THE EFFECTIVENESS OF USING AUDIO LINGUAL METHOD IN TEACHING SPEAKING TO THE EIGHT GRADE AT MTsN PADANG TARAB

A THESIS

Submitted as a Partial Fulfillment of the Requirement to Obtain Strata 1 Degree of Education in English Education Department

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HALAMAN PERSEMBAHAN

Dia memberikan hikmah (ilmu yang berguna) kepada siapa yang di kehendaki- Nya. Barang siapa yang mendapat hikamh itu sesungguhnya ia telah mendapat kebajikan yang banyak. Dan tiadalah yang menerima peringatan melainkan orang- orang yang berakal.

(Q.S. Al-Baqarah: 269)

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LETTER OF ADVISORS LEGITIMACY

A thesis entitled " **THE EFFECTIVENESS OF USING AUDIO LINGUAL METHOD IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS AT MTsN PADANG TARAB**" written by **MUTIA RAHMAH, 2309.064,** has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in thesis examination.

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PENGESAHAN TIM PENGUJI

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ABSTRACT

Mutia Rahmah, 2309.064. The Effectiveness of Using Audio Lingual Method in Teaching Speaking to the Eighth Grade at MTsN Padang Tarab. A Thesis, State Islamic Institute Bukittinggi, 2016

This research aimed to reveal the effectiveness of using audio lingual method in teaching speaking at the eighth grade of MTsN Padang Tarab. The teacher had applied the procedures of audio lingual method in teaching speaking based on theory but some of the students unwilling to practice their English, when the teacher asked them to practice their English in front of the class they always avoid it, because they were afraid to make mistakes when they speak English. Hence, the researcher had done this research in MTsN Padang Tarab to know whether the use of audio lingual method is effective or not in teaching speaking at the eighth grade of MTsN Padang Tarab.

This research was a descriptive quantitative. The populations of this research were 135 students of the eighth grade students of MTsN Padang Tarab which consist of VIII1, VIII2, VIII3, VIII4, and VIII5. The researcher used purposive sampling to determine the sample because the researcher has some consideration to determine the samples. The researcher chose two of five classes as the sample. The sample in this research was 64 students. The technique of data collection in this research was documentation by collecting the students' speaking score after scoring by the teacher. To analyze the data collected, the researcher used table of frequency and percentage table of students' ability by calculated the mean, median, modus, standard deviation, and variant. The researcher used rating scale to arrange the level of effectiveness.

The result of the research showed that the use of audio lingual method is effective in teaching speaking. It can be seen from the analysis data of research on students' speaking score that the use of audio lingual method is effective and the students' pronunciation and grammar are good. The percentage of the students is between 72-89% with the mean score which was calculated is 73,95% with the rating quality is effective. It means the data proved that the audio lingual method is effective in teaching speaking at the eighth grade of MTsN Padang Tarab.

Keyword: Audio lingual method, teaching speaking

ABSTRAK

Mutia Rahmah, 2309.064. Keefektifan penggunaan Metode *Audio Lingual* dalam Pengajaran *Speaking* untuk kelas VIII MTsN Padang Tarab. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2016.

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode *audio lingual* dalam pegajaran *Speaking* di kelas delapan MTsN Padag Tarab. Peneliti menemukan bahwa guru telah menerapkan prosedur- prosedur dari metode tersebut berdasarkan teori. Meskipun guru telah menerapkan metode audio lingual menurut teori, namun beberapa siswa enggan untuk mempraktekkan bahasa inggris mereka, ketika guru meminta mereka untuk praktek di depan kelas mereka selalu mengelakkannya karena mereka takut salah ketika mengucapkan kata dalam bahasa inggris. Oleh karena itu,, peneliti melakukan penelitian untuk mengetahui apakah penggunaan metode audio lingual efektif atau tidak dalam pengajaran speaking pada kelas VIII di MTsN Padang Tarab.

Jenis penelitian ini adalah deskriptif kuantitatif. Populasi penelitian ini yaitu kelas VIII MTsN Padang Tarab yang berjumlah 135 siswa yang terdiri dari kelas VIII1, VIII2, VIII3, VIII4, and VIII5. Penelitian ini menggunakan teknik *purposive sampling* karena penulis mempunyai beberapa pertimbangan dalam menentukan sampel. Sampel dalam penelitian ini berjumlah 64 siswa. Sementara itu teknik pengumpulan data dalam penelitian ini adalah dokumentasi dengan cara mengumpulkan nilai siswa yang telah di nilai oleh guru. Pada analisis data peneliti menggunakan table distribusi frekuensi, diagram persentase, dan table persentase. Sedangkan untuk table frekuensi peneliti menggunakan rumus data interval, mean, median, modus, standar deviasi, dan varian. Peneliti menggunakan table skala bertingkat untuk melihat level kemampuan berbicara siswa.

Dari hasil analisa data yang ditemukan menunjukkan bahwa penggunaan metode *audio lingual* efektif dalam pengajaran *speaking.* Ini dapat dilihat dari hasil analisa data terhadap nilai *speaking* bahwa penggunaan metode *audio lingual* adalah efektif dan *pronunciation* dan *grammar* siswa juga bagus. Persentase dari nilai rata-rata siswa tersebut berada diantara 72-89% dengan nilai rata-rata 73,95%. Jadi, penggunaan metode *audio lingual* efektif dalam pengajaran *speaking* siswa kelas VIII MTsN Padang Tarab.

kata kunci: metode *audio lingual,* pengajaran *speaking*

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The writer hopes that the readers would like to give their critics and suggestions for any mistakes or errors found in this thesis. Besides, it is hoped

that this written would give contribution and benefits for those who read it, especially for those who will conduct the similar research.

Bukittinggi, Agustus 2016
The Writer,

Mutia Rahmah

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a main skill which a person should master to communicate in language learning. The goal of learning foreign language is the ability to speak and to express an idea by using the language in accuracy. Speaking is very important because in mastering speaking skill, people can build conversations with others, give the ideas and exchange the information in communicative way. Hence, a student who learns foreign language should be able to speak that language fluently because it gives a big contribution in his learning.

When people communicate with others by using writing, they can think how the best way to deliver their message in order to give an understanding to them. On the other hand, people cannot do the same way in speaking; they have to give the response constantly without thinking in a long duration.[1] Based on its reason, many students find that speaking is harder than other English skills (reading, listening, and writing). Besides, in speaking the students can express their idea, feeling, and opinion.

In expressing the ideas, the students need an ability to speak fluently. According to Harmer, "The skill to speak fluently presupposes not only on

[1] David Nunan, *Practical English - Language Teaching*, (New York: Internation Edition, 2003), First edition, p.48

knowledge of language features, but also the skill to process information and language directly".[2] Speaking fluently needs an ability to catch an idea which is discussed in a communication on the spot. For this reason, the students have to master vocabulary and pronunciation that help them to speak fluently.

Based on the explanation above, to be a good speaker the students should pay attention to pronunciation, vocabulary, accuracy, fluency and grammar. Yet, nowadays there are many English students who are passive to speak English, they feel afraid and shy to speak because they are lack of vocabulary and do not know how to pronounce some words. Here, the teacher should have a teaching method in order to decrease the students' bad feeling about speaking by using English in their communication.

Methods are used to help the teacher in teaching students in the classroom. A method is a single set of procedures which is followed by the teachers in teaching process. Appropriate method which teacher chooses will help students learn English easily[3]. Even though the goal of learning process does not only depend on the method that the teacher used in the class, but also the creativity of the teacher to make teaching process interesting. In teaching speaking, there are many methods that can be used by the teacher such as, Audio Lingual Method, Direct Method, Debate, etc. One of the teaching methods that can be used by the teacher is Audio Lingual Method. By

[2] Jeremy Harmer, *The Practice of English language teaching*, (Malaysia: Fourth Impression,2003),p.269

[3] David Nunan, *Practical English* - ....., p.5

applying this method the teacher can encourage the students to participate during the learning process. As the result, it is hoped that by using Audio Lingual Method the students' speaking could be improved.

Audio Lingual Method viewed all of learning as a process of forming habit the teacher exposes the students to repeat the word drill. As stated by Nunan, "This method which was heavily influenced by the behavioral psychology of the day emphasized MIM/MEM (mimicry/memorization) of new structures."[4] It presented orally before the learner saw the written form. In other words, the students will expose to learn orally rather than to read the text.

Actually, Audio Lingual Method is very important in improving the students' speaking skill. This method depends heavily on drill and repeatition. Audio Lingual Method has some advantages, such as, Audio Lingual makes the students more understand the lesson and can practice the language correctly, because teaching by using audio-lingual method, the students can learn the correct pronunciation from the teacher and memorize the pronunciation of the words which is heard by them. Besides, the teacher is easier to control the students' behavior and students' pronunciation. The teacher can serve as a model, give the stimuli listen with a critical ear and provide the language reinforcement to the stimuli presented. After that, the teacher can know the students' pronunciation error at the same time. On the

[4]David Nunan, *Practical English*,....., p. 25

other hand, Audio Lingual Method also has the disadvantages, such as this method make the students are bore because this method is dominant to repeat and drill students' pronunciation. In speaking, sometimes the students confuse because the teacher explains the materials are not too detail, and grammar is not too trained.

Based on the researcher's preliminary observation in MTsN Padang Tarab, audio lingual method had been used by the teacher in teaching speaking to the eighth grade students at MTsN Padang Tarab. The teacher often uses audio lingual method in teaching speaking and she has applied the procedures of audio lingual method in teaching speaking based on the theory. Even though the teacher has applied the procedures well, but there were still problems that the researcher found at the eighth grade students of MTsN Padang Tarab. The first problem is some of the students unwilling to practice their English. When the teacher asked them to practice their English in front of the class they always avoid it. The second problem is even though the teacher has used audio lingual method in the class, some of the students were still difficult to speak English because they were afraid to make mistake when they speak English.

