

**THE USE OF AUDIO LINGUAL METHOD  
IN TEACHING SPEAKING OF VIII GRADE  
AT SMPN 1 BANYUWANGI**

**THESIS**

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember to  
fulfill one of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



**By:**

**Husnul Hotimah**  
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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
OKTOBER 2022**

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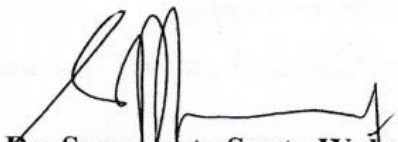
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Presented as in partial fulfillments of requirement  
For the bachelor degree of education (S.Pd)  
Faculty of Teacher Training and Education  
English Education Department

By

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Approval by Advisor

  
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**THESIS**

It has been examined and approved by the board examiners in partial fulfillments  
of the requirement for the bachelor degree of education (S.Pd)  
Education and Teacher Training Faculty  
English Education Department

Day: Tuesday


Date: October 18<sup>th</sup> 2022

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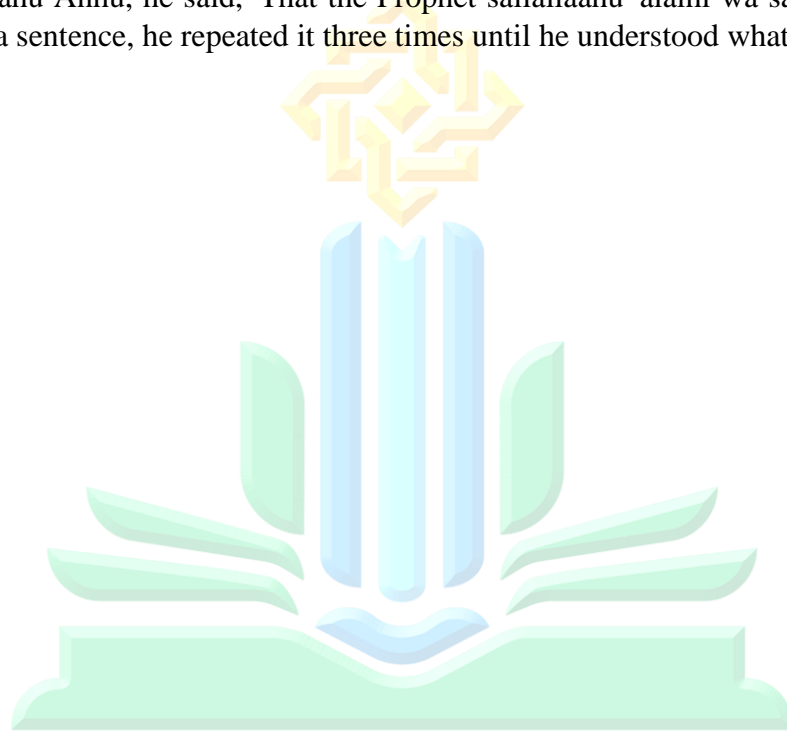
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## MOTTO

عن أنس بن مالك رضي الله عنه أَنَّ النَّبِيَّ - صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ - كَانَ إِذَا تَكَلَّمَ بِكَلِمَةٍ أَعَادَهَا  
ثَلَاثًا حَتَّى تُفْهَمَ عَنْهُ، وَإِذَا أَتَى عَلَى قَوْمٍ فَسَلَّمَ عَلَيْهِمْ سَلَّمَ عَلَيْهِمْ ثَلَاثًا {صحيح} - {رواه  
البخاري}

Rasulullah SAW repeated the words three times "And from Anas bin Mallik Radhiyallahu Anhu, he said, 'That the Prophet sallallaahu 'alaihi wa sallam when he spoke a sentence, he repeated it three times until he understood what he said. '\*



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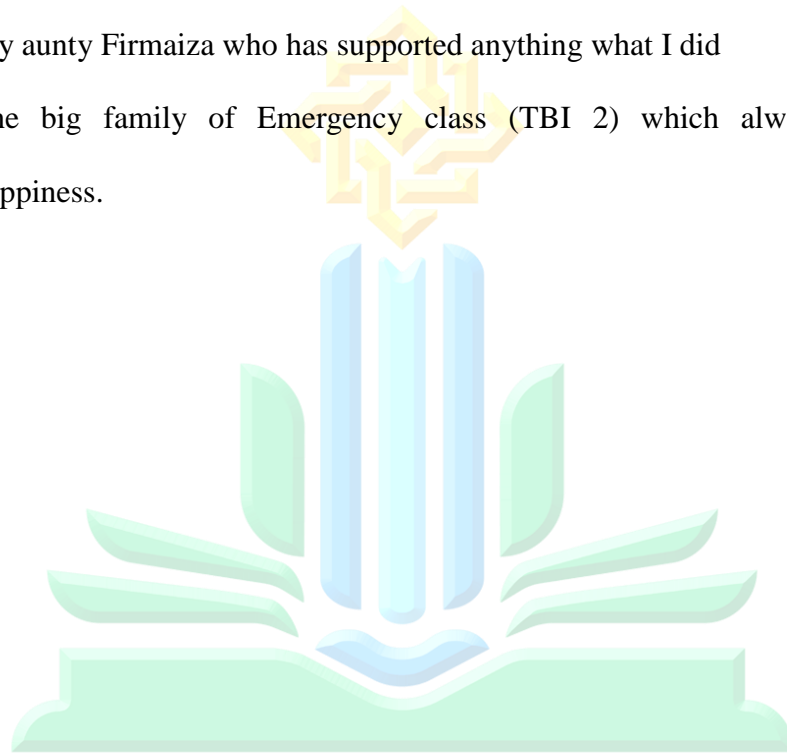
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\* 165 Kebiasaan Nabi, Abduh Zulfidar Akaha, Pustaka Al-Kautsar.

## DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Abdul Wahid and my mom Muallimah who has understood me the most and gave everything for my life.
2. My aunty Firmaiza who has supported anything what I did
3. The big family of Emergency class (TBI 2) which always brings happiness.



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## ABSTRACT

Husnul Hotimah, 2018: The Use of Audio-Lingual Method in Teaching Speaking of 8 Grade at SMPN 1 Banyuwangi.

Keywords: Audio-lingual method, Speaking

ALM is interesting to study because this method could overcome students' speaking difficulties. It is proven by the fact that, in the beginning, the students were less fluent in speaking English, becoming fluent in speaking English. The teacher used three techniques of the audio-lingual method, namely: dialogue memorization, question and answer drill, and repetition drill.

This research focused on: 1) How is the implementation of Audio-Lingual Method in teaching speaking of VIII grade at SMPN 1 Banyuwangi? 2) How is the evaluation of Audio Lingual Method in teaching of VIII grade at SMPN 1 Banyuwangi?

This research aimed to described: 1) To describe the implementation of Audio Lingual Method in teaching of VIII Grade at SMPN 1 Banyuwangi 2) To describe the evaluation of Audio Lingual Method in teaching speaking of VIII grade at SMPN 1 Banyuwangi.

The method of this research was: Qualitative with the type case study. The techniques of data collection used observation, interview, and documentation. The subjects of this research were the English teacher and Students of VIII grade. The instrument validity of this research were source triangulation and technique triangulation.

The findings of this research were: 1) in the implementation of audio-lingual method in teaching speaking consisted of; a) arranging the procedure of learning audio-lingual method c) applying the techniques of audio-lingual method consisted of dialogue memorization, question and answer drill and repetition drill d) advantage and disadvantage of audio-lingual method. 2) the evaluation of audio-lingual method used a) Question and answer drill b) Dialogue memorization c) Repetition drill.

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All praise be to Allah the Almighty who has given me everything we need long our life. Peace and salutation may always be given to our prophet Muahammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praise be to Allah the Almighty for all his wishes so that the author can complete a thesis entitled “The Use of Audio Lingual Method in Teaching Speaking of VIII Grade At Smpn 1 Banyuwangi” to achieve the undergraduate degree of English education department, Faculty of Education and Teacher Training, State Islamic University Kiai Haji Achmad Siddiq of Jember .

The author is aware that this thesis will never finish without any helps and supports from other during the process of writing. Therefore in this occasion, the researcher would like to thank to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember. Who supports and facilitates research during learning in this campus.
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4. As'ari, M.Pd.I. as the Head of English Education Department who has assented the tittle the researcher chosen
5. Dr. Suparwoto Sapto Wahono, M.Pd. as my advisor who has advised and guided the researcher in conducting till finishing this research
6. H. Abdul Muis, S.Ag, M.Si as the chief of library of UIN KHAS Jember who has facilitated me on supplying the references to conduct the research
7. Rahmat Sudana. as the English teacher who has helped me a lot to finish this processes of the research
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Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion

Jember, 3<sup>rd</sup> of October 2022

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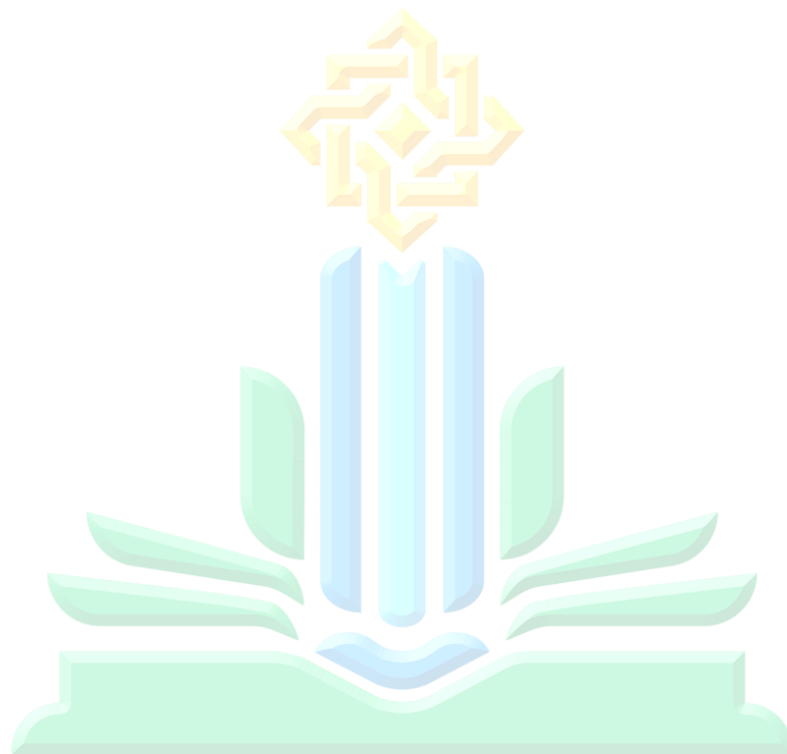


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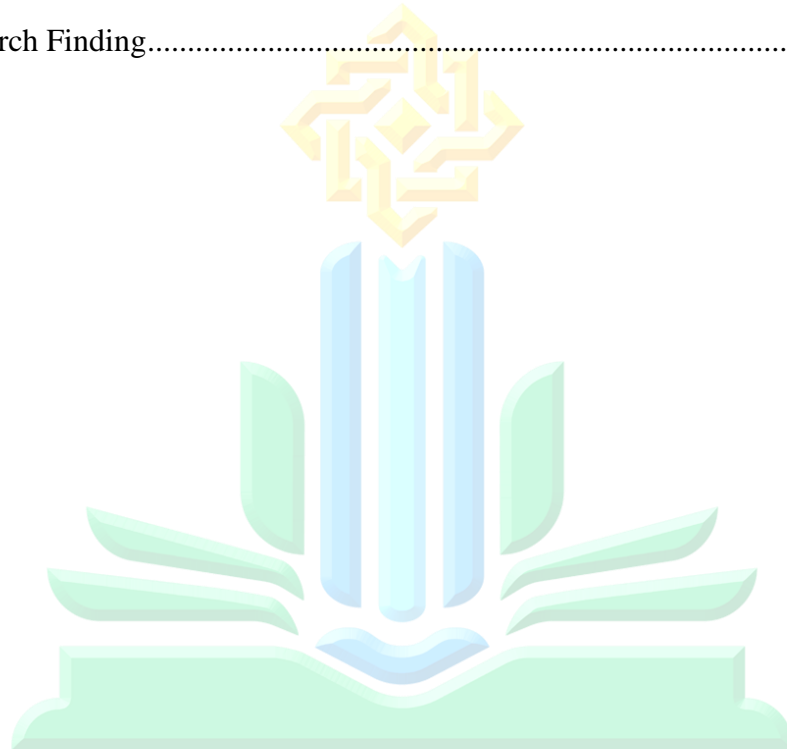
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# CHAPTER I

## INTRODUCTION

This chapter presents background of research, focus of research, objective of research, significance of research, definition of keyterms, and structure of the report.

### A. Research Background

ALM is interesting to study because this method could overcome students' speaking difficulties. It is proven by the fact that, in the beginning, the students were less fluent in speaking English, becoming fluent in speaking English. The teacher used three techniques of the audio-lingual method, namely: dialogue memorization, question and answer drill, and repetition drill.

Freeman said that the Audio lingual method drills students in the use of grammatical sentence patterns. They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning, helping learners to respond correctly to stimuli through shaping and reinforcement.<sup>1</sup> In other words, the ALM refers to the method that is compressed on the chain drill to master the target language by memorizing and repeating, and the wrongness of speaking is avoided.

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<sup>1</sup>Diane Larsen freeman, *Techniques and Principle of Language Teaching*, (oxford: oxford university press,2000), 36.

There are four skills in English they are: listening, reading, writing, and speaking. Each aspect of the theory has a standard of competence and skills to be mastered. But this research focus on speaking skill.

