in elementary school students in English.

A. Pre-test:

Before going to the treatment the students of both groups that are experimental and control group was given the pre-test to check their prior knowledge.

B. Treatment:

The treatment was given to the experimental class whereas Grammar was taught to control group by the conventional method. Audio-lingual method was used to teach the experimental group.

- 1) The researcher explained some grammatical structures to the elementary school students.
- 2) Before giving material to the elementary school students the researcher explains the whole procedure.
- 3) The researcher gave the treatment to the experimental group by using audio-lingual method. The researcher visits four times to school and met with students. One visit for pre-test and one for post-test. Therefore, he had done six meetings in the school.

C. Post-test:

After giving treatment to the students of control and the experimental group, post-test was conducted to know their achievement. In this, researcher gave the same test as the pre-test. At last, the researcher collected data and analyze the results.

VI. FINDINGS AND DISCUSSION

Below table shows the classification of Scores of pre-test of Experimental group and Control Group
Distribution of frequency and percentage score of the experimental group (EG) and the Control Group (CG) in pre-test.

Classification	Score	Frequency		%age	
		Pre-test (EG)	Pre-test (CG)	Pre-test (EG)	Pre-test (CG)
Very Good	5	0	0	0%	0%

Good	4 to 4.99	0	0	0%	0%
Fair	3 to 3.99	6	8	26.67%	20%
Poor	2 to 2.99	24	22	73.33%	80%
Very Poor	1 to 1.99	0	0	0%	0%
Total (60)		30	30	100%	100%

The above table shows the frequency distribution and percentage of scores of the Experimental group and control group.

In the pre-test of the experimental Group, there were only 6 (26.6%) students who achieve a fair score, 24 students i.e. (73.33%) got a poor score. From the above table, the result revealed that there were only 73.33% students get poor and 26.6% students got fair scores.

In the pre-test of the control group, there were only 8 (20%) students who achieve a fair score, 22 students i.e. (80%) got a poor score. From the above table, get poor and 80% students got fair scores.

Classification of post-Test Scores of the Experimental group and the Control Group

Distribution of frequency and percentage score of experimental group (EG) and Control Group (CG) in post-test.

Score	Frequency		%age	
	Post-test (EG)	Post-test (CG)	Classification	Post-test (CG)
Very Good	5	8	26.67%	0%
Good	4 to 4.99	22	73.33%	0%
Fair	3 to 3.99	0	0%	23.33%
Poor	2 to 2.99	0	0%	76.67
Very Poor	1 to 1.99	0	0%	0%
Total (60)		30	30	100%

In the post-test of the experimental Group, there were only 8 (26.67%) students who achieve very a good score, 24 students i.e. (73.33%) got a good score. From the above table, the result revealed that there were only 26.67 students get a good score and 73.33% students got very good scores. None of the student felled in the category of fair, poor and very poor.

In the pos-test of control Group, there were only 7 (23.33%) students who achieve fair score, 22 students i.e.23 (76.67%) got poor score. From the above table, the result revealed that there were only 23.33% students get fair and 76.67% students got poor scores.

Below table shows the Mean and Standard Deviation of Experimental Group and Control Group in Pre-test and Post-test

	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation

Experimental Group	2	0.39	4.18	0.57
Control Group	2.12	0.59	2.74	0.67

The value from the above table showed that in the pre-test mean score of the experimental group was 2 and the standard deviation was 0.39, the mean score of the control group is 2.12 while the std. deviation was 0.59. In the post-test mean score of the experimental group is 0.57 while the control group was 0.67. The results shows that mean score of the experimental group has more score than control group in post-test. The level of significant can be found by using t-test between both groups.

The T-test between both groups

	Value of t-test	Value of t- table at 0.05*
Post-test	10.29	1.997

*value is significant at 0.05 level

From the table, we came to know that the table value of t is smaller than the test value. It means 10.29 is greater than 1.997. T-test shows, Experimental group is found to be significant when it got treatment by the audio-lingual method in learning grammar.

VII. DISCUSSION

The Audio- lingual method is an appropriate method used in the classroom for teaching grammar. This method is very much helpful for learners to learn grammar basics. Students listen carefully, English structures which they find difficulty in understanding. They listened regularly and practiced them so that they can improve their grammar structures.

In this study, various things have been observed

- 1) Both classes mean, both the experimental and control group faced similar problems that they had a lack of grammar concepts. For example, researcher conducted pre-test, maximum answer in the test showed that they had lack of grammar concepts, many students answered falls in poor category scores.
- 2) Students in the experimental group showed their interest in learning grammar. For example, they were a strong desire to learn and they were gaining their self-confidence to speak in class.
- 3) Before, implementing the audio-lingual method in the experimental group, the student's levels were very different. Most of the students were falling in the lowest level, fair, poor, and very poor, few of them were in good & very good scores.
- 4) After applying and teaching through audio-lingual method, learner's in experimental group showed their improvement in grammar. The majority of the students are got good, very good & fair scores. None of the students got poor and very poor scores.

In short, based on the findings of the research, it has been said that the students who got treatment through the audio-lingual method improved their grammatical concepts and increase their improvement in English.

VIII. CONCLUSION

Based on the research findings of the study and discussion, the researchers conclude that through the use of audio-lingual method in teaching at the grammar to the grade of the Vth of elementary school students is found to be

effective. This improvement has been shown through the difference in pre-test and post-test scores. The T-value of the post-test is found to be greater than than table value at 0.05 level of significance means 10.29 is greater than 1.997.

IX. SUGGESTIONS

Basis on the above discussions and conclusions the researcher suggests some suggestions which are as under:

- 1) It is suggested that the audio-lingual method is used asan alternative and effective strategy in teaching students of English grammar.
- 2) Teachers should use the audio-lingual method for the elementary school students to increase their grammar skills.
- 3) Audio-lingual method is not only the best method used for elementary school students and beginners but in advance teaching also.
- 4) Teaching grammar by applying the audio-lingual method was proven to be very effective in teaching student's grammar, therefore it is suggested that further research should be conducted to find out the significance of the audio-lingual method in English grammar.
- 5) More studies should be conducted with different tools and different designs on the same problem.
- 6) The study should be conducted in more number of schools of different districts by taking a large samples.
- 7) The study should be conducted in other subjects at school and college level.
- 8) It is suggested to the teachers that the audio-lingual method is used to be is one of alternative teaching methods in the classroom.
- 9) The teacher should give more chances to the students should be more active, and let the students do several practices.

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