Based on the phenomena above, the researcher was interested in conducting a research about **"The Effectiveness of Using Audio Lingual Method in Teaching Speaking to the Eighth Grade at MTsN Padang Tarab.**

B. Identification of the Problem

Based on the background of the problem above, thereare some problems that can be identified as research subjects:

1. Some of the students unwilling to practice their English. When the teacher asked them to practice their English in front of the class they always avoid it.
2. Even though the teacher had used audio lingual method in the class, some of the students were still difficult to speak English because they were afraid to make mistakes when they speak English.

C. Limitation of the Problem

Based on the explanation above, the researcher limited of the problem to be researched that was about using Audio Lingual Method in teaching speaking to the eighth grade students at MTsN Padang Tarab. This limitation is done to avoid the misunderstanding and also to reach the target of the research effectively.

D. Formulation of the Problem

Based on the limitation of the problem, the problem discussed in this research formulated into the following question: “Is the use of Audio Lingual Method effective in teaching speaking at the eighth grade in MTsN Padang Tarab?”

E. Purpose of the Problem

The purpose of the research was to identify the effectiveness of using Audio Lingual Method in teaching speaking at the eighth grade students in MTsN Padang Tarab.

F. Significance of the Problem

The researcher hopes that this research paper has some advantages in English teaching and learning.

1. For the researcher, by using Audio Lingual Methodperhaps theresearcher will get experienceand knowledge about the advantages of using Audio Lingual Methodin teaching English language, researcher will choose audio lingual as a tool in teaching and learning process.
2. For the teachers, they can evaluate clearly what the result of teaching English language uses Audio Lingual Method. This research can be given to the teacher as variation in teaching English language.
3. For the student, this research as a tool to increase the students' interest in learning English language with enjoyable and can be used to broaden and develop their pronunciation.
4. Other researchers who will research the correlated materials in the future.

G. Definition of the Key Terms

To avoid the misunderstanding and also to reach the target of the research effectively, there are some essential terms used in this research which are defined as follows:

1. Audio Lingual Method is a method based on a theory of learning behaviorism, which viewed all learning as a process of forming habits through repetitions and some drills.[5]
2. Speaking is an interactive process of constructing meaning, which typically involves receiving, processing, and producing the information.[6]

[5]David Nunan, *Practical English.……..…..…*p.5
[6]UcheOkonkwo, *English Methods,* (Lagos: National Open University of Nigeria, 2011) p. 48

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Nature of Teaching Speaking

a. The Definition of Speaking

Speaking is the most important skill for communication that connects to other skills. Speaking is related to oral skill which gradually links to other skills such as listening comprehension, pronunciation, grammar, and also vocabulary. Jack C Richard states that oral proficiency is equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situation.[7]In addition, Jack C. Richard also says, "Speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language and knowledge of sufficient vocabulary to use with their patterns".[8] It means that speaking is the way and ability to produce the words and communicate orally with others and also to response quickly in speech situation or conversation.

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[7]Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), Second Edition, p. 58

[8]Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, … p. 58

Moreover, speaking is someone's activity to express his idea, feeling, and everything that is going on in his mind through meaningful words and sentences. According to Kathleen M. Bailey, speaking is the productive aural/ oral skill which consists of producing systematic verbal utterances to convey meaning.[9] It means that speaking is ability to produce the spoken language and students' activity to express their ideas, feelings, and opinion that going on in his mind through meaningful words and sentences.

In addition, Marc Helgesen also states, "Language skills are often categorized as receptive and productive. Speaking and writing are the productive skills. Listening, along with reading is a receptive skill".[10] It means that speaking is productive skill which is ability to produce or create something such as ability to express our opinion or idea.

b. The Elements of Speaking

Speaking is complex skill which requires simultaneous use of a number of different abilities to develop students speaking skill. If the students want to speak accuracy and fluency in English, they need to have two main components which are recognized in speaking. The

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[9]Kathleen M. Bailey in David Nunan (ed.), *Practical English Language Teaching*, (New York: McGraw- Hill, 2003), First Edition, p. 48

[10] Marc Helgesen in David Nunan (ed.), *Practical English Language Teaching*, … p. 24

components encompass language features and mental or social processing.

Those elements are very important in speaking in order the students be able to speak English accurately and fluently. Moreover, according to Harmer, there are two elements in speaking that will be explained as follows:

1) Language Features

Language features which are necessary for spoken production include four items:

a) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English such as in saying "*I would have gone"* but also to use fluent connected speech such as in saying *"I'd've gone"*. Sounds are modified, omitted, added, or weakened in connected speech.

b) Expressive devices: the use of these devices contributes to the ability to convey meaning. The way in changing the stress and pitch of particular parts of utterance, called paralinguistic, to show how their feeling, it is usually use in face to face interaction.

c) Lexis and Grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language. For example phrases which

use in agreeing, disagreeing, expressing surprise, shock or approval.

d) Negotiation Language: effective speaking benefits from the negotiator language we use to find a clarification and to show the structure of what we are saying. For example: *(I'm sorry) I didn't quite catch that*

(I'm Sorry) I don't understand

Could you explain that again, please?

2) Mental/ Social Processing

Success in speaking is not only needed to involve the knowledge of language skill but also dependent upon the rapid or quick processing skill. It has three items, they are:

a) Language Processing: effective speakers need to be able to process language in their own head and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

b) Interacting with others: Most speaking involves interaction with one or more participants in order to involves a good deal of listening, an understanding of how the others' feeling and a knowledge of how linguistics allow other to do so.

c) (On the spot) information processing: instant communicators or response who able to process the information other. Give the

feedbacks the moment they get it and give response to their feelings.[11]

Based on the explanation above, it can be concluded that speaking is complex skill that include two main elements that correlate each others to support fluency and accuracy in speaking. There are three specific elements of speaking dealt with mental and social processing, interacting with others, and information processing. This is caused by speaking and it effect to communicate with other people as a medium of communication in transferring ideas.

c. The Principle in Teaching Speaking

Teaching speaking takes part an important part in language learning. The teacher should make his speaking teaching activities be able to encourage the learners to use the language. Teaching speaking is not an easy job because the goal of teaching speaking is communicative efficiency. A teacher should know about some principles in teaching speaking. So that, teacher can measure how succeed he in teaching speaking. According to Kathleen M. Baileyin David Nunan's book, he stated in that book there are some principles in teaching speaking, which are:

[11] Jeremy Harmer, *The Practice of English language teaching*, (Malaysia: Fourth Impression,2003), p.269-271

1) Be aware of differences between second language and foreign language learning context. A foreign language context is where the target language or the language that be learned is not the language of communication in society and become a language use for communication in society in second language context.
2) Give students practice with both fluency and accuracy
3) Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
4) Plan speaking tasks that involve negotiation for meaning.
5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.[12]

Based on the theory above, it can be concluded that there are five principles which underlie teaching speaking. The first principle refers to the teacher's awareness on to which the language is taught and it is learnt.

d. Goals for Teaching Speaking

Speaking, as one of the productive skill, should be learned by the students. Speaking is needed to be learned because it helps students to express their thought or feeling. In speaking, students should often practice it orally in order they can speak fluently. By

[12] David Nunan, *Practical English - Language Teaching*, (New York: Internation Edition, 2003), First edition, p.54-56

speaking fluently, it helps the students to get the goal of the learning. According to Okonkwo the goals for teaching speaking is to ensure that they can:

1) Recognize English sound patterns and produce English sounds correctly.
2) Express their thought using English, sentence structures and registers, appropriate for given social settings/situations, audience and subject matter of discussion.
3) Expressing themselves in some expressions using correctly stress, intonation patterns and rhythm of English.
4) Organize their thoughts in a meaningful and logical order.
5) Use the English language as a means of expressing values and judgments.
6) Speak the English language fluently.[13]

Furthermore, it is useful for students to know that speech should differ from formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects.

[13]Uche M. Okonkwo, *English Methods,* (Abuja: National Open University of Nigeria, 2011) p.49

e. The Criteria in a Speaking Test.

Speaking test is used by the teachers to measure students' development of the ability to interact successfully in English. The test used in speaking is performance test and the student's speaking can be measured based on some aspects, they are accent or pronunciation, grammar, vocabulary, comprehension and fluency. The test consists of task which requires the productions of oral interaction, in this research the students asked by the teacher to performance their capability to speak in front of the class, and then the teacher evaluated the students' performance.