Besides, speaking in Islam religion in Al - Quran. therefore Allah ordered to speak well, and explained in detail in the Qur'an Surah (Al Baqarah ayat 83)

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي  
الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا  
الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

Meaning: And (remember), when We took a promise from the Children of Israel (ie): Do not worship other than Allah, and do good to parents, relatives, orphans, and also speak kind words to people, establish prayer and pay zakat. Then you did not fulfill that promise, except for a small part of you, and you always turned away."<sup>2</sup>

In fact, speaking is one of the most difficult skill and need a habit to master it. This Is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating.<sup>3</sup> From the articulation above, it can be concluded that the capacity to talk must be practiced on a continuous premise since in this aptitude there are numerous components in its application, hence numerous works out are needed to ace it. Speaking is very important so, the

<sup>2</sup>Holly Qur'an, surah Al – Baqarah, ayat 83.

<sup>3</sup>Lucy Pollard, Guide to Teaching English, (USA: Longman Group, 2008), page 33.

assessment of speaking is grammar, vocabulary, comprehension, fluency, and pronunciation.

According to Ikhsan, in the curriculum, there are several aspects of core competencies including: spiritual aspect (ki-1), social aspect (ki-2), knowledge aspect (ki-3), and skills aspect (ki-4).<sup>4</sup> So speaking in the curriculum aspect is really needed because speaking can fulfill the 4 core competencies in the curriculum, namely the skill aspect. Students can hone their English skills through speaking techniques so that ki-4 can be fulfilled, then through ki-3, namely the knowledge aspect. Speaking can also enter ki-2, namely the aspect of social because speaking can train students to socialize and that ability is called public speaking.

From some of the explanations above about speaking skills, many students still have difficulty when speaking. Therefore, the teacher during the learning process uses the Audio lingual method to teach speaking skills.

ALM is one of the methods of English learning that can be applied to the students' ability to speak. For it is considered language to be non-writing, while it employs theoretical behaviorism to mention language behavior. There are eleven techniques of the Audio Lingual Method dialog memorization, transformation drill, question and answer drill, use minimal pairs, complete dialog, grammar game, backward build up, repetition drill, chain drill, single-slot substitution drill, multiple- slot substitution drill.<sup>5</sup> So, with the ALM the students are required to always develop or train students speaking abilities and

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<sup>4</sup>Komara Nur ikhsan, "Implementasi dan pengembangan kurikulum 2013, *journal ilmiah edukasi (JIC)* 1, 6 (2018):198, <http://doi.org/10.25/57/je.v6i1.1682>.

<sup>5</sup>Diane Larsen freeman., 49.



certainly each student has different abilities. Therefore, there is a gap in the learning process, the meaning of the gap is between the actual situation and the expected.

Location of this research at SMPN 1 Banyuwangi. I choose this place for my research because there are many problems when students practice speaking and there is a unique gap in this place. Since 2014 it has been called a Rintisan Sekolah Bertaraf Internasional (RSBI). However, as time passed the RSBI was erased, although RSBI was erased does not discourage them from continuing to carry out English language learning at the school with a total of four hours a week, or once a week for two meetings. Based on reality, the English teacher at the school certainly has an important role to provide knowledge to students and always motivating students and continue to explore knowledge, don't forget to always keep the spirit and never give up.

After the researcher conducted interviews with English teachers at SMPN 1 Banyuwangi, one of them was in grade VIII, so that the class applies the ALM to practice speaking skills. As an answer to the previous gap, namely when speaking there are students who did not master to vocabulary, then there are students mastered vocabulary but are still confused on grammar, so there is a gap in the class of VIII grade English teacher using ALM when learning process, so there is gap and uniqueness the researcher with the title "the use of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi".

## **B. Research Focus**

Based on the background presented, the following focus of the research:

1. How is the implementation of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi?
2. How is the evaluation of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi?

## **C. Research Objective**

Objective of research is an overview of what will be addressed in conducting the objective of this study are:

1. To describe the implementation audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi
2. To describe the evaluation of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi

## **D. Research Significant**

The result of this research is fully expected to give some theoretical and practical knowledge for the following parties:

### **1. Theoretically**

In theoretically, the Audio lingual Method is very useful for students, which can help students listen and understand what other people say in the condition and situations of daily conversation. In addition, students can speak or communicate in English according to grammar. Therefore, this method assumes that language is speech, not writing and

this method also applies behaviorism theory which make language a behavior.

## 2. Practically

In practically, the audio lingual method is very useful for students, that use the students for target language communicatively and fluently. In addition, students can speak foreign language with correct pronunciation according to grammar.

### **E. Definition of Key Terms**

The following definitions are given to make readers have some understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. The terms are as follows:

#### 1. Audio Lingual Method

Audiolingual method is one method of learning English that can be applied to develop students' speaking skills. The use of this method also focuses on exercises, drills, memorizing vocabulary, dialogues and reading texts.

So, the main purpose of ALM is to develop students' communicative competence by using dialogues and drills. The repetition of dialogues and exercises will allow students to respond quickly and accurately in spoken language.

## 2. Speaking

Speaking is one of the language skills that are quite important for mastered, by speaking we can express ideas, thoughts that are in oneself that involve others to convey the information using words. The main purpose of speaking is to communicate with other people, so that communication is effective, the speaker must understand the meaning of everything to be communicated.

So that the communication goes well, without any misunderstanding between the speaker and the listener.

## F. Structure of The Report

There were five chapters in this research and each chapter has several sub-chapters but having relevance to each other. Generally, research had three parts. They were initial part, core part, and final part that would be explained below:

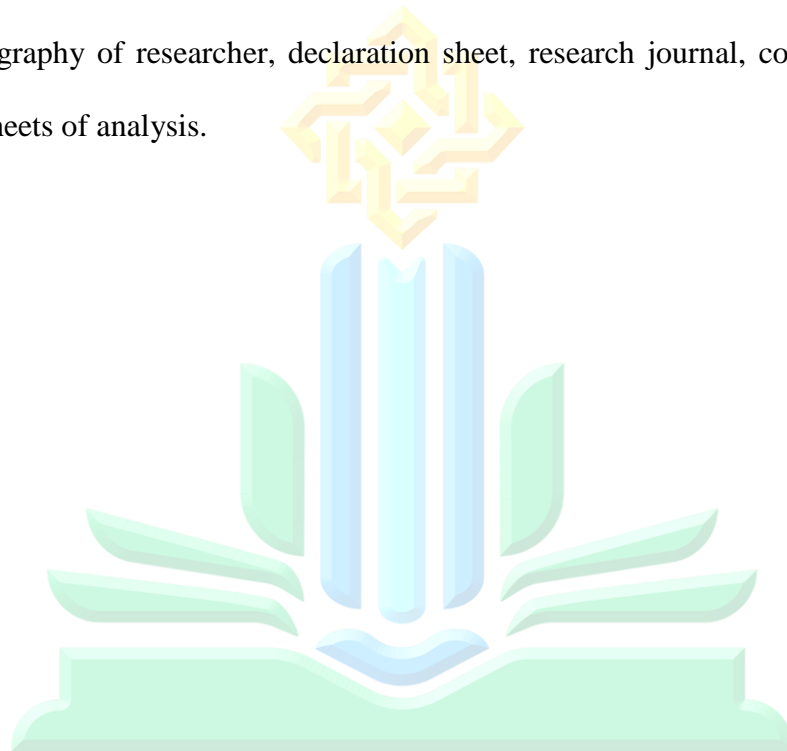
The first is the initial part. It concluded the research title, approval sheet, ratification sheet, motto, dedication, acknowledgment, abstract, table of content, and list of tables.

The second is the core part. It concluded;

1. **Chapter I** discussed about introduction of thesis. It consisted of research context, research focuses, research objectives, research significance, and definition of key terms, research methodology and structure of the report.
2. **Chapter II** discussed about review of related literature which consists of theoretical framework, previous research of this study.

3. **Chapter III** discussed research methodology.
4. **Chapter IV** discussed findings and discussion.
5. **Chapter V** discussed the conclusion and suggestion of this study.

The third is the final part which includes references, statement of authenticity of writing, and appendixes consisting of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, and sheets of analysis.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents of previous research which is similar to this research and theoretical framework.

#### A. Previous Research

In this previous research, the researcher included the result of research that had been carried out related to the research that will be conducted by researchers. The results of previous research related to this research include :

1. A thesis written by Erdila (2019) entitled “ The use of Audio Lingual Method To Improve Students Speaking Achievement In Vocational School”.

The Research focus was solved ; can audio lingual method to improve student speaking ability. As for the results in this research is the results is the use of audio lingual method is significantly suitable for improving students' speaking skills.<sup>6</sup>

And based on the research it is concluded that the use of audio lingual method is very effective and suitable for use by teachers when teaching speaking skills.

2. A thesis written by Lukluatul Hasanah (2019) entitled “ The Effect of Using Audio Lingual Method on Students Speaking Skills At SMA Karya Pengalihan Indragiri Hilir”.

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<sup>6</sup>Erdila, “The use of Audio Lingual Method To Improve Students Speaking Achievement In Vocational School” (Thesis, IAIN Bengkulu, 2019), 7.

The research focus is solved; how is students speaking skill taught without audio lingual method, how is students speaking skill taught by using audio lingual method, and is there any significant effect of teaching English using audio lingual method”.

As for the result in this research was the audio lingual method has a high value and is more effective in the learning process of speaking skill at SMA Karya Pengalihan Indragiri Hilir, and before use this method has low value than there is also a significant effect when using the audio lingual method.<sup>7</sup>

3. A thesis written by Windy Ismawati (2019) entitled “The Effect of Applying Audio Lingual Method to develop Students English Word Pronunciation”

The Research focus is solved; the students have problem in individual word, the students have difficulties in stress and intonation, and the students are not used to producing English word sounds.

As for the result, this method could improve students' pronunciation and this research also explained this method shows that there is no significant difference between the students in the pre-test in the experimental class and control class.<sup>8</sup>

4. A journal written by Usman Sidabutar (2021) entitled “ The Effect of The Audio Lingual Method on Students speaking Achievement”

<sup>7</sup>Lukluatul Hasanah, “The Effect of Using Audio Lingual Method on Students Speaking Skills At SMA Karya Pengalihan Indragiri Hilir” (Thesis, University of Sultan Riau,2021), 5.

<sup>8</sup>Windy Ismawati, “The Effect of Applying Audio Lingual Method to develop Students English Word Pronunciation” (Thesis Syarif Hidayatullah State Islamic University, 2019), 3.

The research focus is solved. Sometimes students' lack of vocabulary will affect their speaking ability so they need time to think about what they want to say.

As for the result is using audio lingual method was very affected. This method can affect their ability to speak because there is a component that influences each other.<sup>9</sup>

It can also be concluded that the audio lingual method can improve the speaking ability and the results are shown by comparing the pre-test and post-test scores of the two control groups then with the experimental group.

5. A journal written by Hardiyanti Rahman (2021) entitled “ Audio Lingual Method to Improve to Improve Students Speaking Skill at SMPN 1 Baranti”.

The research focus is solved; the students have difficulty pronouncing when speaking English, students also think that learning English is very difficult, and then they also have difficulties when receiving material or assignments from the teacher when learning English.

As for the results, it concluded that when using the audio lingual method in teaching English especially in speaking, it made the students more active and aggressive in speaking in the classroom and when using

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<sup>9</sup>Usman Sidabutar, “The Effect of The Audio Lingual Method on Students speaking Achievement”, *Jurnal Suluh Pendidikan (JSP)*, 9, 1 (2021), 6. <https://doi.org/10.36655/jsp.v9i1.537>.



audio lingual method can improve student's speaking skills at SMPN 1

Baranti.<sup>10</sup>

Table 2.1  
Previous Research

No	Name and Years	Title	Similarities	Differences	
				Previous research	This research
1	Erdila, 2019	The use of Audio Lingual Method To Improve Students Speaking Achievement In Vocational School.	The Similarities both research using Audio Lingual Method in Speaking.	Erdila research focus on can audio lingual method to improve student speaking ability	implementation of Audio Lingual Method in teaching speaking, how is the evaluation of Audio Lingual Method in teaching speaking.
				conducted at Vocational School	Conducted at SMPN 1 Banyuwangi
				Using classroom action research	Using Qualitative research.
2	Lukluatul Hasanah , 2019	The Effect of Using Audio Lingual Method on Students Speaking Skills At SMA Karya Pengalihan Indragiri Hilir	The similarities both research using Audio Lingual Method in Speaking.	Lukluatul Hasanah research focus on how is students speaking skill taught without audio lingual method, how is students speaking skill taught in Audio Lingual Method	This research focus on how the implementation of Audio Lingual Method in teaching speaking, how is the evaluation of Audio Lingual Method in teaching speaking.
				Using Quantitative research.	Using Qualitative research.

<sup>10</sup>Hardiyanti Rahman, "Audio Lingual Method to Improve to Improve Students Speaking Skill at SMPN 1 Baranti" English Language Journal (ELJ),6, 1 (2021), 16.