The examiner needs guidance to scoring and measuring students speaking skill, according to Hughes, in testing oral ability the teacher should know the standard in judging students' performance; it would be effective by using proficiency description, which described in the following table[14]:

Table 2.1

Proficiency Description

No	Scoring and Measuring Aspects	Score
1.	**Accent (Pronunciation)**	
	• Pronunciation frequently unintelligible	1
	• Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	2

[14] Arthur Hughes, *Testing for Language Teachers,* (Melbourne: Cambridge University Press, 1999), p.111

	• "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary	3
	• Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding	4
	• No conspicuous mispronunciations, but would not be taken for a native speaker.	5
	• Native pronunciation, with no trace of "foreign accent"	6
2.	**Grammar**	
	• Grammar almost entirely inaccurate phrases	1
	• Constant errors showing control of very few major patterns and frequently preventing communication	2
	• Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
	• Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding	4
	• Few errors, with no patterns of failure	5
	• No more than two errors during the interview	6
3.	**Vocabulary**	
	• Vocabulary inadequate for even the simplest conversation	1
	• Vocabulary limited to basic personal and survival areas (time. Food, transportation, family, etc.)	2
	• Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics	3
	• Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	4
	• Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations	5
	• Vocabulary apparently as accurate and extensive as that of an educated native speaker	6
4.	**Fluency**	
	• Speech is so halting and fragmentary that conversation is	1

	virtually impossible • Speech is very slow and uneven except for short or routine sentences • Speech is frequently hesitant and jerky; sentences may be left uncompleted • Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words • Speech is effortless and smooth, but perceptibly non-native in speech and evenness • Speech on all professional and general topics as effortless and smooth as a native speaker's	2 3 4 5 6
5.	**Comprehension** • Understand too little for the simplest type of conversation • Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing • Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerablerepetition and rephrasing • Understand quiet well normal educated speech when engaged in dialogue, but requires occasional repetition or rephrasing • Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech • Understand everything in both formal and colloquial speech to be expected of an educated native speaker	1 2 3 4 5 6
	Maximum Score	30

Students' Speaking Test Score: $\frac{\text{Achieving Score}}{\text{Maximum Score}} \times 100$

In getting the score of oral ability, Hughes states that it is better to use of more than one score because the scoring of oral ability is generally

highly subjective.[15] Unlike a single score, two score would be more reliable than one score. In this case, after getting the score the tester can independently assess each student to find an appropriate score, if they disagree, even after discussion, the third assessor may be referred to.

2. The Nature of Audio Lingual Method

The Audio Lingual Method or audiolingualism was developed for military purposes by the United State of America during World War II. It consists of listening to dialogues on tape and responding accordingly. The aim was to enable espionage personnel to assimilate spoken language and be able to infiltrate enemy offices and pass themselves off as native speakers. The method worked for the linguistically able and motivated who went on to become top spies and infiltrators.

Audio Lingual Method viewed all learning as a process of forming habit; the teacher will expose the students to repeat the word or another kinds of oral drill activity. As Harmer said "Audiolingualism relied havily on drills to form these habits; substitution was built into the drills, so that in small steps, the students was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the

[15] Arthur Hughes, *Testing for Language Teachers*,....., p. 114

drill."[16] The drill will be habit of the students in learning a word in English.

Furthermore, Audio-lingual Method dominated language teaching at the end of 1950's until 1960's. As Brown said the Audio Lingual Method was widely used in the United States and other countries in the 1950's and 1960's.[17] It is still used in some programs today. This method is based on the principles of behaviour 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. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching "linguistics patterns" in combination with "habit forming". In addition, Audio Lingual Method was one of the first to have its roots "firmly grounded in linguistics and psychological theory",[18] which apparently added to its credibilitty and probably had some influence in the popularity it enjoyed over aling period of time. It also had a major influence onthe language teaching methods that were to follow and can still be seen in majoror minor manifestations of language teaching methodology even to this day. In addition, another factor that accounted for themethod's popularity was the

[16]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001)p.79

[17]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Pearson Education Company, 1994)p. 57

[18]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*,.....p.57

"quick success" it achieved in leading learners towards communicative competence.[19]Through extensive mimicry, memorizationand "over-learning" of language patterns and forms, students and teachers wereoften able to see immediate results.

The overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to dothis was for students to "over learn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language 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 to overcome those problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.

By the explanation above the researcher concludes that Audio-Lingual Method is a kind of method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken.

[19]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*,.....p.57

a. Characteristics in Teaching Audio Lingual Method

Audio Lingual Method is a kind of behaviorist method which is viewed all of the learning process is the form of habits, because the students will involve in some activities such as repitition, and some drills which are lead by the teacher. As Nunan said, there are three key characteristics of audiolingualism:

1) The priority is given to spoken rather than written language.
2) Language learning is basically a matter of developing a set of habits through drilling.
3) Avoid teaching grammar rules, get the learners to develop their skills through drill and practice.[20]

Audio Lingual Method drills the learnersto speak English through practice. This method does not teach the learner about grammar rules but teach the learners to develop their skills through drill and practice.

b. Types of Learning and Teaching Activities in Audio Lingual Method

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situation in which structures might be used as

[20]David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Education, 2003)p.56

well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. The use of drills and pattern practice is a distinctive feature of the audiolingual method. Various kinds of drills are used. Brooks includes the following:

1) Repetition

   The students repeat an utterance aloud as soon as he has 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.

   Example:

   This is the eighth month. – This is the eighth 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.

   Examples:

   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.

   Examples:

   I bought the *ticket.* - I bought the *tickets.*

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

3) Replacement

One word in an utterance is replaced by another.

Examples:

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

Helen left early. – *She* left early.

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 are she is. – How old are you?

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 my 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.

Example:

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

8) Contraction

A single word stands for a phrase or clause.

Example:

Put your hand *on the table.* – Put your hand *there.*

9) Transformation

A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples:

He knows my address.

He doesn't know my address.

Does he know my address?

He used to know my address

If he had known my address

10) Integration

Two separate utterances are integrated into one.

Example:

They must be honest. This is important. – It is important that they be honest.

11) Rejoinder

The students make an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways:

Be polite.

Answer the question

Agree

Agree emphatically

Examples:

Thank you. - You are welcome

What is your name? – My name is Smith

He’s following us. – I think you’re right

12) Restoration

The student is given a sequence of words that have culled from a sentence but still bear its basic meaning. He uses the words with a minimum of changes and additions to restore the tence to its original form. He may be told whether the time is present, past or future.

Examples:

Students/waiting/bus – The students are waiting for the bus

Boys/build/house/tree – The boys built a house in a tree.[21]

c. The Teacher Preparation in Teaching Audio Lingual Method

Teacher preparation is the tool for helping the teacher in teaching and learning process to achieve the instructional target effectively and efficiently. The teacher can manage all the activities in the classroom easily and systematically by using the lesson plan which is prepared before entering to the class. According to Brown, there are some elements should be included in planning the lesson. The elements are stated as follows:

1) Goal(s)

The teacher should be able to identify the overall purpose or goal to be accomplished by the end of class period. The enabling goals in teaching using audio lingual method are laboring the students to have good pronunciation and get the students to produce error free utterances.

2) Objectives

State explicitly what the teacher wants the students to gain from the lesson. In stating the objectives, the teacher should distinguish between terminal and enabling objectives. Terminal objectives can be defined as the final learning outcomes that the

[21] Brooks in Jack C. Richards and Theodore S. Rodgers (ed.), *Approaches and Method in Language Teaching*, (New York: Cambridge University Press, 2001), Second Edition, p. 60-62

teacher will need to measure and evaluate. The enabling objectives are the temporary which are lead to the terminal objective.

3) Materials and equipment

A good planning includes knowing what materials and what equipment the teacher needs to have during the learning process in the classroom. Sometimes, the teacher forgets to bring a tape recorder, poster, or some handouts as the equipment for helping the teacher in explaining the lesson.[22] According to Richards and Rodgers, the material such as dialogue and drills form the basis of audio lingual classroom practices. Text of dialogues, cues for drills and exercises, tape recorder or audiovisual equipment, and language laboratory are the necessary materials and equipment to be prepared to accompany the learning process audio lingual method.[23] When the teacher is not a native speaker, the tape recorder can be an accurate model for read the dialogues and drills the students to read dialogue. In addition, a language laboratory can be used by the teacher to further drill work of the students.

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[22] H Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition.* (New York: Pearson Education Company, 2001), p 149

[23] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods.*……..p. 59

4) Procedures

Making sure that the plan includes an opening statement or activity as a warm-up. The teacher should also consider as a set of appropriate activities and techniques to the time for whole class-work, small-group, and pair work, teacher talk and students talk. The last point should be included in the plan is closure or how the teacher close the learning activity at the end of the learning activity.

5) Evaluation

The teacher should determine the way to know whether the objectives have been accomplished or not. Evaluation is an assessment that the teacher make after the students have sufficient opportunities for learning. Without this component the teacher cannot assess or measure the students' success and making adjustments in planning the lesson for the next day.

6) Extra class work

The students do not necessarily do not necessarily to the extra class work only at home, it needs to be planned carefully and communicated clearly to the students to avoid misconception among the students. The teacher can find the extensions of the

classroom activity to help the students do some learning beyond the class hour.[24]

By paying attention to the six elements above, the teacher can manage the activities that covered a period of classroom time. So, the classroom time can be used effectively in achieving the goals and the objectives of the lesson.

d. The Procedure in Teaching Audio Lingual Method

Before using Audio Lingual Method the teacher has to know the procedures of that method. According to Richards and Rodgers there are five procedures in teaching Audio Lingual Method:

1) Students first hear a model dialogue and repeat each line of the dialogue individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding.
2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

[24]H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition.* ……p. 151

3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually.
4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.[25]

Students listened and repeated that dialogue then the teacher pays attention to pronunciation, intonation, and fluency. The teacher also recognized the students' grammatical structure and new vocabulary. The teacher corrected the students' mistake correctly. The dialogue based on the students' interest or situation. Then, the students practice that dialogue in group or individually. The dialogues are learnt by a process termed mimicricy-memorisation whereby the students learn the sentences in the dialogues by heart.