3	Windy Ismawati, 2019	The Effect of Applying Audio Lingual Method to develop Students' English Word Pronunciation.	The similarities both research using Audio Lingual Method in Speaking.	Windy Ismawati research focus on the students have problem in individual word, the students have difficulties in stress and intonation, and the students are not used to producing English word sounds.	This research focus on how is the implementation of Audio Lingual Method in teaching speaking, how is the evaluation of Audio Lingual Method in teaching speaking.
4.	Usman Sidabutar 2021	The Effect of The Audio Lingual Method on Students speaking A chieivement.	The similarities both research using Audio Lingual Method in Speaking.	Usman Sidabutar research focus on sometimes students lack of vocabulary will affect their speaking ability so they need time to think about what they to say.	This research focus on how is the Lingual Method in teaching speaking, how is the evaluation of Audio Lingual Method in teaching speaking.
				Conducted at university Medan.	Conducted at SMPN 1 Banyuwangi
				Using Quantitative research. .	Using Qualitative research
5.	Hardiyanti Rahman 2021	Audio Lingual Method to Improve to Improve Students Speaking Skill.	The similarities both research using Audio Lingual Method in Speaking.	Hardiyanti Rahman research focus on the students have difficulty pronouncing when speaking English, students also think that learning	This research focus on how is the implementation of Audio Lingual Method in teaching speaking, how is the evaluation of Audio Lingual Method in teaching

				English is very difficult, and then they also have difficulties when receiving materail or assignments from the teacher when learning English.	speaking.
				Conducted at SMPN 1 Baranti.	Conducted at SMPN 1 Banyuwangi.
				Using Quantitative research.	Using Qualitative research.

There is a gap, namely the previous research only implemented the Audio-Lingual Method while in this study in addition to the focused on the implementation of the Audio lingual method and also focused on evaluation of the Audio Lingual method itself.

## B. Theoretical Framework

In this section, the researcher discused the theory used in the research broadly and in depth, it is useful to facilitate the insight of researchers in reviewing the problems to be solved in accordance with the research focus and research objectives.<sup>11</sup> Some of the theories that the researcher will discuss are the Audio Lingual Method in teaching speaking.

<sup>11</sup>Tim Penyusunan Karya Tulis Ilmiah, *Pedoman Penulisan Karya Ilmiah IAIN Jember*,(Jember: IAIN Jember,2020), Page, 46.

## 1. Audio Lingual Method

### a. Background the Audio Lingual Method

The Audio Lingual Method (ALM) is a method that was introduced in the United States of America (USA) in the 1940s. The advocates of ALM believe that learning is essentially the process of change in mental and physical behavior induced in living organisms by experience. So the principle was much influenced by a theory of psychology known as behaviorism. Formal experience can be gained at formal school and the aim of learning is a habit.

Kakunta said suggested that the Audio Lingual Method is a method that was developed during World War II. America's participation in World War II has a significant impact on the teaching of English in the country. To equip the American government with personnel who are fluent in German, French, Italian, Chinese, Japanese, Malay and other languages, translators, code-room assistants, and language interpreters require a special language training program. After that the government commissioned American Universities to develop foreign languages for American military personnel.<sup>12</sup>

In 1942 founded a program namely the Army Specialized Training Program (ASTP) Fifty-five American universities were involved in the program by the beginning of 1943. The objective of

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<sup>12</sup>Kebson Kakunta, "Microteaching: Audio Lingual Method", *Journal Educational Verkenning*, 1, 1, (2020), 25. <https://doi.org/10.48173/jev.v1i1.27>.

this program is for students to attain conversational proficiency in a variety of foreign language. Since this was not the goal of conventional foreign language courses in the United States, new approaches were necessary. This method, also developed as a reaction to the Grammar-Translation Method (GTM) in teaching foreign languages. This GTM has been used for a thousand years, but it takes a very long time for learners to be able to speak the targeted foreign language. Since 1947-1967 the Audio Lingual approach has been the dominant foreign language teaching method in America.<sup>13</sup> So this method can be more innovative and this method is able to achieve communicative competence faster.

b. Definition of Audio Lingual Method

Audio Lingual Method is a method used during the learning process. The purpose of this method is to improve students' abilities, especially in speaking. According to Freeman, the emphasis of Audio Lingual Method. The Audio Lingual Method, like the direct method, is also an oral approach. That is very different. The purpose of Audio Lingual Method is to allow students to respond quickly and accurately in the spoken language by teaching vocabulary and grammatical patterns through dialogues. Situations that rather than emphasizing

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<sup>13</sup>Jack C. Richards, "*Approaches and Methods in Language Teaching*", (Cambridge: University press ,2001),44.

vocabulary acquisition through exposure to its use, in grammatical sentence patterns that use the Audio Lingual Method drills students.<sup>14</sup>

In Audio Lingual Method activities are displayed not as it is used in drilling short patterns, but also in varieties of dialogues, which students have to listen, repeat and memorize. Dialogues to understudies the structure and idea how to use some types of patterns in some sort of situations.

ALM was widely used in the United states and other countries in the 1950<sup>'s</sup> and 1960<sup>'s</sup>. It is still used in some programs today. This method is based on the principles of behavior psychology.

According to Maedeh ALM, like the direct method, is also an oral approach.<sup>15</sup> So the ALM, such as the direct Method which is spoken orally, in this method suggests that students can learn the language directly without using native language to explain the words or grammar.

According to Brown the ALM is the mode of language instruction based on a behaviorist approach.<sup>16</sup> So this method assumes that language is speech, not writing, as well as applying the theory of behaviorism which makes language a behavior.

<sup>14</sup>Diane Lansen- Freeman . “*Techniques and Principles in Language Teaching*” (2<sup>nd</sup>ed.).(Oxford: Oxford University Press 2000), 35.

<sup>15</sup>Alemi Maedeh, Audio Lingual Method, *3rd International Conference on Applied Research in Language Studies*, (2016), 3.

<sup>16</sup>Douglas Brown, *Teaching by Principles: An interactive Approach to Language Pedagogy second edition*, (New York : Pearson Education Company, 2016), 22.

According to Richard the ALM is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing.<sup>17</sup> So this method is specifically for teaching foreign languages, which is focused on teaching speaking and listening first, before moving on to reading and writing.

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”.

#### c. Goals of Learning Audio Lingual Method

Each lesson has a different goal, and of course before we apply something we must know more clearly what our goals are in carrying out the learning especially in audio lingual method.

Kakunta, the goals of learning Audio Lingual Method

- 1) Students can understand a foreign language when speaking at a normal speed and care about the usual things that happen around their conversation.
- 2) language learners can speak in acceptable pronunciations and correct grammar.
- 3) Language learners have no difficulty in understanding printed materials.

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<sup>17</sup>Jack Richard, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 44.

4) language learners can write with a good standard.<sup>18</sup>

d. Technique of Audio Lingual Method

After the explanation above about Audio Lingual Method, then about the technique of Audio Lingual Method.<sup>19</sup> Here are some techniques and explanations, as follows :

1) Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's line, they switch roles for half of the class to take one role and the other half to take the other. After that the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class.

In the Audio Lingual Method, certain sentence patterns

and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of dialog.

Example of dialog memoization:

Tutus : Hi.. how are you?

Sari : I'm fine. And you?

Tutus : Fine, where are you going?

<sup>18</sup>KebsonKakunta, "Microteaching: Audio Lingual Method", *Journal Educational Verkenning (JEV)*, 1, 1 (2020) :26. <https://doi.org/10.48173/jev.v1i1.27>

<sup>19</sup>Diane Lansen- Freeman, *Techniques and Principles in Language Teaching*. (2<sup>nd</sup>ed.). (Oxford : Oxford University Press , 2000), 49.



Sari : I'm going to the school. Would you like to come?

Tutus : Sure. Let's go together.

## 2) Transformation drill

The teacher gives students sentences, then the students are asked to change the sentences into different forms such as : statement into question, active into passive, affirmative into negative. The teacher also should correct the students whenever the errors are done. The correction can be done after finishing the teaching learning process in order for the students to develop their oral ability without being afraid of their mistake. An example of a transformation drill.

Statement into question. For the example, students may be asked to turn a statement into a question :

Teacher : Sandra is in the classroom

Students : Is Sandra in the classroom?

Teacher : The girls are in the classroom

Students : Are the girls in the classroom?

Teacher : I'm in the classroom

Students : Am I in the classroom?

Active into passive. For example, the students may be asked to change an active sentence into a passive sentence :

Teacher : Giang buys a new car

Students : A new car is bought by Giang

Teacher : I borrowed Nia's comic two days ago

Students : Nia's comic was borrowed by me two days ago

Teacher : Her mother is watering the flowers now

Students : The flowers is being watered by mother now

Affirmative into negative. For example, the students may be asked to turn a affirmative sentence into a negative sentence :

Teacher : She has lived in Bandung for four years

Students : She has not lived in Bandung for four years

Teacher : They go abroad every year

Students : They do not go abroad every year

Teacher : We met him in party yesterday

students : We did not meet him yesterday

### 3) Question – and – answer drill

This drill gives students practice with answering questions. The students should answer the teacher's question very

quickly. Although we didn't see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

The example of question and answer drill :

April : Are you going to the bank?

Silvi : Yes, I'm going to the bank

April : Are you going to the zoo?

Silvi : No, I'm not going to the zoo, I'm going to the bank.

## 4) Use minimal pairs

The teacher works with pairs of words which differ only in sound; for example: 'ship/sheep', 'leave/ live', 'he's/ his'. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students native language and the language they are studying.

## 5) Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

For the example of complete dialog :

Sally : Good Morning, Bill

Bill : Good Morning, Sally

Sally : .....?

Bill : Fine, thanks, and you?

Sally : Fine, where are you going?

Bill : I'm going to the post office

Sally : ..... . shall we go together?

Bill : Sure. Let's go.

## 6) Grammar game

Games like the supermarket alphabet game described in the Audio Lingual Method. Usually the games are designed to get students to practice grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

The teacher introduces a game to practice the structure. The game is called “supermarket alphabet game”. For the example :

Student 1 : I’m going to the supermarket. I need a few apples

Student 2 : I’m going to the supermarket.

He needs a Few apples. I need a little bread.

Student 3 : I’m going to the supermarket.

He needs a few apples, she needs a little bread.

I need a little cheese.

## 7) Backward build – up (expansion) drill

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher’s cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example : make dialogue more long. For the example :

Teacher : mathematics

Students : we study mathematics

Teacher : every day

Students : We study mathematics every day.

#### 8) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

For the example of repetition drill :

Teacher : This is seventh month

Students : This is seventh month

Teacher : I wake up in the morning

Students : I wake up in the morning

Teacher : I watching TV in the evening

Students : I watching TV in the evening

Teacher : I sleep in the night

Students : I sleep in the night.

### 9) Chain drill

A chain drill gets its name from the chain of conversation that forms around the rooms as students, one- by – one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question.

The first students accept or ask the question of the second students and the chain continues. Although it is minimal, some regulated contact is made possible by chain drill. A chain drill lab gives the teacher a chance to test each student's speech.

Such as: the teacher addresses the student nearest to her with, “Good morning, Adama’. He, in turn responds, ‘Good morning, teacher’ she says, ‘how are you?’ Adama answered, ‘fine, thanks. And you?’.

The teacher replies, ‘fine’. He understands through the teacher gestures that he turns to the students sitting beside him and greets her. That student, in turn, says her lines in reply to him.

When she has finished, she greets the students with a chance to ask and answer the questions. The last students directs the greeting to the teacher.

### 10) Single – slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase –called the cue. The students

repeat the line the teacher has given them, substitution the cue into the line in its proper place.

The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

For the example of single slot substitution drill :

Teacher : Ali went to the Zoo

Teacher : Zoo (cue word)

Students : Ali went to the zoo

Teacher : I'm going to the Bank

Teacher : Bank (cue word)

Students : I'm going to the Bank.

#### 11) Multiple – slot substitution drill

This drill is similar to the single – slot substitution drill.

The difference is that the teacher give cue phrases, one at a time, that fit into different slots in the dialog line.

The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject – verb agreement. They then say the line, fitting the cue phrase into line where it belongs.

For the example of multiple slot substitution drill :

Teacher : Ali has got an apple and Febri has got a banana

Teacher : Has got (cue word)

Students : Ali has got an apple and Febri has got a banana.

e. Procedures of Audio Lingual Method

In the Audio lingual method, several steps that are usually carried out in the learning process. According to Jack C. Richards the following steps of the Audio-Lingual Method:<sup>20</sup>

- 1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes in pronunciation or grammar is direct and immediate. The dialogue is memorized gradually. Line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult them throughout this phase.
- 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.
- 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. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.

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<sup>20</sup>Jack C. Richards, *Approaches and Methods in Language Teaching*, (Cambridge: University press ,2001), 57.



- 4) The students may refer to their-textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short compositions on given topics with the help of framing questions, which will guide their use of the language.
- 5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

The above observations show that students often practice by imitating what they hear from video, audio or from the teacher. Sometimes the technique of substitution is applied in learning to train students in correct grammar.

f. The principles of Audio Lingual Method

According to Nurdevi, describes the principles of Audio lingual method as follows:<sup>21</sup>

- 1) Instructions are given in the target language
- 2) Language forms occur within a context
- 3) Students native language interferes are little as possible with the students attempt to acquire the target language

<sup>21</sup>Nur Devi, The use of Audio Lingual Method in Teaching Listening Comprehension at The Second Year Students of SMK Yapip Makassar Sungguminasa, *Explore journal*, 5, 1 (2016) :3. <https://doi.org/10.26618/ejpb.v2i2.787>.

- 4) Teaching is directed to provide students with a native –speaker like a model
- 5) Analogy provides a better foundation for language learning analysis
- 6) Errors are carefully avoided because they lead to the formation of bad habits
- 7) Positive reinforcement helps the students to develop correct habits
- 8) Students are encouraged to learn to respond to verbal and non - verbal stimuli
- 9) The teacher is regarded as an orchestra leader conducting, guiding and controlling the students behavior in the target language
- 10) Learning a foreign language is treated on par with the native language.