[25]Jack C. Richard and Theodore S. Rodgers, *Approach and Method in Language Teaching*, (USA: Cambridge University Press, 2001),p.64-65

e. The Advantages of Audio Lingual Method

Although many people said this method is left behind, but this method has advantages. According to Okonkwo the advantages of this method as follows:

1) Students can attain comprehension and fluency in the target language within a limited amount of language material very early in their learning experience.
2) It encourages the participation of all students through choral repetition of pattern drills. This is especially useful in motivating the shy or less gifted students who may learn more easily in a group setting.
3) It can be appropiate for young children who naturally love to mimic and act out roles because being young theiy are not restricted by shyness or the fear of making mistakes.[26]

For instance, it can be useful in teaching and testing different tenses as well as differences between sounds such as "weak and wick", "bad and bed". Stress and intonation patterns of the target language can also teach through this method.

f. The Disadvantages of Audio Lingual Method

Besides, the audio lingual method also has the disadvantages. According to Okonkwo, there are some disadvantages of this method:

[26]Uche Okonkwo, *English Methods*,....., p. 16

1) It emphasis on repetition and correctness may take a lot of class time which may result in the students learning very little in a class period.
2) The teaching approach tends to be mechanical resulting in students learning perfectly when given a certain stimulus but usually uncertain of the meaning of what theyvare saying.
3) It may not be suitable for adult learners and very bright or gifted students who may find the repetition of pattern drills boring, uninteresting and unchallenging.
4) It restricts the learners by not encouraging them to learn the language through the process of trial and error. By insisting on correctness, the method kills the natural tendency of human beings to learn through making mistakes.
5) The method does not present language elements in the manner by which language is naturally used.[27]

Since this method used by some teachers, it can conclude that it less effective. The students are unable to transfer and practice what they learn outside the classroom. The students only depend on what they have got from the teacher in the classroom. The students cannot create something new in speaking English. The teaching procedures are also boring and unsatisfying.

[27]Uche Okonkwo,*English Methods,*.....p. 17

B. Review of the Related Studies

The research in learning strategies who inspired writing this thesis proposal was firstly, Putrinda Dwi Amelia the first strata of Syekh Nurjati State Institute Cirebon on the title "*The Implementation of Audio Lingual method in Teaching Speaking to the Eight Year Students of MTs. Al-Ikhlas Mayung Cirebon."* She used qualitative method. In her research she found that the implementation of Audio-Lingual Method in teaching speaking to the Eight year students is good response that evidence with who choose "yes" are 41,10% students, who choose "no" are 22,77% students, who choose "doubtful" are 19,45% students, and also is an impact on the students speaking skills.

The second is the research was conducted by Purwita Anggraenia student of English education section of state university Semarang, over conducted study about "*Audio Lingual Teaching as an Alternative Method in Teaching Speaking."* She used quasi experiment by using pre-test and post-test. She found that the post-test scores were better than pre-test scores. It could be seen by comparing their means. So, there was significant difference in grade of speaking test achieved by students after they have been taught using audio lingual teaching method.

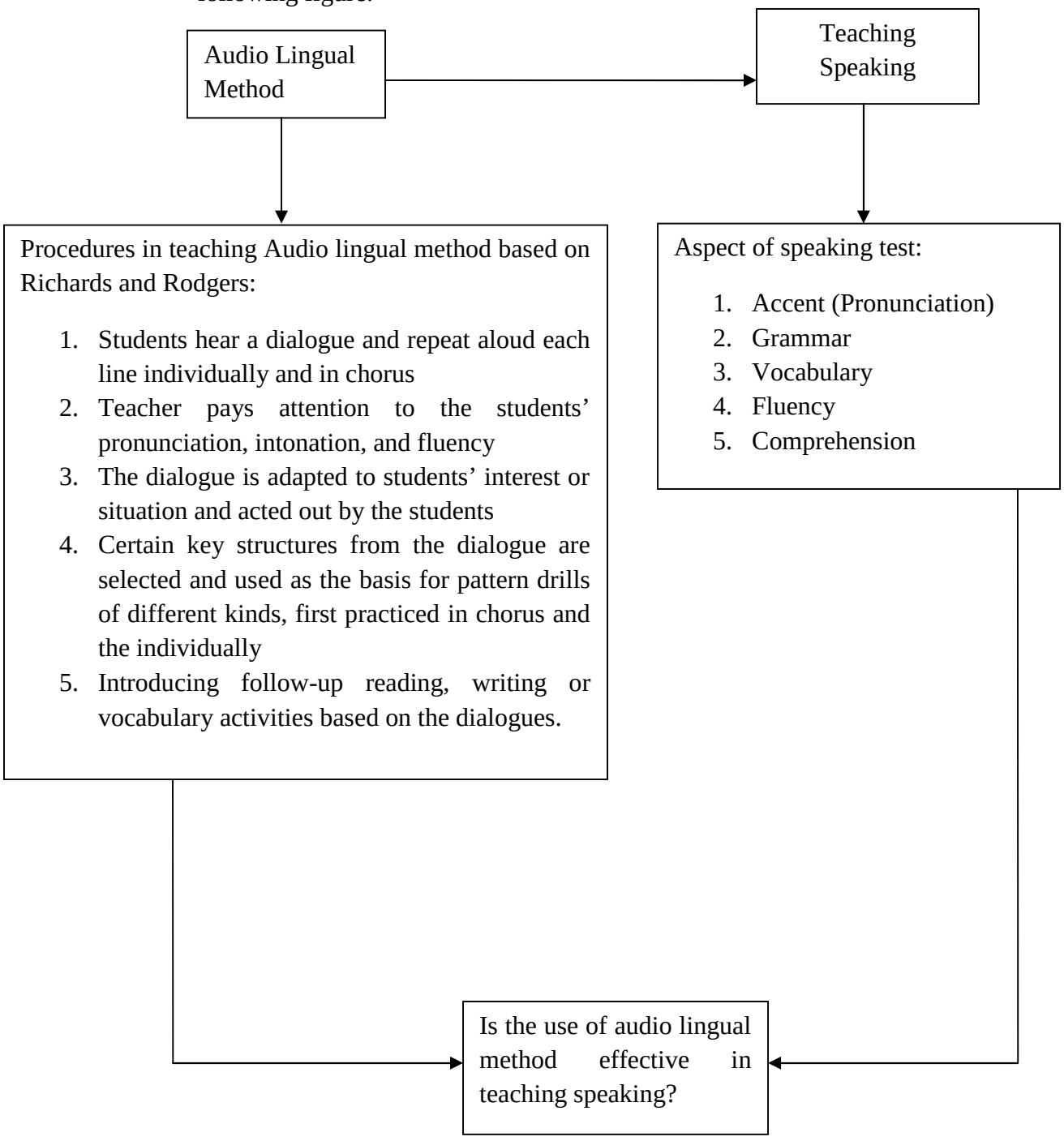
The last is the research which was conducted by Fadhilatin Thahir the first strata of STAIN Sjech M Djamil Djambek Bukittinggi entitles "*An Application of Audio Lingual Method in Teaching Speaking at Tenth Grade*

Students of MAN 1 Bukittinggi." She used the qualitative approach in the form of descriptive research. In this research she found that the English teacher had enough preparation before teaching by using audio lingual method and had already applied all of the steps in applying audio lingual method.

The studies shown that using audio lingual method can give good effect in the speaking. In doing the same research, the researcher conducted a research about "*The Effectiveness of Using Audio Lingual Method in Teaching Speaking at the eighth grade students of MTsN Padang Tarab."* The researcher used quantitative research by using descriptive method with documentation of students' speaking score as instrumentation. In this research, the researcher wanted to know whether the use of audio lingual method in teaching speaking effective or not.

C. Conceptual Framework

The conceptual framework of the researchcan be described in the following figure:



Based on the scheme abovethere are two variables which the writer discussed in the figure, they are audio lingual method and students' speaking. In audio lingual method, there are some procedures in teaching audio lingual method, they are students hear a dialogue and repeat aloud each line individually and in chorus, teacher pays attention to the students' pronunciation, intonation, and fluency, the dialogue is adapted to students' interest or situation and acted out by the students, certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds, first practiced in chorus and the individually, introducing follow-up reading, writing or vocabulary activities based on the dialogues. There are some aspects in speaking skill; accent (pronunciation), grammar, vocabulary, fluency, and comprehension. In this research, the researcher focused on the students' speaking by using audio lingual method. The researcher wants to analyze the effectiveness of using audio lingual method in teaching speaking to the eighth grade of MTsN Padang Tarab.

CHAPTER III

RESEARCH METHODS

A. Design of the Research

The researcher used descriptive research. The researcher analyzed the phenomena found during doing the research. Descriptive research is form of a research to describe the phenomena which happen in the place researcher explicitly. As stated by Gay descriptive involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study.[28] On the other words, descriptive research is conducted to collect the data of the subject in order to answer the question related to the status of subject. In addition, Suharsimi Arikunto said that descriptive is describing about reality, condition, and the effect.[29] In addition, Nana said that descriptive research is a research method that intended to describe the phenomena which is persisted at this moment or at that moment.[30] Dealing with this theory, this research did to get information, find out, analyzed and describe about the effectiveness of using audio lingual method in teaching speaking at the eighth grade of MTsN Padang Tarab.

In this research, the researcher used the quantitative research. According to Margono, quantitative research is a process to find knowledge

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[28] L.R. Gay, *Educational Research*, 1990. (Singapore: Publishing Company, third edition), p. 189

[29] Suharsimi Arikunto, 2010. *Manajemen Penelitian*, (Jakarta: PT. Rineka Cipta), p. 234

[30] Nana Syaodih Sukmadinata, 2009. *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya), p. 54

using the numeral data as the instrument to find information about everything that will be found.[31] It means that quantitative research uses the data in the form of the numbers to get the information that will be intended by the researcher. In addition, descriptive quantitative is a numeral that related to statistic descriptive such as measuring scale, portrays graphic and variability. The researcher did the research at the eighth grade students in MTsN Padang Tarab. This school had used audio lingual method in teaching speaking. Thus, this research was expected to describe and to inform whether the use of audio lingual method is effective in teaching speaking.

B. Population and Sample

1. Population

A population is all of the subject and object that will be researched by the researcher. Gay stated that population is a set (or collection) of all elements processing one or more attributes of interest.[32] Moreover, Rasinger defines the population as the group of people we are generally interested.[33] Thus, the population of this research was all of the eighth grade students of MTsN Padang Tarab, which consisted of four classes. The total of the population was about 135 students. The amount of these four classes showed by the table below:

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[31] Margono. 2007. *Metodologi Penelitian Pendidikan,* (Jakarta: Rineka Cipta)

[32] Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta: Rineka Cipta, 2006) p. 130

[33] Rasinger, Sebastian M., *Quantitative Research in Linguistics: An Introduction,* (Great Britain: Continuum Interational Publishing Group, 2008) p. 4

Table 3.1: The Total Population of the Eighth Grade of Students at MTsN Padang Tarab

No	Class	Students Totality
1	VIII.1	20
2	VIII.2	31
3	VIII.3	20
4	VIII.4	31
5	VIII.5	33
	Total	135

Source: Administration Staffs of MTsN Padang Tarab

The researcher chose the eighth grade students of MTsN Padang Tarab as the population. On the other hand, the researcher found the problem of the study in these classes. Since the population of the research was large, the researcher needed to do sampling. Rasinger states that if the population is large what we need then is to break down the population into smaller chunks; we need a group size we can actually realistically work with; the sample.[34] In short, after the population had chosen, the researcher chose the sample by using sampling technique.

2. Sample

The sample was the process of selecting a number of individual for a study in which such a way that they represent the larger group from which they were selected. The purpose of sampling is to gain

[34]Rasinger, Sebastian M., *Quantitative Research in Linguistics: An Introduction.*…… p. 47

information about the population using sample.[35] The researcher determined the sample by using purposive sampling technique. According to Calmorin, purposive sampling is based on the selecting the individuals as samples according to purposes of the researcher of his controls.[36] Moreover, Arikunto states that purposive sampling technique is a technique that is used by researcher if the researcher has some considerations to determine the samples.[37] As the result, the researcher chose $VIII_4$ and $VIII_5$ classes as the samples because audio lingual method had been applied by the teacher in teaching speaking and he students were taught by the same teacher.

C. Instrumentation

In this research, the researcher used test result that the teacher has done based on the theory as documentation for the instrument. Documentation is a technique of data collection by using document. According to Burhan, documentation is a technique of collecting and analyze the documents, such as letters, diaries, souvenir, reports, etc.[38] Moreover, Arikunto states that documentation is search the data about circumstances or variable which is alike notes, transcripts, books, newspaper, magazine, *prasasti*, meeting notes,

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[35] L. R. Gay, *Education Research: Competencies For Analysis And Application(third edition),* (Singapore: Merrill, 1990) p. 117

[36] Calmorin, Laurentina Paler, Melchor A, *Research Methods and Thesis Writing,* (Philiphines: Red Book Store, Inc, 2008, Second Edition) p. 104

[37] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2007)p. 97

[38] Burhan Bungin, *Penelitian Kualitatif,* (Jakarta: Kencana Predana Media Group, 2010)p. 121-122

legger, diaries, and etc.[39] The researcher took the students' speaking test result that has been conducted by using audio lingual method.

D. Technique of the Data Collection

The data in this research would be collected through documentation. The data would be collected through students' speaking test result at the eighth grade class that the teacher gave after using audio lingual method. The researcher used Hughes in scoring the students' speaking.

Based on the explanation above, the researcher analyzed the score of students' speaking by using audio lingual method. The purpose of documentation is to know how well the students' speaking using audio lingual method.

E. Technique of Data Analysis

In analyzing the data, the researcher uses the descriptive quantitative analysis. The formulation of the data:

1. Collect the students' speaking score after scoring by the teacher
2. Analyze the students' speaking scores by arranging scores from the lowest to the highest
3. Find out the interval of the data by using the following formula:

R= (H-L) +1

[39] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1998)p. 236

B= 1+ (3,3) log n (n: total sample)

$$I = R/B$$

Where:

I : Interval of the data

R : The highest score – The lowest score + 1

B : 1 + 3,3 log n (n= total sample)[40]

4. Put the scores into distribution table
5. Find out the highest frequency of the data
6. Create the bar diagram of frequency
7. The researcher determines the mean, median, modus, variant, and standard deviation. The researcher uses formula as follows.[41]

$$\text{Mean} : \bar{x} = \frac{\sum f x}{n}$$

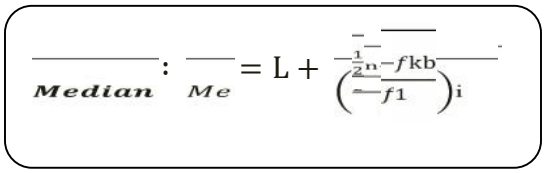
X = mean

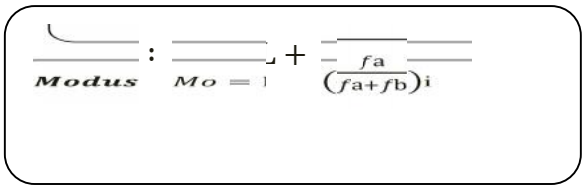
∑fx = the sum of Midpoint

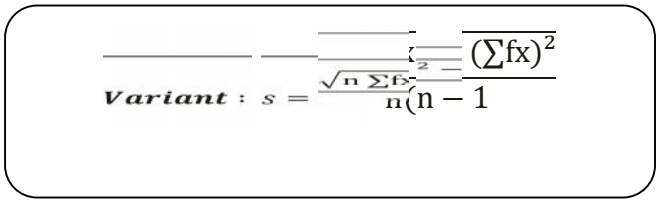
N = Number of cases

[40] Ine I. Amirman Yousda, *Penelitian dan Statistik Pendidikan* (Jakarta : Bumi Aksara, 1993), p. 165

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2010)p. 149









8. After that, the researcher arranged the score of percentage into the table of rating scale. According to Arikunto rating scale is the scale to describe a numerical value to some kinds of judgement.[42] The researcher used rating scale to arrange the level of effectiveness. Thus, the researcher arranged the students' score of percentage table that was presented for each indicator. The researcher gives the interpretation of the result by using the table, which was described a below:

[42] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 1989), p. 27

Table 3.2: The Data Interpretation

Percentage of rating scale	Rating quality
90-100%	Very effective
72-89%	Effective
54-71%	Sufficiently effective
36-53%	Not effective
18-35%	Less than effective
0-17%	Not very effective

Source: Suharsimi Arikunto

9. The researcher made the conclusion based on the result of the percentage of the students' score and what rating quality of students' speaking in using audio lingual method is. It would be seen whether audio lingual method was effective or not to improve students' speaking.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Based on the observation in MTsN Padang Tarab, before starting the leaning process the teacher asked the students to pray, after that the teacher took the students' absent. Here, the researcher found that the teacher had applied audio lingual method in teaching speaking. The researcher forwards the detailed information about using audio lingual method in the classroom as follow: first, the teacher reviewed the lesson last week, and then asked the students to explain that lesson. Then, the teacher motivated the students to guess the matery which would they learned. After that the teacher explained the matery, it's about the expression of congratulating. Next, the teacher explained the purpose of the expression of congratulating. Then, the teacher explained the expression which is used in giving the congratulated. Then, the teacher gave an example of that expression by showing a dialogue. The teacher read that dialogue three times in front of the class, then asked the students to repeat after her. The teacher drilled the students' pronunciation in reading the dialogue. Then the teacher asked the students to make an exercise about the expression of congratulating in pairs. After that, the teacher collected their exercise, and then the teacher asked the students to practice that dialogue in pairs in front of the class. After that the teacher had notion that the

students were ready to take a test in next meeting. Then the teacher took a test about the expression of congratulating on the next meeting. In the test, the teacher asked the students to memorize the dialogue and practiced the dialogue in pairs in front of the class and the teacher took their mark.

From the students' speaking, the researcher found some problems. First, even though audio lingual had used by the teacher in the class, the students were still difficult to speak English because they rarely practice their English. Second, the students were difficult to practice their English because they were lack of vocabulary and did not know how to pronounce that word in English.

Furthermore, this research used documentation to analyze the data which was gotten in the field. The documentation was transcript of students' speaking test result about the expression of congratulating in order to answer the formulation as follow: "Is the use of audio lingual method effective in teaching speaking to the eighth grade at MTsN Padang Tarab?." The finding was intended to explain whether the use of audio lingual method effective or not in teaching speaking to the eighth grade at MTsN Padang Tarab.

1. The Description of the Data

The data of this research was collected from the students' speaking test result at the eighth grade of MTsN Padang Tarab that used audio lingual method. This research selects the eighth grade as the data analyze because their mark were varied and some of the students got

problem to speak English. They consist of five classes: VIII1, VIII2, VIII3, VIII4, and VIII5 (135 students). The researcher took two classes are VIII4 and VIII5 as the respondents of the research (purposive sampling).

There are some steps to get a clear description about the data collected:

a. Analyzing the students' speaking test result.

   As mentioned in chapter II, the teacher used the proficiency description by Hughes: accent or pronunciation, grammar, vocabulary, fluency, and comprehension. All of the criteria added, then the final score is achieving score divided maximum score and then times to 100. After that, the researcher collects all of the students' speaking score and then arranges the score from the lowest to the highest score.

b. Selecting and tabulating the data

   Before tabulating the data into a table, the researcher found out the interval of the score first by using the formula $I = \frac{R}{B}$.