Based on the principles of Audio lingual Method that mentioned above, English the teacher should make students

understand about foreign language, where students can be brave enough to speak English. In speaking English, learners have to speak English with correct pronunciation and then students will not be forced to remember the concept. The teacher only give some drill in order to make students accustomed.

g. Advantages and Disadvantage of Audio Lingual Method

According to Kebson Kakunta, we have already learn about ALM, as we know each method has its own advantages and

disadvantages, here are the advantages and disadvantages of AudioLingual Method:

The advantages of Audio lingual method include:

- 1) Can be applied to class
- 2) Give a lot of practice and practice in the aspect of listening and speaking skill
- 3) Suitable for students linguistic level
- 4) Audiolingualism is perhaps the first language teaching theory to openly claim to have formed from a combination of linguistics and psychology
- 5) Audio lingual methods try to make language learning more accessible to large numbers of Learners (large classes). This causes learner participation through drill techniques to be maximized
- 6) In a positive way, drill can help students develop their oral skills
- 7) Teaching technique in Audio lingual method using tape recording and language laboratories offer practice in speaking and listening listening skills which are the most important things in language learning. Drill patterns give students more practice
- 8) The Audio lingual method develops language skills into “pedagogical tools”. Namely listening, reading, and writing. The Audio lingual method specifically introduces the design of listening techniques and oral exercises speaking. This shows

success in developing aural understanding of listening and fluency in speaking.

After that disadvantages of Audio Lingual Method:

- 1) Skilled and skilled teachers are needed
- 2) Repetition is often tedious and hinders the hypothesizing of language rules and pays little attention to spontaneous speech/speech
- 3) The techniques used in the Audio lingual method such as drills, memorization, and so on may make language into behavior, but this does not produce the expected competence
- 4) With the Audio lingual method, the teacher might complain about the amount of time it takes (long), and the students will complain about the boredom caused by the continuous use of the drill patterns
- 5) The activeness of the teachers are important in the Audio lingual method, so the teachers dominate the class more.<sup>22</sup>

#### h. Evaluation of Audio Lingual Method

The thing a teacher does after completing the material is that the teacher should do a learning evaluation. An evaluation of the result is intended to know the sharpness of students for mastering basic competence.

<sup>22</sup>Kebson Kakunta, "Microteaching: Audio Lingual Method", *Journal Educational Verkenning (JEV)*1,1, (2020): 25-29. <https://doi.org/10.48173/jev.v1i1.27>.

The Audio Lingual Method focuses on speaking learning. The audio lingual method is not clearly stated about the evaluation. So the assessment that will be achieved by holding a test, each question will be focused on what points were learned at that time.<sup>23</sup>

So the teacher evaluation learning through the observation sheets that have been provided and notes on student activity and the achievement of knowledge and skills obtained after learning with indicators of success if 75 percent of students, and to measure success through the achievement of the KKM. so that way can improve the quality of learning in the classroom.

Based on the field results that are being studied, there are 3 evaluation techniques including: Question answer drill, dialog memorization and repetition drill. The explanation is as follows;

According to Lubis, the aim of Question and answer drill is same as drill because question and answer drill is part of drill, the aim of the drill to improve student self confidence using their new language pattern that can be created in the new situation, drill also has aim to increase basic motoric skill and form habitual and mental of students in learning.<sup>24</sup> So, the aim of Question and Answer drill is because this tecnic drilling is to improve student self confidence with

<sup>23</sup>Diane Lansen- Freeman, *Techniques and Principles in Language Teaching*. (2<sup>nd</sup>ed.). (Oxford : Oxford University Press , 2000), 47.

<sup>24</sup>Nur AdilaLubis “The using of Question and Answer Drill to Improve Students speaking Mastery at Grade VIII SMPN 2 BatangAngkola, (Thesis, of Institute for Islamic Studies Padang sidimpuan, 2020), 25.

new situations and to increase motoric skills from the habitual and mental of students in learning.

According to Freeman, the steps of question and answer drill as follows: 1) Teacher gives explaining the topic and function of the material 2) Using single slot drill to substitution material. 3) Teacher gives the students to practice through answering questions. 4) After that students should answer the teachers' question quickly or students provide the answer in a very controlled way. 5) It is also possible for the teacher to let the students practice to ask question as well. 6) In the end, this gives students practice with the question pattern.<sup>25</sup>

According to Putri, the aim of Dialog memorization to encourage speaking and to encourage thinking about speaking because short dialogue memorization influence to students' speaking skill in pronunciation, grammar, vocabulary and fluency. Short dialogue memorization influence to students' pronunciation because by the use of short dialogue memorization technique, the students have to practice more and have some repetition.<sup>26</sup> So the aim of Dialog Memorization is to encourage thinking and speaking because short dialogue memorization influence the students with pronunciation, grammar, vocabulary and fluency and dialogue memorization

<sup>25</sup>Diane Lansen- Freeman, *Techniques and principles in Language Teaching*. (2<sup>nd</sup>ed.). (Oxford : Oxford University Press , 2000), 49.

<sup>26</sup>Bella Windiana Putri, The Effect of Short Dialogue Memorization on The Speaking Ability of The Second Year Students at SMP IT Al Ihsan Boarding School (Journal University Riau, 2017), 5.

technique have taught students to practice more and have some repetition.

According to Sudarsono, dialog memorization for the students who want to have a higher skill of speaking, they must have time to memorize during the speaking activities. The students with good memorization are potential to acquire the target language well and the students with poor memorization may have significant constraints in performing the speaking ability.<sup>27</sup>

Larosa (2020) Repetition drill is when the teacher or a learners models language and the group of learners repeat it together.<sup>28</sup> So repetition drill is when the teacher speaks the student or group listens later when the teacher stops the student or the group repeats what the teacher is talking about.

According to Mardiyah, The aim of this technique not only to give the students chance to speak in front of the class and practice their speaking, but also their comprehension of the text can be reached through this technique. The students will be able to produce some phrases or sentences without making mistake because they are drilled by the teacher with correct grammatical phrases and sentences.<sup>29</sup> So the aim of the Repetition Drill Technique is that the teacher not only

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<sup>27</sup>Sudarsono, Short Dialogue Memorization to Improve Students' Speaking Ability (*Journal of English Educational Study (JEES)*, 4, 2 (2021):149. <https://doi.org/10.31932/jees.v4i2.1379>

<sup>28</sup>Noni Larosa, The Implementation of Repetition Drill in Teaching Speaking, *Journal Ilmiah Mahasiswa Pendidikan (JIMP)*, 1, 1 (2020): 2.

<sup>29</sup>Azarine Hanan Mardiyah, A Final Report Using Repetition Drill in Teaching Speaking for 4<sup>th</sup> grade Students in Ta'miryah Elementary Scholl Surabaya (Thesis, University Airlangga, 2019), 2

challenges students to stand in front of the class and then speak English, but students can also interpret sentences without making mistakes because they have been trained before by the teacher.

## 2. Speaking

### a. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hope and view points. The term speaking has many definitions. Many experts define speaking in different ways, as follows.

According to Yuke, speaking is the skill that the students will be judged upon most in real situations.<sup>30</sup> It means so, speaking is an ability that must be mastered by students, because by speaking we can express real life situations.

According to Brown, speaking is a productive skill that can be directly and empirically observed.<sup>31</sup> It means when someone talks to us, we can listen to what they say, then we can observe directly.

<sup>30</sup>Brown Yuke, The Importance of Speaking Skill In English Classroom, *Alford Council of International English and Literature Journal (ACIELJ)*, 2,2 (2019):8.

<sup>31</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices*<sup>4th ed</sup>, (Wesly Logman:2004), 140.



## b. Types Speaking

According to Rahmawati, before assessing speaking, we need to acknowledge five basic types of speaking. propose five types of speaking as explained in the following.<sup>32</sup>

### 1) Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

### 2) Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspects. Understanding meaning is needed to respond to certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

### 3) Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To respond to a short

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<sup>32</sup>Yeny Rahmawati, Developing Assessment for Speaking, (*Indonesian Journal of English Education (IJEE)*),1 ,2, (2015): 201.

conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

#### 4) Interactive

The load and complexity of the sentences is the major difference between responsive and interactive speaking. The number of the speakers also matters as sometimes it needs more than two people in the conversation.

#### 5) Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussions. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

### c. Aspect of Speaking

Our every word and deed will be a judgment by others. Aspect

of speaking skill according to Wahono, there are five aspect of speaking skill they are;<sup>33</sup>

#### 1) Pronunciation

Pronunciation assists students in identifying differences in meaning (based on stress, rhythm, and intonation) based on differences in individual sounds. According to the Oxford Dictionary, pronunciation is the manner in which a language or a

<sup>33</sup> Suparwoto Spto Wahono, "Using Inquiry Based Learning to Improve Student's Speaking Skills", *Journal of Language Intelligence and Culture (JLIC)* 3, 2 (2021): 129, <https://doi.org/10.35719/jlic.v3i2.55>

specific word or sound is spoken. From that statement, it can be concluded that pronunciation a pronunciation with the aim of identifying with differences in stress, rhythm and intonation. According to the Oxford dictionary, pronunciation is a way in which a language or sound word can be pronounced in a certain way.

## 2) Vocabulary

According to the Oxford Pocket Dictionary, vocabulary is all the words that a person knows and uses. There are two types of vocabularies: receptive vocabularies and expressive vocabularies. Receptive vocabulary refers to the words we know when we listen or read, as well as when we receive thoughts from others. Whereas expressive vocabulary refers to the words we use when we speak or write to express our thoughts to others. As a result, vocabulary includes all of the words we hear from others and use to speak or

write. From that statement, it can be concluded that Vocabulary is divided into two types, namely receptive vocabulary and expressive vocabulary. Receptive vocabulary is a word that we can know when we listen or read, and when we receive thoughts from others, while expressive vocabulary refers to words that we can use to express ourselves to others when we speak or write. As a result, coverage includes all the words we hear from other people and use when speaking or writing.

### 3) Fluency

Fluency, according to the Oxford Pocket Dictionary, is the ability to speak a language easily and well. It usually refers to freely expressing oral language without interruption. From that statement, it can be concluded that an ability to speak the language easily and well. It can usually also refer to expressing spoken language freely without interruption.

### 4) Grammar

Grammar is one of the components of the English language. It is a systematic linguistic description that describes the rules for combining words into sentences. From that statement, it can be concluded that Grammar is a component of English. systematic linguistic grammar that describes the rules for combining words into sentences.

### 5) Comprehension

According to Manser, comprehension is the ability to understand something. According to the Oxford Pocket Dictionary, comprehension is an exercise that teaches students how to understand a language. From that statement, it can be concluded that comprehension is training to teach students how to understand language.

#### d. The Functions of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richards, there are three functions of speaking are: talk as interaction: talk as transaction: talk as performance.<sup>34</sup> Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

##### 1) Talk as Interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which is done spontaneously by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate with other people. The main intention in this function is social relationships.

##### 2) Talk as Transaction

In talk as a transaction is more focused on the message that is conveyed and making others understand what we want to convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking their way to understanding.

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<sup>34</sup>Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge: University Press 2008), 22.

### 3) Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.



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## CHAPTER III

### RESEARCH METHODOLOGY

Before moving on the parts of the research method, it would be nice to first reveal the meaning of the research method. Research method, as explained above, are ways or steps in doing something in this case doing research.

#### A. Research Design

According to Crewell, research is a process of steps used to collect and analyze information to increase understanding of a topic or issue.<sup>35</sup> So the research means is a process to analyze information about a topic.

The approach that used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically and by means of descriptions in the form of words and language, in particular natural context and by utilizing various natural method.<sup>36</sup>

While the type of this research used is case study research. Case study research is focused on providing a detailed account of one or more cases.<sup>37</sup>

So, the researcher described an issue or problem clearly and in detail in using case with during the learning process The use of Audio Lingual Method in Teaching Speaking of VIII Grade at SMPN 1 Banyuwangi.

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<sup>35</sup>John W.Crewell, *Educational Research* (Boston : Pearson,2015), 3.

<sup>36</sup>Kuntjojo, *Metodologi penelitian* (Kediri : Universitas Nusantara PGRI,2009), 15.

<sup>37</sup>Kuntjojo.,17.

## **B. Location of the Research**

The research location is the object of research for research activities. Determination of the research location is important to determine the use of looking for data in accordance with the focus of the problem specified.

This research was conducted at SMPN 1 Banyuwangiat jl. Ahmad Yani No.74 Banyuwangi. The researcher conducted of VIII grade in English subject with using audio lingual method in teaching speaking. The reason the researcher chose this location was because of the gaps and uniqueness. The gaps that students had when speaking that they didn't master with vocabulary and have mastered with vocabulary but are not right with the grammar.

## **C. Subject of the Research**

Research subjects are informants who use the data sources to report data sources that are related to research focus. The description included what the data you want to obtain, who wants to be an informant or research subject. How the data sought and captured so that its validity can be guaranteed.

The subject in this research are:

1. English teacher
2. VIII grade Students of SMPN 1 Banyuwangi

## **D. Source of Data**

In this section there were types of data and data resources. The data resources from which the research data was obtained by collected. The data resources that the researcher determined were classified into two parts, namely primary and secondary data sources. As for the following details :



1. Primary data is primary data is the main source of data received from English teachers and students of VIII grade.
2. Secondary data is a source of library data such as a book of English, lesson plan, syllabus, journal, and other data relevan.