   The interval of this score is 4. After that, the researcher tabulated the data into a table which interval is 4.

c. Tally

After getting the interval of the speaking score, the researcher qualified and tallies the score into a table: the highest tally was 3 students who got the score between 84-87.

d. Find out the mean, median, mode, standard deviation, and variant. After getting the frequencies, fx, fkb, and fka, the researcher counted the mean by dividing the total of fx by the total of respondents. For example, the total score is 4733 and the total for respondents is 64. So, the mean score of this item is 73.95. Then, counted the median by lower limit plus a half respondents minus fkb divided by fi and times by interval. For example, L= 79.5, $\frac{1}{2}n = 32$, fkb= 42, fi= 19, i= 4. So, 79.5 plus 32-42 divided 19 and multiplied 4 is 77,38. The last, counted the mode. The mode is the value that appear most often in a set of data. The most often appeared data is 83. And standard deviation of the data is 62865,03.

e. Making the percentage of speaking score in diagram

After getting mean, median, and mode, the researcher made the percentage of students speaking score in diagram bar.

f. Accounting the percentage of speaking score

The researcher accounted the percentage of students' speaking score based on the bar diagram.

g. Making the data interpretation

After getting the mean of the students' speaking score, the researcher interpreted the data to give the description of the data.

The researcher put the description of students' speaking test result based on the standardization of measurement of the speaking test by using scoring and measuring speaking test which is devised by Hughes. It could be divided into five categories as described in the following table: *(See appendix)*

The table explained the students' speaking score by using audio lingual method to the eighth grade at MTsN Padang Tarab. It consists of 64 students as the sample. The table contains the number of students of each student.

2. The Analysis of the Data

In order to analyze the data, the researcher explained the students' score above one by one. Then, the researcher put the data into the table. After getting the frequency of the data, the researcher made into bar diagram and distribution of students' speaking score. Furthermore, the researcher interpreted the data was gotten based on the table interpretation.

The researcher found that the scores of the classes which consist of 64 students are varied; the highest score was found 87 and the lowest score was 60. The researcher analyzed the data from the lowest to the highest as bellow:

Table 4.1: Tally of the Score

60	60	60	60	60	60	60	63	63	63
63	67	67	67	67	70	70	70	70	70
70	70	70	70	73	73	73	73	73	73
73	73	73	73	77	77	77	77	77	77
77	77	80	80	80	80	80	80	83	83
83	83	83	83	83	83	83	83	83	83
83	87	87	87						

After that, it calculates into distribution frequency table and calculates the interval of the data by using the following formula:

I= R/B

I= interval of the data

B= 1+ 3.3 log n (n= total sample), where n is amount of the students

I= R/B

N= 66

R= (H-L) + 1

= (87-60) + 1

= 27 + 1

= 28

From the formula above, it was known that the total range is 28. Then, the researcher found out B and interval by using formula below:

B= 1 + (3.3) log n

= 1 + (3.3) log 64

= 1 + (3.3) 1,806

= 1 + 5,9598

= 6,9598

= 7

Based on the calculated above, the researcher got the result was 7. In table distribution score of B for see many classes in the table.

$$I = \frac{R}{B}$$

$$= \frac{28}{7}$$

$$= 4$$

From the calculated above, interval of the data is 4. The researcher uses the interval to see distance of the data. Then, the researcher puts the data above into distribution table:

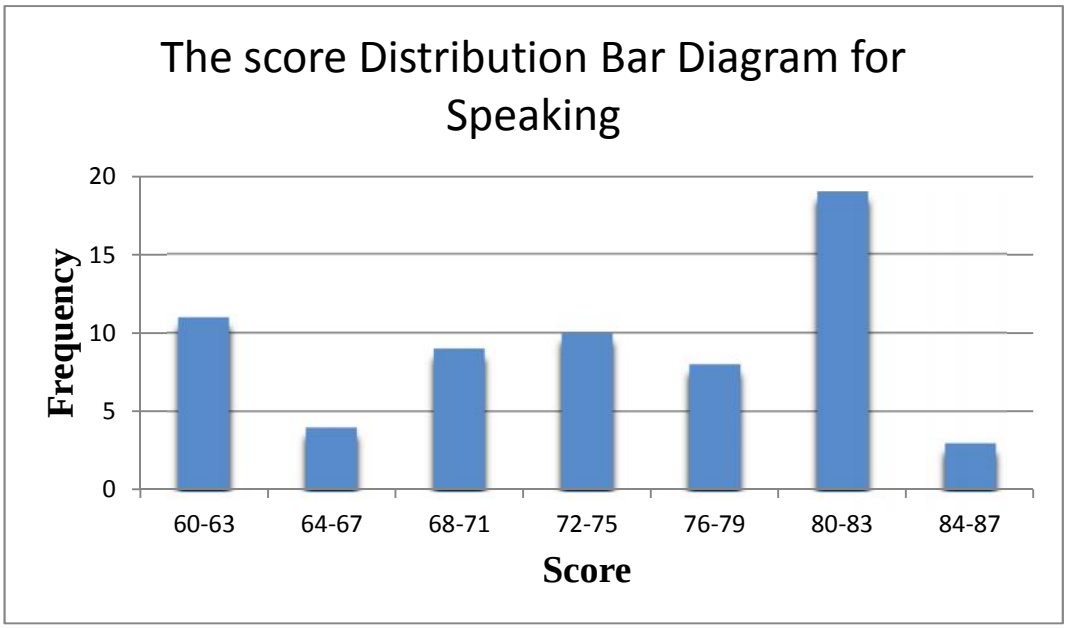
Table 4.2: The Frequency of Students' Speaking Score

Score	Frequency
84-87	3
80-83	19
76-79	8
72-75	10
68-71	9
64-67	4
60-63	11
Total	**64**

Source: English teacher MTsN Padang Tarab

The frequencies of the data can be described in the following bar diagram:

Figure 4.1: The Bar Diagram of the Students' Speaking Score



The bar diagram shows that 3 student got the score between 84-87, 19 students got the score between 80-83, 8 students got the score between 76-79, 10 students got the score between 72-75, 9 students got the score between 68-71, and 4 students got the score between 64-67, 11 students got the score between 60-63.

The effectiveness level of using audio lingual method in teaching speaking is found from the percentage of the mean score. It

was calculated into the distribution with data interval was 4 point that had mentioned previously as follow:

Table 4.3: Distribution Table of the Students' Speaking Score

Score	**F**	**X**	**fx**	**fx^2**	**fkb**	**fka**
84-87	3	85.5	265.5	70490.25	64= n	3
80-83	19	81.5	1548.5	2397852.25	61	22
76-79	8	77.5	620	384400	42	30
72-75	10	73.5	735	540225	34	40
68-71	9	69.5	625.5	391250.25	24	49
64-67	4	65.5	262	68644	15	53
60-63	11	61.5	676.5	457652.25	11	64= n
Total	**64**		**∑fx= 4733**	**$\sum fx^2$= 4310514**		

From distribution table above, it was known that the total of frequency is 64 and ∑fx is 4733. Next, the researcher determined the average of the data by using formula:

$$\textbf{Mean}: \ x = \frac{\sum f x}{n}$$

$$= \frac{4733}{64}$$

$$= 73.95$$

Mean from the calculated above is 73.95. Mean is average from all of the score. After that the researcher determined the medium and mode by using formula:

$$\textbf{Median}: \ Me = \mathrm{L} + \left(\frac{\frac{1}{2}\mathrm{n} - f\mathrm{kb}}{f1}\right)\mathrm{i}$$

$$= 79.5 + \left(\frac{32-42}{19}\right)4$$

$$= 79.5 - 2.12$$

$$= 77.38$$

The result of the median is 77.38. Median is middle value from the data.

$$\textbf{Modus}: \ Mo = \mathrm{L} + \left(\frac{fa}{fa+\mathrm{fb}}\right)\mathrm{i}$$

$$= 79.5 + \left(\frac{3}{3+8}\right)4$$

$$=79.5+ 1.08$$

$$= 80.58$$

Modus from the calculated above is 80.58.

$$\textbf{Variant}: \ s = \frac{\sqrt{\mathrm{n}\sum \mathrm{fx}^2 - (\sum \mathrm{fx})^2}}{\mathrm{n}(\mathrm{n}-1)}$$

$$= \frac{\sqrt{66.4310514 - 22401289}}{64(64-1)}$$

$$= \frac{\sqrt{253471607}}{4032}$$

$$= 250.729$$

$$\textbf{\textit{Standard Deviation}} : S^2 = 250.729 \; x \; 250.729 = 62865.03$$

From the calculated above, the result of standard deviation and variant are 62865.03. The greeters becomes standard deviation and variant so that the more variation of the data. On the contrary, the more homogeneity of the data so that the smaller standard deviation and variant.

Based on the calculation above, the result of the students' mean score of percentage in speaking is arranged into the table of rating scale. As the result, the researcher used rating scale to arrange the level of effectiveness. The researcher gave interpretation of result by using table, which described as below:

Table 4.4: The Rating Scale of Using Audio Lingual Method in Teaching Speaking

Percentage of Rating Scale	Percentage	Rating Quality
90% - 100%		Very Effective
72% - 89%	73.95%	Effective
54% - 71%		Sufficiently Effective

36% - 53%		**Less Effective**
18% - 35%		**Not Effective**
0% - 17%		**Not Very Effective**

Source: Suharsimi Arikunto

The interpretation table showed that the percentage of the students mean score was 73.95%. The score were obtained from the students' speaking by using audio lingual method. The finding showed that the students' speaking with the score percentage 73.95% was effective. As the result, the students' speaking by using audio lingual method was effective.

B. Discussion

Based on the data and analysis of the data above, the researcher found that the range of using audio lingual method in teaching speaking is effective to the eighth grade at MTsN Padang Tarab. It can be showed from the mean score of students' speaking score. The mean score is 73.95 which located between 72-89%. Based on the table interpretation of effectiveness percentage, it was indicated that the using of audio lingual method in teaching speaking is effective.

After calculating the score of the students' speaking, the researcher found the highest score is 87 and the lowest score is 60. Based on the diagram of distribution, it was known that 3 students got the score between 84-87, 19 students got the score between 80-83, 8 students got the score between 76-79,

10 students got the score between 72-75, 9 students got the score between 68-71, 4 students got the score between 64-67, and 11 students got the score between 60-63. Most of the students got the score between 80-83.

Based on the theory, audio lingual method is useful and effective for the students which can help them in speak English. Audio lingual method is a kind of method for teaching speaking through dialogues which stresses on the students' habit formation by repetition. The researcher collected the data from the teacher by using documentation and then the researcher rescored it. It was transcript score of students' speaking on their task a dialogue about the expression of asking for repetition. Besides, audio lingual method gives some advantages for the students. From this research, the researcher proved that audio lingual method was effective in teaching speaking to the eighth grade at MTsN Padang Tarab.

The researcher collecting the data from the teacher by using documentation and then the researcher rescored it. It was transcript score of students' speaking on their task a dialogue about the expression of congratulating. The transcript score was analyzed by arranging score from the lowest to the highest. Then, the researcher calculated the score to find R, B, and interval. After that the researcher put the data into distribution table. The last, the researcher determined the mean, median, modus, standard deviation, and variant.

The result of the mean, median, modus, standard deviation, and variant is important for this research. Mean is average from the all of score. Standard deviation and variant to know that the greeters becomes standard deviation and variant so that the more variation of the data. On the contrary, the more homogeneity of the data so that the smaller standard deviation and variant.

Based on the description above, the researcher found that the mean score of the students' speaking test result is 73.95. The researcher assumed that the using of audio lingual method effective in teaching speaking because by using audio lingual method the students' more interesting and easy to understand. Audio lingual method also makes learning process enjoyable. It gave the students opportunity to express what is on their minds. So, audio lingual method is effective method in teaching speaking.

Finally, the finding has supported the theories. It is implied in the finding that using of audio lingual method was effective in teaching speaking. Audio lingual method as used by the teacher in English learning process might be considered as an effective method in teaching speaking. In addition, the English teachers are expected to be able to create innovation of effective teaching methods, techniques, strategies, and media to increase students' interest in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The using of audio lingual method was proven effective in teaching speaking. Based on the finding, the mean score of the students' speaking by using audio lingual method is 73.95. The rating scale showed the 73.95 lie on the range 72-89% is effective. In conclusion, the use of audio lingual method was effective in teaching speaking at the eighth grade of MTsN Padang Tarab.

B. Suggestion

Based on the findings above, it had been proved that the use of audio lingual method is effective in teaching speaking at the eighth grade of MTsN Padang Tarab. As could be seen on the result of the research, the researcher would like to suggest as follows:

1. It is expected that the English teachers can consider using audio lingual method in improving students' speaking in English learning process. If the teachers want to obtain the learning goals successfully, they need to follow the procedures and characteristics of audio lingual method correctly especially in speaking because speaking is one of the language skill which is difficult to be mastered.

2. This research is an input or consideration for many people especially who concern in English education section and other educational.
3. Since this research is only a beginning research, so it still needs more reviseng and follow up discussion.
4. It is hoped to the next researcher to do the research in other setting to have variation research as the researcher assumes that this research is conducted in different place, it will give different results.

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2. FEBRIA SRI ARTIKA, S.S., M.Pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan			
		Pembimbing I	Tanda Tangan	Pembimbing II	Tanda Tangan
1	Rabu/ 7 Juni 2016	- Pahami Teori kembali			
2	30 Juli 2016	- Bab III Baca buku tentang metodologi			
3	30 Juli 2016	- Pemilihan kata dalam abstrak - Tensesnya - Cara membuat abstrak			
4		- tambahkan lagi teori - Cara pengumpulan data dalam teknik collection ban[illegible]			
5		- tambahkan lagi keterangan tentang description of the data.			
6		- Referensinya masih kurang - Grammarnya perhatikan lagi			
7	Rabu, 3 Aug 2016	- Table of content rea rapikan - Pahami tentang metodologi			
8		- Referensi tentang ALM rea masih kurang. - Review related studies, [illegible] perbedaan skripsi			
9		[illegible] ds yang lain. - Conceptual framework perbaiki			

Bukittinggi, 2016
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2. FEBRIA SRI ARTIKA, S.S., M.Pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan			
		Pembimbing I	Tanda Tangan	Pembimbing II	Tanda Tangan
1	Rabu/ 07 juni 2016			- Empirical datanya harus jelas.	
2	Kamis/ 14-07-2016			- Kutipan langsung atau tidak tidak langsung harus jelas	
3	Jumat 16-07-2016			- Permasalahan dalam background masih kurang jelas. - Konsisten dlm penggunaan tenses.	
4	Senin/ 18-07-2016			Bab III - cara pengambilan sample harus jelas	
5	Rabu 27-07-2016			- Check grammar	
6	27-07-2016			- Masalah dalam background masih belum kuat dan jelas.	
7	Senin 25.07-2016			- Finding dalam Bab IV belum kelihatan deskriptif kuantitatif nya.	
8	Jum'at/ 29 Juli 2016			ACC Bab I - V	
9					

Bukittinggi, ...20.16.....
Ketua Jurusan Pendidikan Bahasa Inggris

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IZIN PENELITIAN

Nomor : 32/ PENELITIAN / BASO - 2016

Setelah mempelajari Surat Dekan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Bukittinggi Nomor B.2512/In.26.1/PP.07/07/2016 tanggal 20 Juli 2016 perihal Izin Penelitian , dengan ini menyatakan tidak keberatan atas maksud melaksanakan survei/ riset/ penelitian/ observasi/ Data Awal/ Pemakaian Lokasi Praktek Lapangan di Kabupaten Agam, yang dilakukan oleh :

Nama	: MUTIA RAHMAH
Tempat / Tanggal lahir	: Baso, 03 - 01 - 1992
Pekerjaan	: Pelajara / Mahasiswa
Alamat	: Batu Basa Jorong Lundang Panampuang Ampek Angkek
Nomor kartu Identitas	: 1306074301920001
Lokasi Kegiatan	: MTs N Padang Tarab
Waktu Kegiatan	: 26 Juni s/d 04 Agustus 2016
Anggota	: -
Judul Kegiatan	: The Effectiveness of Using Audio Lingual Method in Teaching Speaking at the Eighth Grade of MTsN Padang Tarab

Dengan Ketentuan sebagai berikut

1. Tidak boleh menyimpang dari kerangka serta tujuan penelitian
2. Memberitahukan kedatangan serta maksud kegiatan yang akan dilaksanakan dengan menunjukan surat-surat keterangan yang berhubungan dengan penelitian, serta melaporkan diri sebelum meninggalkan daerah / wilayah penelitiaanya kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebijaksanaan pada masyarakat setempat.
4. Mengirimkan laporan hasil kegiatan sebanyak 1 (satu) eksemplar, masing-masing untuk Bupati Agam Cq. Camat atau Instansi yang bersangkutan.
5. Bilamana terjadi penyimpangan / pelanggaran terhadap ketentuan tersebut diatas maka izin penelitian ini dicabut.

Baso,26 Juli 2016

An. BUPATI AGAM
CAMAT BASO

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KEC. BASO

BUDI PERWIRA NEGARA, AP, M.Si
NIP. 19740616 199311 1 001

Tembusan Yth :

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2. Kepala Kantor Penanaman Modal dan Pelayanan Terpadu Kabupaten Agam di Lubuk Basung;
3. Dekan IAIN Fakultas Tarbiyah Dan Ilmu Keguruan Bukittinggi di Bukittinggi
4. Bapak Kepala MTsN Padang Tarab di Padang Tarok

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Nomor : B.2512/In.26.1/PP.07/07/2016 20 Juli 2016
Lamp : -
Hal : **MOHON IZIN PENELITIAN**

Yth, Camat Kecamatan Baso

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu untuk dapat kiranya memberi kesempatan penelitian kepada mahasiswa :

N a m a	:	Mutia Rahmah
N I M/SMT	:	2309.064/ XIV
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	*The Effectiveness of Using Audio Lingual Method in Teaching Speaking at the Eighth Grade of MTsN Padang Tarab*
Lokasi Penelitian	:	MTsN Padang Tarab
Waktu	:	1 Juni s/d 30 Juli 2016

Demikian surat ini kami sampaikan, atas bantuan dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Dekan,

Dr. H. Nunu Burhanuddin, Lc., M.Ag
NIP. 19730510 2000121002

STUDENTS' SPEAKING SCORE

NO	NAME	Scoring and Measuring Aspects of Speaking Test					Total Score	Test Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	AMP	3	4	4	5	5	21	70
2	AJ	5	5	5	5	5	25	83
3	AA	3	4	4	3	4	18	60
4	DA	3	4	4	3	4	18	60
5	DMS	3	4	4	3	4	18	60
6	FA	3	4	4	5	5	21	70
7	KKA	4	5	5	4	4	22	73
8	KG	4	5	5	4	4	22	73
9	MA	4	3	3	4	4	18	60
10	MA	3	4	4	3	4	18	60
11	MH	5	4	4	5	4	22	73
12	MR	3	4	4	3	4	18	60
13	MY	5	5	5	5	5	25	83
14	MYH	3	4	4	3	4	18	60
15	NA	5	5	5	5	5	25	83
16	NV	4	5	5	4	4	22	73
17	NSR	5	4	4	5	4	22	73
18	NH	4	4	4	4	4	20	67
19	PIAK	4	4	4	4	4	20	67
20	PZ	4	4	4	4	4	20	67
21	RFI	5	4	4	5	4	22	73
22	RT	3	5	4	4	5	21	70
23	RI	4	5	5	4	4	22	73
24	RP	3	5	4	3	4	19	63
25	SK	4	4	4	4	4	20	67