### **E. Data Collecting Technique**

Data collecting technique is used to support information related to display that carried out by researcher to describe some of the techniques that used during the research. As for the following details:

#### **1. Observation**

Observation means collecting data directly from the field. The type of observation in this research is using descriptive observation qualitative research. Descriptive observation are observation carried out at the exploration stage the researcher makes observation of many elements of the situation as possible to get an overview.<sup>38</sup>

Therefore this observation must be carried out by going directly to the location, because when the researcher directly to the location, the researcher will understand and be able to know about the situation, activity and the object being research.

Process of observation can start from identification of the research then, identification do a mapping so that researchers get a general idea regarding the research object. The purpose of the observation is to describe

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<sup>38</sup>Farida Nugrahani, "*Metode Penelitian Kualitatif*", (surakarta:2014), 123.

the setting observed in the activities and their participation.<sup>39</sup> The process of observation data divides two of them: participant observation and non participant observation.

a. Participant observation

In this observation, the researcher are actively in daily activities with the people to be studied.

b. Non participant observation

In this observation, the researcher are not actively in daily activities but only as an independent observer.

So based on the explanation above, this researcher will use non participant observation techniques, and in this case the researcher only becomes an observer. It means researcher come to the location, but the researcher do not directly involved with these activities.

2. Interview

Interview is a process of conversation between two people in which one person tries to lead a conversation with the aim of obtaining information. According to Cash, an interview is interactional because there is an exchanging or sharing of roles, responsibilities, feelings, beliefs, motives and information. If one person does all of the talking and the other all of the listening. A speech to an audience of one, not an interview taking

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<sup>39</sup>Rulam Ahmadi, *Metode Penelitian Kualitatif*, (Yogyakarta: Ar Ruzz Media,2016),161.

place.<sup>40</sup> so it can be concluded that the interview is an interaction in which there is an exchange or sharing to explore.

According to Etcberg, there are several types of interview, namely structured interviews, semi structured interview, unstructured interview.<sup>41</sup>

As for the following details :

a. Structured Interviews

The structured interviews is used if the researcher already knows what information will be obtained by the researcher. Therefore, researcher in conducting interviews have prepared interview instruments and alternative answers that have been prepared.

In addition, researcher also use tape recorders, brochures or other supporting tools that can help the interview process.

b. Semi Structured Interview

Semi Structured interview is interviews that are conducted more freely, with the aim of finding problems more openly, and where

data sources are asked for ideas and ideas, researcher also need to listen carefully and record what the informants find.

c. Unstructured Interview

Unstructured interview is a free interview where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection. The interview used only an outline of the problems to be asked.

<sup>40</sup>Stewart Cash, *Wawancara Observasi dan Focus Groups*, ( Jakarta: PT Raja Grafindo Persada, 2015),31.

<sup>41</sup>Atterberg, *Metode Penelitian Tindakan Komprehensif*,(Bandung: Alfabeta,2015),267.

However, this time the researcher will use semi structured interviews to find problems more openly, and where the parties invited to the interview had their opinions and ideas.

### 3. Document

Document is a way of collecting data that produces important notes related to the problem of research, so that complete, correct and not based on estimates such data will be obtained such as achievement index, number of children, population, etc. In social research, the function of data derived from documents is mostly used as supporting and complementary data for primary data obtained through in-depth observations and interviews.<sup>42</sup>

So the documents referred to here are documents referred to here are documents needed by researcher to complete this research. As follows details:

- a. Document about school profile
- b. Members of VIII Grade
- c. Picture
- d. Lesson plan

### F. Instrument Validity

In this part, the researcher attempted to establish the validity of the data findings in the field. In order to obtain valid findings, it necessary examiner credibility by using data validity techniques such as extending the

<sup>42</sup>Basrowi Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta:Rineka Cipta,2008), 158

presence of researcher in the field, more in depth observation, triangulation (using sources of theoretical research methods), discussions by colleagues, analysis of other case, tracking of discrepancies in result and checking of members.<sup>43</sup>

This research used source triangulation and triangulation technique. Source triangulation means from teacher and students, triangulation technique means from method, this is confirmed by several lesson plans and other document review.

#### 1. Data Analysis Technique

In this research, the researcher applied analysis data. According to Huberman.<sup>44</sup> As follows:

##### a. Data Condensation

Data condensation refers to the process of the selecting, focusing, simplifying, abstracting and or changing data appearing in written field notes, interviews, transcripts documents and other empirical material. With data condensation will be more powerful.

They need data condensation because the data obtained is complex so that, need to be focused on choosing the main or important things and looking for them and patterns.

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<sup>43</sup>Tim Penyusun IAIN Jember, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember :2016), 48.

<sup>44</sup>Miles Huberman, *Qualitative Data Analysis*, (USA: Sage Publishing, 2014),15-16.

b. Data Display

After the data is reduced, the next step is to present the data. In qualitative research data presentation can be carried out in the form of brief descriptions charts, relationships between category Miles and Huberman stated that the most often used in qualitative research to present data is narrative text.

After presenting data, the researcher began to find a picture in understanding the problem, so that at this stage the next step can be to sharpen the data and draw conclusions. The presentation of data related to the focus of this research is, how is the implementation and how is the evaluation of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi.

c. Verifying Conclusions

The third stage in qualitative data analysis withdrawal conclusion and verification. The conclusions put forward are still temporary, and change if they are not accompanied with evidence to support at the stage subsequent data collection. But when the conclusion presented in the early stages is supported by evidence when the researcher returns to the field to collect data, the conclusion is credible.

In this conclusion step can explain about, how is the implementation and how is the evaluation of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi.

## G. Research Procedures

In this section the researcher provided an overview of the stages related to the stages during the research. Starting with the pre-research stage, stage of field work and data analysis stage. As for the description in detail as follows:

### 1. Pre field research stages

#### a. Develop Research Design

This research was conducted starting from the problems in scope of events that take place and can be observed. Then, from the problem it was raised to the title research and create a matrix for further research communicated to the supervisor.

#### b. Choosing Research Fields

Before conducting research, the researcher first determined the location where the research conducted. On this research chooses the research location at SMPN 1 Banyuwangi.

#### c. Permit Processing

Before conducting research, the researcher took care of licensing in advance to the campus. Thus researcher could immediately carry out the stage of research after getting permission to conduct research at the site.

#### d. Field Assessing

After completing the necessary administration for permission during the research, the researcher must go through the process of self-

socialization with the state of the object of research, informants doesn't feel disturbed so that a lot of data can't be extracted or the informant accepts the presence of the researcher so any data can be extracted.

e. Selecting and Utilizing Informants

The important thing after socializing with our fields is the right choice of informants who were considered capable and provide more appropriate information during the process of research.

f. Preparing Research Instrument

After selecting the appropriate informants, the next was to prepare research instruments in order to the interests of data collection used in the data from of : observation, interview, and document activities.

2. Field research stages

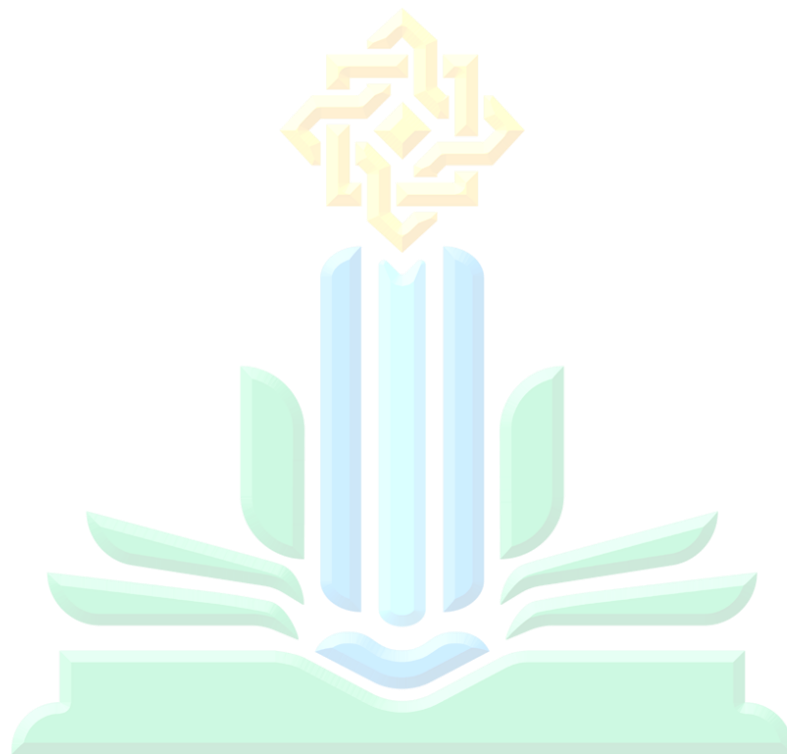
In this steps, researchers must pay attention to several provisions while in the field, namely: understanding the conditions, understanding the research setting, appropriate appearance with location habits. Act neutral and participate in activities and intimate relationships with and the subject determined.

3. Post field Research Stages

After all the data is collected, analyzed the whole data and then described it in the form of a report and consult with the supervisor. This



activity continued to be carried out by researcher so that, the supervisor states the result of this research are ready to be exam.



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## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that the use of audio lingual method in teaching speaking. The findings and discussion are explained as follows:

#### A. The Brief of Description Object

In this chapter, the researcher presents a brief description of the object and data presentation. History of SMPN 1 Banyuwangi

SMPN 1 Banyuwangi was in the Dutch colonial era. Initially, HIS (Hollandsch- Inlandsche School) was a school that was founded in Indonesia in 1914 in line with the enactment of ethical politics. HIS is a level of Low Education (Lager Onderwijs) or the equivalent of basic education now. Traces of being a Dutch school are still visible today in three ancient buildings that are still well-maintained.

However, the oldest archive of principal data that can be found is the principal who led it in 1948. In its journey, SMP Negeri 1 Banyuwangi has 18 people who have served as principals:

**Table 4.1**  
**Headmaster**

No	Name of Headmaster	Periode
1	R. Ng. Aboe Joesoef Hadi Widjojo	1948 – 1959
2	Ali Edyanto	1959 – 1966
3	R. Mudakir Wongsoatmojo	1966 – 1969
4	Moh. Sajidi	1969 – 1980

No	Name of Headmaster	Periode
5	Tohirin	1980 – 1983
6	Samsi Niti Hdi Wasito	1983 – 1988
7	Utomo, B.A	1988 – 1990
8	Edy Suryadi	1989 – 1991
9	Soejoto, B.A	1991 -1994
10	Mudhofir Alwie	1994 – 1998
11	Purwoto	1998 – 1998
12	Soewarto, Sm.Hk.	1998 – 2004
13	Drs. Sutiyono, M.M.	2004 – 2006
14	Drs. Sujanto, M.M.	2006 – 2008
15	Dra. Hj. Enny Purnamaningrum, M.Pd	2008 – 2013
16	Drs. H. Sujiyanto, M.M.	2013 – 2014
17	Drs. H. Samsuddin Ali, M.Pd.i.	2014 – 2017
18	Supriyadi, S.Pd., M.Pd.	2017 - sekarang

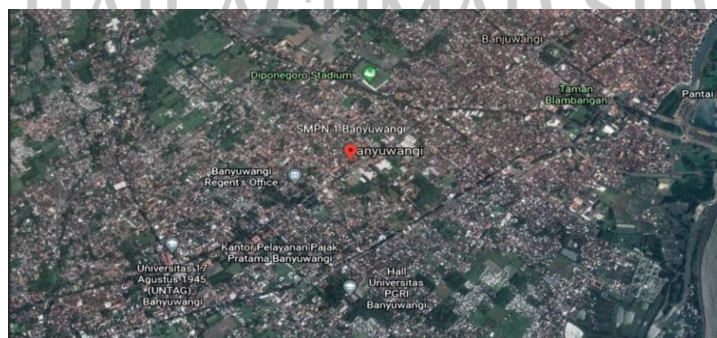
Data Source: SMPN 1 Banyuwangi

#### 1. The Geographic Location of SMPN 1 Banyuwangi

**Table 4.2**  
**Geographic Location of SMPN 1 Banyuwangi**

City	Kab. Banyuwangi
Province	Jawa Timur
Districts	Banyuwangi
Ward	Taman Baru
Postal code	68416

The following shows the location of SMP Negeri 1 Banyuwangi on a map taken from satellite photos:



**Picture 4.1**  
**Google Map**

Location of SMP Negeri 1 Banyuwangi on the map (source: google map)

Judging from the socio-economic strategy, the condition of SMP Negeri 1 Banyuwangi showed that it is located in the center of Banyuwangi Regency. This can be utilized as a center for learners' learning resources in adding insight, knowledge and developing life skills . In addition, it also has an impact on the mindset and behavior of students in developing and applying an orderly culture, a culture of discipline, a culture of manners and work ethic. The social conditions of the community around the school vary according to the level of welfare.

## 2. Vision and Mission of SMPN 1 Banyuwangi

### a. Vision

Noble character, achievement, cultured and global perspective

### b. Mission

1) Carry out routine and incidental activities by integrating the values of the main character which are carried out creatively and innovatively.

2) Implementing Peer Fostering Students (SAS), Friday alms, ZIS (Zakat, Infak, Alms) programs, social volunteers and others that are increasingly able to foster a social spirit.

3) Implementing an increasingly quality learning process by applying various approaches, methods, techniques and learning strategies of contextual learning (students centered, joyful learning, cooperative learning, quantum learning).