26	SA	5	5	5	5	5	25	83
27	SH	3	5	4	3	4	19	63
28	SA	5	4	4	5	4	22	73
29	WRD	3	5	4	3	4	19	63
30	YM	3	5	4	3	4	19	63
31	ZAY	5	5	5	5	5	25	83
32	AA	4	5	5	4	4	22	73
33	AM	5	5	5	6	5	26	87
34	ANH	5	5	5	5	5	25	83
35	AS	5	5	5	5	5	25	83
36	BP	4	5	5	4	6	24	80
37	BD	4	4	5	5	4	22	73
38	CC	4	5	5	4	5	23	77
39	DA	4	4	5	5	6	24	80
40	FS	3	5	4	4	5	21	70
41	FK	4	5	5	4	5	23	77
42	HMP	3	5	4	4	5	21	70
43	IF	3	5	4	4	5	21	70
44	IFE	5	5	5	5	5	25	83
45	IA	4	5	5	4	5	23	77
46	KH	4	6	4	5	5	24	80
47	MA	4	6	4	5	5	24	80
48	NZ	5	5	5	5	5	25	83
49	NA	4	6	4	5	5	24	80
50	NIS	4	6	4	5	5	24	80
51	PA	5	5	5	5	5	25	83
52	PHH	5	5	5	5	5	25	83
53	RAA	5	5	5	5	5	25	83
54	RH	4	4	4	4	4	20	67
55	RW	4	5	5	4	5	23	77
56	RA	4	5	5	4	5	23	77

57	REP	5	6	5	5	5	26	87
58	RA	4	5	5	4	5	23	77
59	RS	4	6	4	5	5	24	80
60	SP	4	5	5	4	5	23	77
61	SI	4	5	5	4	5	23	77
62	SSU	3	5	4	4	5	21	70
63	SH	3	5	4	4	5	21	70
64	ZA	3	5	4	4	5	21	70

Padang Tarab, July 2016

Yuni Rahmi, S. Pd
NIP: 198006142005012010

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Gurun Aur Kubang Putih Kabupaten Agam, Sumatera Barat | Telp. (0752) 33136 Fax (0752) 22870
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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : 409/In. 26.1/PP.02.3/08/2016

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Mutia Rahmah NIM. 2309.064 tanggal 9 Juni 2016 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN :

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***"The Effectiveness of Using Audiolingual Method in Teaching Speaking at the Eight Grade of MTsN Padang"***.

KEDUA : Menunjuk Saudara :

1. Nama : Hayati Syafri, SS, M. Pd
   NIP : 197815022009012004
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Febria Sri Artika, SS, M. Pd
   NIP : 198002012009122002
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 3 Agustus 2016
Dekan,

H. Nunu Burhanuddin
NIP. 197305102000121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH TSANAWIYAH NEGERI PADANG TARAB
KECAMATAN BASO ~ KABUPATEN AGAM
Alamat : Jl. Raya Bukittinggi ~ Payakumbuh Telp. (0752) 28386 Kode Pos 26192

SURAT KETERANGAN

Nomor : 403 /Mts.09.02/59/KS.02.3/07/2016

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri (MTsN) Padang Tarab Kabupaten Agam, dengan ini menerangkan bahwa :

Nama	: **MUTIA RAHMAH**
No. BP	: 2309064
Perguruan Tinggi	: IAIN Bukittinggi
Fakultas/Jurusan	: FTIK/PBI
Judul Skripsi	: The Effectiveness of Using Audio Lingual Method in Teaching Speaking at the Eighth Grade of MTsN Padang Tarab

Nama tersebut diatas telah melakukan Penelitian di Lembaga Pendidikan yang kami pimpin, mulai tanggal 26 Juli s/d 01 Agustus 2016 dalam rangka penyelesaian Skripsinya.

Demikianlah surat Keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Padang Tarab, 1 Agustus 2016
Kepala,

ISRIZAL

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN Padang Tarab

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : **VIII/I (Satu)**

Aspek/Skill : Speaking

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 1.1 Merespon makna yang terdapat dalam percakapan transaksional dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur berikut mengucapkan selamat dan berterima kasih

1. **Indicator**
   - Mengidentifikasi ungkapan yang digunakan dalam mengucapkan selamat
   - Mengidentifikasi ungkapan sehari hari

2. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat:
   - Merespon ungkapan yang digunakan dalam mengucapkan selamat
   - Merespon ungkapan sehari hari

3. **Materi Pembelajaran**

   Dita: Where have you been?

   Ella: Sorry I'm late. The headmaster called me. I went to his office first.

Dita: What's the matter? Did you commit something wrong or did you make a mistake?

Ella: No' I did not

Dita: So, what is it?

Ella: He told me big news. Do you remember the project proposal I sent him few weeks ago

Dita: yes, I do

Ella: It's accepted

Dita: Congrats! I knew he would accept it. Your proposal is good. I'm so happy for you

Ella: thanks. Would you help me with the fundraising? I need a partner to do that.

Dita: Of course. I'm in. I will help you

How to congratulate someone:

- I'd like to congratulate you on....
- Please accept my warmest congratulations
- It was great to hear about....
- May I congratulate you on...?
- I must congratulate you
- Congratulations on....

  Etc.

How to respond

- Thank you very much for saying so
- It's very good of you to say so
- Thank you so much
- Oh, it's nothing special actually
- Oh, I have a lot to learn yet
- How nice of you

  Etc.

4. **Metode Pembelajaran/Strategi**: three-phase technique
5. **Langkah- langkah kegiatan**:

a. Kegiatan Pendahuluan (10 menit)

1) Pra Pembelajaran

- Salam
- Mengecek kehadiran siswa
- Menanyakan kesiapan siswa untuk mengikuti pembelajaran
- Memberikan motivasi

2) Pembukaan pembelajaran

a) Apersepsi :

- Siswa diberi pemahaman tentang pengertian teks fungsional yang ada dalam kehidupan siswa
- Siswa diingatkan tentang ungkapan yang sering digunakan dalam kehidupan sehari-hari

b) Motivasi:

- Memotivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami ungkapan yang terkait dengan kehidupannya sehari-hari.

b. Kegiatan inti (60 menit)

1) Eksplorasi

- Dengan penjelasan siswa diberi contoh ungkapan-ungkapan terkait dengan materi
- Dengan praktik dan diulas oleh guru siswa mendengarkan dan mempraktikkan ungkapan sesuai dengan materi
- Dengan berdiskusi siswa diajak membuat dan mempraktikkan perckapan terkait dengan materi
- Siswa mengerjakan tugas latihan soal-soal pada buku LKS dan buku penunjang lainnya

2) Elaborasi

- Guru meminta siswa bekerja secara berpasang-pasangan untuk membuat sebuah dialog yang terkait dengan materi dan mempraktikannya di depan kelas.
- Guru menilai penampilan masing- masing siswa

c. Kegiatan Penutup (10 menit)

1) Dengan bimbingan guru siswa diminta untuk membuat rangkuman materi
2) Siswa dan guru melakukan refleksi
3) Guru memberikan tugas rumah (PR).

6. Sumber Belajar

- Buku Bahasa Inggris: "Experience English for Junior High School Students"

7. Penilaian

a. Teknik: Tes Lisan dan tes tertulis

b. Bentuk: Mempraktekkan dialog yang terkait dengan materi

c. Instrument/ soal:

Listen to the recording and complete the dialogue while you are listening.

Intan : Hi, Yuli

Yuli : Hi, Intan

Intan : well, I heard you won the badminton (1)_____ in your school yesterday?

Yuli : Yes, I did

Intan : Congratulations1 what a great news!

Yuli : Thank you, but how did you find out? We don't even go to the same school.

Intan : Your mother (2)_____ me yesterday.

Yuli : Ah, I see

Intan : it's your first (3)_____, right? Your parents must be proud of you

Yuli : Yes. They are very happy to see my first trophy

Intan : of course they are. So, what is our plan after winning the championship? HImm, you have to treat me first, I guess?

Yuli : I'd love to, Intan, but I'm sorry. I have to see my grandma. She is ill

Intan : oh, dear. Is her (4)_____ serious?

Yuli : I don't know. That's why I have to visit her. Maybe we can go next time

Intan : nevermind. You should go. I hope she's fine

Yuli : yeah, I hope so. Let's arrange our meeting. I will treat you a pizza

Intan : visiting your grandma is the most (5)____ thing right now. You can just text me latter

Yuli : okay. Thanks, Intan

Pedoman Penilaian:

Nilai Siswa : Skor Perolehan x 100=.....

Skor Maksimal

Padang Tarab, 21 July 2016

Mengetahui,

Kepala Sekolah

ISRIZAL, M. Pd

NIP:197703211999031002

Guru Mata Pelajaran

YUNI RAHMI, S. Pd

NIP: 198006142005012010

DAFTAR RIWAYAT HIDUP



Nama	: Mutia Rahmah
Nim	: 2309.064
Tempat/Tanggal Lahir	: Baso/ 03 Januari 1992
Negeri Asal	: Lundang
Alamat	: Jorong Lundang kec. IV Angkek
Ayah	: Zarmi
Ibu	: Rismanita
Alamat	: Jorong Lundang kec. IV Angkek
Jejang pendidikan	:

1. TK Lundang
2. SD N 51 Lundang
3. SMP N 1 Canduang
4. SMA N 1 Baso
5. IAIN Bukittinggi