- 4) Implement self-development programs that further develop organizational, leadership, entrepreneurship, scientific, literacy, arts, sports, and entrepreneurship skills as well as environmental conservation.
  - 5) Implement Education Partnership programs (family, school, community) and Child Friendly Education to realize an integral and humanist education.
  - 6) Organizing all ICT-based infrastructure and school administration in developing schools towards e-schools.
3. Facilities of SMPN 1 Banyuwangi Area

Based on the finding data documentation by the researcher, SMPN

1 Banyuwangi Area has some facilities as a follow:

**Table 4.3**  
**List of Facilities of SMPN 1 Banyuwangi**

No	Facility	Total
1.	Headmaster's Room	1
2.	Student's Room	24
3.	Mosque	1
4.	Bathroom	4
5.	Laboratory	8
6.	Canteen	3
7.	school health Unit	1
8.	Gazebo	1
9.	Administration's Room	1
10.	Osis's Room	1
11.	Counseling Guidance's Room	1
12.	Teater's Room	1

#### 4. Extracurricular

1. Intra-school students organization
2. Basketball
3. Volley
4. Scout
5. Music tradisional
6. Red Cross society
7. Journalism
8. Karate
9. Mosque Community
10. English club

#### **B. Data Presentation**

A research should be provided with data serving as the main of research, that this data would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique. Researcher described, elaborated and interpreted data so that become whole description.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

1. The implementation of audio lingual method in teaching speaking
  - a. Arranging the Procedure of Learning Audio Lingual Method

At this stage, the teacher before carrying out activities in class, of course, must prepare in advance, so that when in class, he was not confused about what to do. Based on the results of an interview with Mr. Dana as an English teacher in class VIII, he said,

*“ Tentunya sebelum melakukan kegiatan di kelas saya menyiapkan materi, dan setiap mengajar saya merasa mendapatkan tantangan tersendiri bagi saya yaitu, ketika proses kegiatan belajar mengajar yaitu bagaimana mengajak semua murid supaya aktif di kelas pada saat proses pembelajaran, karena tidak semua murid bisa aktif dalam pembelajaran di kelas”*

"I always prepare the lesson before starting the class, and I get challenge in every teaching to invite all students to be active during the learning process, because not all students able to active in class".<sup>45</sup>

The researcher concluded that before teaching and learning activities in the classroom the teacher prepared the material in the form of a dialogue, then Mr. Dana read out the dialogue then the student

followed and the dialogue was read until it was finished repeatedly until the student recited it correctly according to context. And Mr.

Dana when teaching in class VIII feels challenged, the challenge is that

when teaching always invites all students in the class to be active

during the learning process, but sometimes Mr. Dana finds some

students who cannot be active during the learning process.

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<sup>45</sup>RahmatSudana, Interviewing, Thursday,24<sup>th</sup> of March 2022

Then the results of the interview were proved by several students of the next class VIII. It was supported the researcher interview with the student named Kea related to the process of learning English with the ALM method, show that,

*“sebelum memulai kegiatan, guru membuka dengan berdoa, kemudian memulai materi dan menjelaskan, terkadang terdapat games (ice breaking) yang telah diberikan oleh guru”*  
 "Before starting the activity, the teacher opens the class by reciting doa first, then continued to explain the material, sometimes the teacher conducts games (ice breaking) that have been prepared before" <sup>46</sup>

From the results of the interview, the researcher concluded that according to Kea before the learning activity, the teacher did a prayer together so that when learning was given ease, then after praying, the teacher reviewed explaining the material, and sometimes before learning the teacher gave ice breaking or games so that the learning would be more enthusiastic after that continued with the material until it was finished.

The results of the next interview were recorded by the next student named Annisa, regarding the ALM learning procedure, namely,

*“Sebelum belajar kita berdoa, mendengarkan materi setelah itu spelling dan mengerjakan tugas”*  
 "Before starting the class, we pray first, then listen to the material, after that spelling and do the task" <sup>47</sup>

<sup>46</sup>Akira Keanu Maulana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>47</sup>AnnisaRachmawatiIrawan, Interviewing, 24<sup>th</sup> of May 2022



Based on the interviewing the researcher interview with the student named Annisa, the researcher concluded that what Annisa knew about the ALM learning procedure, namely before the study started, what must be done was to pray first, then listen to the material that was being delivered by the teacher, after that followed what was directed by the teacher, namely spelling and then do the tasks that had been given by the teacher.

Then the results of the next interview were proven by the next student named Angel, regarding the ALM learning procedure, namely,

*“Sebelum memulai pelajaran kita berdoa terlebih dahulu supaya kedepannya bisa lancar, setelah itu kita semua mendengarkan dan memahami materi yang sedang diberikan oleh Mr. Dana”*

"Before starting the lesson, we pray first, after that we all listen and understand the material that is given by Mr. Dana"<sup>48</sup>

Based on interviewing the researcher interview with a student named Angel, it can be concluded that, before the learning began, what was done is to pray together so that when the learning process runs smoothly and easily understand the material, and then after that listen and understand the material that has been delivered by Mr. Dana.

Then the results of the interview were strengthened again by the explanation given by the class VIII English teacher namely,

*“Cara saya mengatasi murid yang pasif di kelas yaitu dengan mengayomi, membesarkan hati mereka untuk terus mencoba, dan selalu memberikan sebuah apresiasi dengan berbentuk reward atau point tambahan kepada murid dengan tujuan supaya murid lebih semangat belajar dan aktif di kelas”*

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<sup>48</sup>Ni Kadek Angel, Interviewing, 24<sup>th</sup> of May 2022

"The way I use to face passive students in class is nurturing, encouraging them to keep trying, and always giving an appreciation in the form of rewards or additional points to students with the aim of making them more enthusiastic to learn and active in the class."<sup>49</sup>

Therefore, the researcher concluded from the results of an interview with Mr. Dana that Mr. Dana had his own way of overcoming students who are passive when learning, namely by nurturing and encouraging him to continue to follow the learning in this way that can arouse the enthusiasm and motivation of student learning, and not to forget Mr. Dana always gives an appreciation with gifts or additional points in the form of grades to students, because in that way Mr. Dana is convinced that students are always trying to be active.

Based on the researcher observation when in class, researcher found an activity before the teacher delivered the material to the students. There were three steps when learning the Audio-Lingual Method are opening, core activities and closing.

The following are the opening learning activities by the teacher



**Picture 4.2**  
**The teacher is Checking the Students and Greeting**

<sup>49</sup>RahmatSudana, Interviewing, Thursday, 24<sup>th</sup> of March 2022

- 1) Greeting
- 2) Pray
- 3) Check the attendance list

This observation is consistent with the documentation in the form of lesson plan at opening points A, B, and C, which are as follows:

*“Guru memberi salam (greeting), guru meminta siswa untuk memimpin doa sebelum memulai pembelajaran, dan guru memeriksa kehadiran siswa.”*

"The teacher greets the students, asks them to lead a prayer before beginning the lesson, and checks the students' attendance."

According to the text above, the researcher concluded that the results of the observation and support by the lesson plan are mandatory things to do before greeting activities, praying, and checking student attendance.

When the teacher has done the opening, the next step is Core activities. In the Core Activities there are four steps are; Observing,

Questioning, experimenting, and communicate. the following is the explanation of the Core activities:

- 1) Observing
  - a) The teacher asked to students for listen material that's being delivered
  - b) Pay attention to the teacher when explaining the material
  - c) Give the time period that students use to make observations.



**Picture 4.3**

**The teacher is Delivery Material to Students while the Students are paying**

This observation is supported by documentation in the form of lesson plan at points A in the core activity which are as follows:

*“Guru meminta siswa untuk mendengarkan dan memperhatikan guru saat menjelaskan”*

"The teacher asks students to listen and pay attention to the teacher when explaining"

According to the text above, the researcher concludes that the results of the observations and supported by the lesson plan, are that the teacher asks students to listen and pay attention to the teacher when practicing how to pronounce, so that there are no mistakes when students practice.

## 2) Questioning

- a) The students ask for additional explanations of information that has been obtained from the observing.
- b) The teacher and students follow-up the material
- c) The students clarify the information they get from the teacher



**Picture 4.4**  
**The teacher is giving the Question and Answer Session to students**

This observation is supported by documentation in the form of lesson plan at points B in the core activity which are as follows:

*“Dengan bimbingan guru, siswa menanyakan kalimat-kalimat yang belum diketahui.”*

"With the guidance of the teacher, students ask sentences that are not yet known."

According to the text above, the researcher concludes that the results of the observations and supported by the lesson plan, such as asking the meaning of sentences, and other information.

Then, the teacher follows up on the problems experienced by the students.

### 3) Experimenting

- a) the teacher conveys a few sentences or dialogue then the students repeat according to with the teacher says. Repetition is three times.
- b) Guru membagi siswa kedalam beberapa kelompok
- c) Kemudian peserta didik mempraktekan dialog tanpa diringi oleh guru.



**Picture 4.5**

**The teacher and students try to practice speaking  
and the students do assignment**

This observation is supported by documentation in the form of lesson plan at point C in the core activity which are as follows:

*“Siswa secara berpasangan atau berkelompok mempraktekan dialog yang diberikan oleh guru”*

"Students practice the dialogue given by the teacher in pairs or groups."

According to the text above, the researcher concludes that the results of the observations and supported by the lesson plan, the students practice the dialogue that has been given by the teacher in groups.

4) Associating

- a) The teacher gives an example to the student by means of a dialogue, then the student imitates according to the appropriate pronunciation.
- b) The activity of suppressing the dialogue is carried out 2-3 times in conveying a sentence or according to the student's truth.
- c) After that, the teacher divides the group and asks students to practice the new dialogue that has been given by the teacher

- d) When students practice the dialogue, the teacher listens and corrects if there are mistakes in pronunciation.
- e) Then the teacher conducts a question-and-answer discussion which is followed by the students.

This observation is supported by documentation in the form of lesson plan at point D in the core activity which are as follows:

*“Secara berkelompok peserta didik menggunakan ungkapan bahasa Inggris dan peserta didik menjawab pertanyaan guru tentang kegiatan yang dilakukan pada hari tertentu”*

“In groups, the students use English expressions, and answer the teacher's questions about activities on certain days.”

According to the text above, the researcher concludes that the results of the observations and supported by the lesson plan, the students can practice English expressions through dialogues given by the teacher and students, and the teacher also leads discussions together. The students can answer questions given by the teacher.

The last Activities was Closing, before end the lesson the teacher tried to repeat some of the material that has been delivered on the same day, after that the teacher gave motivated students and asks students to read prayers.<sup>50</sup>

This observation is supported by documentation in the form of lesson plan at points A and B in the closing which are as follows:

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<sup>50</sup>Obersvation, at SMPN 1 Banyuwangi of VIII Grade, Friday, 18<sup>th</sup> of March 2022

*“ Guru memberikan motivasi kepada murid dan meminta siswa untuk membaca doa setelah belajar”*

*“the teacher gave motivated students and asks students to lead prayers.*

According to the text above, the researcher concludes that the results of the observations and supported by the lesson plan, before end the lesson the teacher gave motivated to the students and asks them to lead a prayer before end the lesson.

b. Applying the technique of AudioLingual Method

In the Audio Lingual method, there are eleven techniques, but based on the researcher observation in the class only three techniques were; Dialog memorization, Question and answer drill and last is Repetition drill. Furthermore, to confirm the results of the observations, the researcher conducted interviews after learning activities with English teachers. The results of the researcher interview with Mr. Dana related to the technique used to teach English with the Lingual Audio method as follows,

*“Ya benar yang saya gunakan Teknik Dialog memorization, Repetition drill, dan Question and answer drill. Alasan saya menggunakan Teknik tersebut yaitu murid tidak hanya sekedar mendengarkan dan mengikuti kemudian menghafal dialog saja, akan tetapi saya mengajak murid dengan serius bagaimana melafalkan Bahasa Inggris dengan benar sesuai konteks”*

*"Yes, I do. I use Memorization Dialogue Technique, Question and Answer Drill and Repetition drill. The reason why I use these techniques is to make students not only listen and follow and then memorize dialogues, but also, I would like to invite students seriously on how to pronounce English correctly based on the context" <sup>51</sup>*

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<sup>51</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022



Based on observation in the class the teacher used Question and answer drill, Repetition drill and Dialog memorization. The following was the text used by the teacher during the learning process:

1) Repetition Drill

Teacher : Wow that's nice watch Jors

Students: Wow that's nice watch Jors

Teacher : Thanks! This is achieves one when I get

Students : Thanks! This is achieves one when I get

Implementing this dialogue to the first student, the teacher repeated each sentence then the teacher gave instructions to the students then the teacher practice and the students follow it, each sentence was repeated three times.

After that, to deepen the student's pronunciation, the teacher divided into 2 groups, namely in lines line of seat one and two groups 1 and line of seats three and four groups 2. If all of them is evenly distributed, you can do the repetition drill technique.



**Picture 4.6**

**The teacher Practice the dialog with students 1<sup>th</sup> group**

Teacher : Wow that's nice watch Jors

Students: Wow that's nice watch Jors ( students line one and two)

Teacher : Thanks! This is achieves one when I get

Students : Thanks! This is achieves one when I get ( students line one and two)

Practicing the dialogue only once, and after that, it was continued with group 2.



**Picture 4.7**

**The teacher Practice the dialog with students 2<sup>nd</sup> group**

Teacher : Wow that's nice watch Jors

Students: Wow that's nice watch Jors (students line three and four)

Teacher : Thanks! This is achieves one when I get

Students : Thanks! This is achieves one when I get ( students line three and four)

Practicing the dialogue is only once time and after that it is repeat together.



**Picture 4.8**  
**The teacher and the students Practice dialog together**

Teacher : Wow that's nice watch Jors

Students: Wow that's nice watch Jors

Teacher : Thanks! This is achieves one when I get

Students : Thanks! This is achieves one when I get.<sup>52</sup>

2) Question and Answer drill

Teacher : I was at School

Students :I was at School

Teacher : Not?

Students :I was not at School

Teacher : was?

Students : was I at School

How to implement this dialogue the teacher pronounced the sentences and the students listen after that the teacher gave instructions to the students.

After that, to deepen the student's pronunciation, the teacher divided into 2 groups, first group was boys and second group was girls.

<sup>52</sup> Obersvation, at SMPN 1 Banyuwangi of VIII Grade, Friday, 18<sup>th</sup> of March 2022

If all of them was evenly distributed, you can do Question and Answer drill.

Teacher : I was at School (Boys)

Students :I was at School (Girls)

Teacher : Not? (Boys)

Students :I was not at School (Girls)

Teacher : was? (Boys)

Students : was I at School (Girls)



**Picture 4.9**

**The students Practice dialogue using Question and Answer drill**

Practicing the dialogue was only once and after that it is repeat together.

Teacher : I was at School

Students :I was at School

Teacher : Not?

Students :I was not at School

Teacher : was?

Students : was I at School



**Picture 4.10**  
**The students and the teacher Practice dialogue using Question and Answer drill together**

### 3) Dialog Memorization

Based on observation in the class the researcher found in this section the teacher only provided information by showing a picture then sharing it with the student teacher group, and inviting students at the end of the lesson to memorize the dialogue.<sup>53</sup>



**Picture 4.11**  
**The teacher showing short dialogue for memorize to students**

Based on interviewing the researcher interview with Mr. Dana concluded that the technique used when using the ALM method is the Dialogue memorization , Repetition drill and Question and Answer Drill then, Mr. Dana had the reason for used

<sup>53</sup> Obersvation, at SMPN 1 Banyuwangi of VIII Grade, Tuesday, 24<sup>th</sup> of May 2022

this technique is that the student who is taught is not just listened and followed and then memorizing the dialogue but, always invited students seriously and teach how to pronounce English correctly with according to context.

Then when used the ALM method with the Dialogue memorization, Repetition drill and Question and answer drill in the learning process the researcher could be clarified with English teacher about problem when used techniques. The results of the researcher interview with Mr. Dana related to the ALM Technique, namely,

*“ketika menggunakan Teknik ini tidak sepenuhnya bisa berjalan mulus karena, ini proses belajar kendala yang terjadi yaitu murid sering terjadi kesalahan pada saat melafalkan dan rhytm terkadang kurang tepat, cara saya mengatasi permasalahan tersebut yaitu mengulangi kalimat dengan benar dan sesuai gaya Bahasa, terus mengulangi sampai murid benar-bener paham”*

"sometimes, the technique I use does not run smoothly. For instance, the students are often wrong to pronounce the word, moreover the students' rhytm is not quite right. The way to overcome the problem is repetition sentences correctly till the students really understand to pronounce it"<sup>54</sup>

Therefore, the researcher concluded from the results of the interview with Mr. Dana, when using the Technique Memorization Dialogue , Repetition drill and Question and Answer drill in the learning process, which is not fully able to run smoothly because, it is still the learning process when in class there were obstacles

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<sup>54</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022

obtained, namely students often made mistakes when reciting and sometimes encounter inappropriate rhyme, and then Mr. Dana has a way to overcome the problem is by repeating sentences which is given by adjusting the language style until the student fully understands.

Then the researcher re-strengthened the results of the interview again with Mr. Dana regarding teaching principles using the ALM method of memorization dialogue techniques and repetition drills. The results of the interview are as follows,

*“Prinsip saya ketika saya mengajar karena ini model drilling, sebelum saya sampaikan ke murid saya siapkan secara matang-matang supaya materi yang saya sampaikan bisa merespon dengan cepat dan mudah dipahami, dan selalu mengecek situasi dan kondisi di kelas dan kita sebagai guru harus tetap siap dengan keadaan apapun”.*

"My principle when I teach English is preparing the lesson carefully so that the material I have prepared able to be understood well, and I always check the students' situation and conditions. As the teacher, we must be ready for every situation".<sup>55</sup>

Therefore, the researcher concluded that this learning uses the Repetition model, therefore, Mr. Dana always adheres to the principle when teaching, namely before giving material to students he is a man, so prepare in depth so that when the material is given to students can respond quickly and understand and not forget to always check the situation and conditions in class and Mr. Dana is always ready for any circumstances.

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<sup>55</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022

Then the results of the interview were reaffirmed about if the situation and conditions in the classroom when it did not match what was expected. It was supported the researcher interview with Mr. Dana are as follows,

*"Prinsip saya sebagai guru selalu berusaha memotivasi murid supaya selalu semangat belajar, selalu mengajak murid dengan memperkenalkan suatu hal baru, salah satunya seperti, beberapa Teknik yang ada di yaitu: Dialog memorize, repetition drill, Question and Answer drill dan ice breaking."*

"My principle as the teacher is always to try to motivate students to always be enthusiastic in learning, invite students with positive things and introduce new things, such as Memorization dialogue, repetition drill, and ice breaking technique before starting the lesson. "<sup>56</sup>

Based on interviewing the interview, the researcher concluded that when the teacher though in class, he found situations and conditions that are not in accordance with what is expected, namely Mr. Dana as an English teacher always tried to invite positive things and motivate students to always be enthusiastic about learning, and did not forget to always introduce new things to students such as with memorization dialogue techniques and repetition drills and sometimes also before starting lessons do Ice breaking first in order to arouse the enthusiasm for learning of students.

The researcher found that English teachers used the Lingual Audio method, especially in Speaking, which only used two

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<sup>56</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022



techniques including: Dialog memorization and Repetition drill then the technique is applied to students during teaching and learning activities. With the technique, it could make it easier for teachers to implement methods for students.

The researcher also found that when the learning process took place, some students were not enthusiastic in participating in activities in class later, Mr. Dana approached the student and asked then gave motivation to the student so that he was enthusiastic about participating in learning activities in class and in the end invited all students in the class to ice breaking with the aim of arousing the spirit of learning because English learning is in the last hour.<sup>57</sup>

c. Advantage and Disadvantage Audio Lingual Method

Each method has advantages and disadvantages, because, with the combination of methods, it does not escape consideration based

on the advantages and disadvantages of the chosen method. The results of the researcher interview with Mr. Dana regarding the

Advantage Audio Lingual are as follows,

*"Advantage dari metode Lingual Audio adalah bahwa hal itu banyak berubah ketika saya menerapkan metode ini, tentu saja, pada awalnya siswa sering pasif untuk menjadi lebih aktif, dapat melatih keterampilan berbicara Bahasa Inggris siswa dan pada saat yang sama menambah wawasan siswa."*

"The advantage of the Lingual Audio method is always changing a lot when I applied this method, initially students

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<sup>57</sup>Obersvation, at SMPN 1 Banyuwangi of VIII Grade, Friday, 18<sup>th</sup> of March 2022

were often passive to become more active, train students' English speaking skills."<sup>58</sup>

Based on interviewing the researcher interview with Mr. Dana, it can be concluded that it gets a change when applying the Audio Lingual method, which initially encounters many students who are passive in class later, when applying ALM students become more active, and in addition this method is considered to be able to train students' English speaking skills and can also increase students' insights.

Then researcher reiterated related to Disadvantage when using ALM. The results of the researcher interview with Mr. Dana regarding Disadvantage when using the Lingual Audio method are as follows,

*"Kekurangan ketika diterapkan di kelas adalah bisa membuang waktu karena dalam cara ini saya menggunakan Teknik Dialog Hafalan dan latihan Pengulangan, selain itu juga berdampak pada siswa, yaitu terkadang ada pengulangan, ada beberapa siswa yang merasa bosan dan ada yang tidak merasa bosan, dan juga berdampak pada saya, yaitu dalam metode ini dapat menguras energi saya"*

"the Disadvantage of audio lingual method is it can waste the time because in this method, I use the Memorization Dialogue Technique, Question and Answer drill, Repetition drill, besides, it also has an impact on students, sometimes there are some students who feel bossy and some who do not feel bossy, and it also has an impact on me, because this method able to drain my energy"<sup>59</sup>

Therefore, the researcher concluded the results of the interview that when Mr. Dana the ALM method can waste learning

<sup>58</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022

<sup>59</sup>Rahmat Sudana, Interviewing, Friday, 24<sup>th</sup> of March 2022

time because this method applied 3 techniques, namely dialog memorization, Question and Answer drill and Repetition drill, and not only that in the Audio Lingual method it found Disadvantage, namely there are some students who feel bossy and there are also some students who remain enthusiastic about participating in learning activities in class, and the subsequent impact is also there for English teachers to feel that when using the Lingual Audio method it can be draining.

The conclusion of implementation of ALM divided to: the goals of ALM which is the teacher use this method is the Students always can interested to study. Procedure of ALM divided into 3 activities are: opening, core activities and closing. Technique of ALM are dialogue memorization, repetition drill and question and answer drill. Advantage of this method train to Students to speak English and disadvantage of this method is the Students feel bored and the English Teacher drain the energy.

## 2. The evaluation of audio lingual method

After the learning process is carried out, it is necessary to have an evaluation for students, learning evaluation is very important to do because with the evaluation of learning we can find out whether or not a learning system applied by the teacher is effective. Because if the teacher does not evaluate the same, the teacher has no development in designing the learning system.

There were 3 kinds of evaluation which were used at SMPN 1 Banyuwangi, it was delivered by the teacher Mr. Dana

a. Question and Answer Drill

The first evaluation which was implemented by the teacher in teaching speaking skill at smpn 1 Banyuwangi was dialog Question and Answer Drill. It was supported by Mr. Dana stated that:

*“Ya, mbak saya memakai Question answer drill, dan meningkatkan kemampuan berbicara “*

*“Yes, I use Question answer Drill technique to increase the students’ speaking skill ”<sup>60</sup>*

Based on interviewing the researcher with Mr. Dana it can be concluded that, English teachers used the evaluation of the Audio Lingual Method with the Question and Answer Drill Technique, with the aim of increasing student confidence and can improve students' abilities when speaking in front.

It was supported by Mr. Dana as the teacher of English of VIII Grade. He is explained as follows:

*“cara saya mengevaluasi yaitu saya berikan contoh dengan membacakan dialog kemudian saya praktekan ke murid, saya bacakan per kalimat pertanyaan kemudian murid menjawabnya sesuai teks yang saya sediakan”*

*“The way I evaluate is by giving example of reading the dialogue then I practice it to the students, I read the the questions and ask student to answer it ”<sup>61</sup>*

Based on interviewing the researcher with Mr. Dana it can be concluded that, The way Mr. Dana evaluating the students with the

<sup>60</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>61</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

Question and Answer Drill Technique was first to read the dialogue then practice it to the student then Mr. Dana reads the multiplication then the student answers according to the text giving in relation to the dialogue that has been read by Mr. Dana.

Based on the results of the evaluation using the Question and answer drill technique, namely: the sentences conveyed can attract students, and can provide opportunities for students to ask questions so the class looks effective, besides that the vocabulary is according to student's abilities so that students can pronounce correctly.

When the teacher uses the Question and answers drill technique evaluation, the teacher's voice is less consistent in conveying so that students experience confusion.<sup>62</sup>



**Picture 4.12**  
**The Teacher and the Students Practice about Question and Answer Drill**

b. Dialogue memorization

The second evaluation which was implemented by the teacher in teaching speaking skill at SMPN 1 Banyuwangi was Dialogue Memorization. It was supported by Mr. Dana explanation as follows:

<sup>62</sup> Observation, at SMPN 1 Banyuwangi of VIII Grade, Tuesday, 24<sup>th</sup> of May 2022

*“Biasanya saya mengevaluasi siswa itu menggunakan dialog activity, untuk mempersingkat waktu saya bagi 2 kelompok dengan percakapan dua peran laki dan perempuan, saya kasih waktu 3 menit untuk menghafal.”*

“I evaluate the students by using the dialogue activity, I divide students into two groups, include boys and girls, I give three minutes to memorize .”<sup>63</sup>

Based on interviewing the researcher with Mr. Dana it can be concluded that, the way the teacher applied the dialogue memorization was to applied about the activity dialogue, for the shorten the time Mr. Dana divided into 2 groups with a conversation of 2 roles that boys and girls after that, Mr. Dana gave about three minutes to memorize the dialogue.

After that about the purpose of Dialogue Memorization. It was supported by Mr. Dana explanation as follows:

*“tujuan saya menggunakan dialog yaitu untuk melihat kemampuan siswa dalam pengucapan, tata Bahasa, kosakata karena bagi saya menghafal percakapan singkat membuat siswa dapat berlatih sehingga dengan pengulangan siswa tidak ada kesalahan untuk berbicara”*

“the goal I use the dialogue is to see the students’ abilities in pronunciation, grammar, vocabulary because memorizing short conversations will make students able to practice. So that, by repeating, the students will not make mistake to speak”<sup>64</sup>

Based on interviewing the researcher with Mr. Dana it could be concluded that, Mr. Dana's goal was using the Memorization dialogue technique, which was to train students' abilities, especially in pronunciation, grammar, and vocabulary because according to Mr.

<sup>63</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>64</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

Dana, memorizing short conversations can allow students to practice and with repetition the students there is not mistakes to speak.

Based on the results of the evaluation using the Dialog memorization technique, which is: the dialogue text provided can attract students, so students can easily understand the contents of the dialogue and can express themselves when practicing dialogue.

When using the Dialog Memorization Technique, which was initially a passive class atmosphere, it became active, besides that it also made students confident to practice English in class, especially in speaking.<sup>65</sup>



**Picture 4.13**

**The Teacher is Showing the Dialogue to the Students**

#### c. Repetition Drill

The third evaluation which was implemented by the teacher in teaching speaking skill at SMPN 1 Banyuwangi was Repetition Drill. It was supported by Mr. Dana explanation as follows:

<sup>65</sup> Observation, at SMPN 1 Banyuwangi of VIII Grade, Tuesday, 24<sup>th</sup> of May 2022

“ya saya juga menggunakan repetition drill”  
 “yes,I use Repetition drill”<sup>66</sup>

Based on interviewing the researcher with Mr. Dana it can be concluded that, Mr. Dana used Repetition Drill technique.

After that about how to evaluation of Repetition Drill. It was supported by Mr. Dana explanation as follows:

*“saya melakukan evaluasi Teknik ini pertama saya berikan contoh kalimatnya dengan materi kita pelajari, kemudian siswa menulis setelah itu membacakan hasil tulisanya supaya mengetahui sejauh mana kemampuan siswa tersebut”.*

“there are some steps I evaluate students, first I give them example of sentence that related to the material, second, I ask students to write, third, I ask students to read the result of their writing to find out the extent of the student’s ability”<sup>67</sup>

Based on interviewing the researcher with Mr. Dana it can be concluded that, the way the teacher evaluates the student by giving example sentences with the material was being studied, then the student wrote and read the results of his writing with the aim of knowing the extent of the student's ability.

After that about the purpose of Repetition Drill. It was supported by Mr. Dana explanation as follows:

*“tujuan karena ini model drilling ya jadi melatih berbicara siswa dengan sesuai konteks sehingga murid bisa berbicara tanpa ada kesalahan karena sudah ditulis dan dibaca secara berulang”*

“The purpose of using drilling is to train students’ speaking which related the context of the materials. so that, the students can speak English correctly because it has been written and read repeatedly”<sup>68</sup>

<sup>66</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>67</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>68</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022



Based on interviewing the researcher with Mr. Dana it can be concluded that, the purpose of applying this technique was because this technique was a drilling model so that it can train students to speak with the existing context so that students can speak without any mistakes because they have been written and read repeatedly.

Based on the results of the evaluation using the repetition drill technique, namely: there are several sentences when given to students it is difficult to pronounce so that students are difficult to pronounce and there is a repetition of sentences many times. The goal is that students can pronounce well according to context.

When evaluating using the repetition drill technique, the class becomes effective even though some students practice with inappropriate intonation. This technique also makes students bored, because the teacher practices the sentences and repeats them several times.<sup>69</sup>



**Picture 4.14**  
**The Teacher and The Students Practice Dialogue Repetition Drill**

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<sup>69</sup> Observation, at SMPN 1 Banyuwangi of VIII Grade, Tuesday, 24<sup>th</sup> of May 2022

It was supported by several students of the next class VIII. It was supported by student named Kea related on how the teacher evaluated learning and what difficulties are obtained during the learning evaluation process as follows,

*“Cara guru mengevaluasi kita lebih tepatnya bukan untuk menyalahkan dan tidak secara langsung memberikan tugas tetapi untuk memberikan 1 sampai 2 kali penjelasan materi yang telah diajarkan. Apa yang saya rasakan ketika mengikuti evaluasi terkadang terasa sulit, namun dengan diberikan evaluasi kita bisa berpikir lebih jernih dan apa yang disampaikan berjalan dengan lancar”*

"The way the teacher evaluate us is more precisely not to blame and directly give the task, but to give one to two times explanation of the material that has been taught first. I always feel difficult when the teacher gives us evaluation. However, by giving an evaluation, we can think more clearly about the teachers' explanation."<sup>70</sup>

Based on interviewing the researcher with Kea it can be concluded that, when the teacher evaluated the student, the teacher does not immediately gave the question or test first, but the teacher conveys 1 to 2 times the explanation of the material that has been taught. Then Kea also sometimes found it difficult with what is given when doing the questions, however, with the difficulties felt Kea argues that with the Evaluation we can think more clearly and what the teacher has conveyed goes smoothly.

It was supported by student named Annisa, regarding the way the teacher evaluating learning and what difficulties are obtained during the learning evaluation process, namely,

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<sup>70</sup> Akira Keanu Maulana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

*“ketika guru memberikan evaluasi, yaitu guru memberikan materi terlebih dahulu, kemudian guru menjelaskan setelah itu kita diuji sehingga kita lebih tahu. Saya tidak merasa kesulitan karena saya mencoba memahami dan fokus pada apa yang diajarkan”*

"the teacher evaluates student by giving material first, then the teacher explains the materials. It continued to give us teste. I don't find it difficult because I try to understand and focus on what the teachers teach." <sup>71</sup>

Based on interviewing the researcher with Annisa it can be concluded that, before the teacher gave an evaluation to the students, the teacher gave the material first, then the teacher explained with the material given after everything is finished, then the teacher evaluated with the aim of knowing and understanding better. Annisa also did not find it difficult because Annisa always tries to understand and focus on the napa that has been taught.

It was supported by student named Angel. Regarding the way the teacher evaluated and what difficulties were felt at the time of the evaluation as follows,

*“cara guru mengevaluasi kita adalah mengambil materi minggu lalu kemudian diberikan Tes atau pertanyaan. Saya tidak merasa kesulitan ketika mengerjakan karena saya mencoba memahami materi yang telah diberikan oleh Mr. Dana.*

"the teacher evaluates student by taking materials which has been taught last week, then we are given a Test or question. I didn't find it difficult when working on it because I try to understand the material given by Mr. Dana." <sup>72</sup>

Based on interviewing the researcher with Angel it can be concluded that, before the Teacher gave the evaluation, it was to repeat

<sup>71</sup>Annisa Rachmawati Irawan, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>72</sup> Ni Kadek Angel PM, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

the material that had been carried out by Mr. Dana last week, and after the repetition was completed, a Test or Question would be carried out. Angel also didn't find it difficult when doing the Questions because, Angel tried to understand the material giving by Mr. Dana.

It was supported by Mr. Dana regarding the inhibiting factors when conducting the evaluation. It was supported by Mr. Dana as follows,

*“ Ada faktor penghambat karena, pembelajaran bahasa Inggris di jam terakhir. Dan saya menemukan tantangan bagaimana cara membuat siswa kita jadi semangat serta konsentrasi karena, pada saat itu siswa mulai bosan untuk berfikir”.*

"There is an inhibiting factors in teaching English because English language learning is in the last time. And I found a challenge how to motivate and concentrated students, because at that time students were getting tired of thinking."<sup>73</sup>

Based on interviewing the researcher with Mr. Dana concluded that there is an inhibiting factor when evaluating students, namely Mr. Dana feels that he has a challenge when he is in class, which was about how to arouse student motivation and concentration during the learning process activities because, the implementation of English learning is in the last time, therefore students have begun to get tired of thinking.

It was supported by Mr. Dana regarding supporting factors when conducting the evaluation. It was supported interview as follows,

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<sup>73</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

*“Ya tentunya juga ada faktor pendukung yaitu, murid sudah menguasai materi dengan kuat karena, tentunya sebelum saya memberikan Tes saya mereview materi yang pernah kita diskusikan”*

“ Of course, there is a supporting factor, the students have mastered the material strongly because before I give the test I reviewed the material we have discussed.”<sup>74</sup>

Based on interviewing the researcher with Mr. Dana concluded from the results of the interview that there were supporting factors at the time of the evaluation activity, because Mr. Dana before conducting the learning evaluation explained the material that had been given last week. So, when the teacher has conducted an evaluation, the teacher known the student's success about how understanding the student is about the material that has been given.

It was supported by Mr. Dana about regarding the success of the students when conducting evaluation. It was supported interviewing by Mr. Dana as follows,

*“Tolak ukur keberhasilan siswa terletak pada, jika siswa itu sendiri berhasil menanggapi apa yang kita katakan dan kemudian diberi Latihan atau tes mampu mengerjakan dapat dikatakan berhasil”*

"The indicator of students successfully is how the students respond to what we say and then given an exercise or Test, if the students able to do the test, it can be said successful."<sup>75</sup>

Based on interviewing the researcher with Mr. Dana concluded from the results of the interview that, the way Mr. Dana measured the student's decline for success lies in when the student himself managed

<sup>74</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

<sup>75</sup>Rahmat Sudana, Interviewing, Tuesday, 24<sup>th</sup> of May 2022

to respond quickly to what we have said, after which he was given a Practice or Test and if he can do it, it can be said to be successful.

Based on observations when in class, because the English subject was in the last time so the researcher found a gap, the gap that there were some students who were still active and enthusiastic in the learning process and also students who were bored when participating in learning process activities in class. Not only that, when this ALM method was applied in English learning, it is very time-consuming in the Technique Dialog Memorization, Repetition Drill, and Question and Answer Drill because, to apply material such as a dialogue it repeated about 3 times or until the student's pronunciation is smooth, correct and in context.<sup>76</sup>

So, the conclusion of the evaluation of the ALM method consist to 3 techniques which is: memorization dialogue, question and answer drill, and repetition drill. After that, when evaluation the teacher have

way which is the teacher could prepare the dialogue. Then, to improve the students' ability, the teacher can repeat each sentence until it is correct and in context.

Then, to improve the students' speaking ability, the teacher can repeat each sentence until correct with the context. And to increase the confidence of the students, the teacher gave the task of memorizing the dialogues that had been given by Mr. Dana.

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<sup>76</sup>Obersvation, at SMPN 1 Banyuwangi of VIII Grade, Friday, 18<sup>th</sup> of March 2022

**Table 4.4**  
**Research finding**

NO	Focus	Research Finding
1.	Implementation	<p>a. Learning objectives Audio Lingual Method The learning objectives applied by Mr. Dana are to invite students to be more active and respond quickly when teaching and learning activities.</p> <p>b. Procedure of learning Audio Lingual Method</p> <ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Opening</li> <li>3. Core activities               <ol style="list-style-type: none"> <li>a. Observing</li> <li>b. Questioning</li> <li>c. Experimenting</li> <li>d. Communicate</li> </ol> </li> <li>4. Closing</li> </ol> <p>c. Technique of Audio Lingual Method</p> <ol style="list-style-type: none"> <li>1. Dialogue Memorization</li> <li>2. Question and Answer Drill</li> <li>3. Repetition Drill</li> </ol> <p>D. Advantage and Disadvantage learning Audio Lingual Method</p> <ol style="list-style-type: none"> <li>1. Passive to be active</li> <li>2. can train students' English speaking skills as well as add insight.</li> </ol> <p>Disadvantage,</p> <ol style="list-style-type: none"> <li>1. can waste of time</li> <li>2. Made students bored</li> </ol>
2.	Evaluation	<p>Evaluation of Audio Lingual Method</p> <ol style="list-style-type: none"> <li>1. Question and Answer Drill</li> <li>2. Dialogue Memorization</li> <li>3. Repetition Drill</li> </ol> <p>Assessment of Speaking</p> <ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Pronunciation</li> <li>3. Vocabulary</li> <li>4. Fluency</li> <li>5. Comprehension</li> </ol>

## C. Discussion Finding

In the discussion, the findings of previous researcher were obtained from the field through interview, observation and documentation techniques at SMPN 1 Banyuwangi. This section discusses the relationship between the data found in the field and the relevant theories. This discussion is detailed based on the research questions that have been determined. There are several findings that have been summarized as follows:

### 1. The implementation of Audio Lingual in teaching speaking

#### a. The determining the goal of learning Audio Lingual Method

Based on research from interview observations and documentation the goals teaching English with Audio Lingual Method is to invite the students to understand English and Mr. Dana said teaching English with this method is to invited the students to be active in the class and get fast respond furthermore, to invite the students to understand English with correctly and can speak English with normal speed.

So the use of Audio Lingual not only to used introduction learning method. This is in accordance with the understanding by Kakunta which is that understanding English easily and invite to the students speak English with normal speed.<sup>77</sup>

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<sup>77</sup> KebsonKakunta, "Microteaching: Audio Lingual Method", *Journal Educational Verkenning (JEV)*,1,1 (2020) : 26. <https://doi.org/10.48173/jev.v1i1.27>



so, we knew that, the purpose of Audio-Lingual Method can increase insight the students and when applied with learning make the class not monotonous.

b. Arranging the procedure of learning Audio Lingual Method

Based on research from interview observations and documentation before carrying out activities in class, the thing that needed to be prepared is material.

The way teachers carry out learning activities using Audio Lingual Method is that there are 3 activities including; opening, core activities and closing.

Opening is activities achieve a for condition of being ready to learn before entering the stage of core learning activities. After that is core activity, in this session the teacher delivered the material first after that, the teacher and the students follow up the materials than, the teacher read the dialogue and the students listen it.<sup>78</sup>

The teacher does not immediately read the dialogue, but the teacher reads the sentence then the students followed it, the activity is carried out repeatedly until the pronunciation is correct or a maximum of three times.

c. Applying The Technique of Audio Lingual Method

Based on research from interview observations and documentation in the Audio Lingual method can use several techniques

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<sup>78</sup> Jack C. Richards, *Approaches and Methods in Language Teaching*, (Cambridge: University press ,2001),58.

to apply to students in the classroom. It can be explained that the use of the Audio Lingual Method Technique in English language learning, especially speaking based on the presentation of the findings above.

This understanding there is a similarity with Lansen-Freeman expression which states that, Dialog memorization, Question and answer drill, Repetition drill<sup>79</sup>

The teacher uses this technique, students not only listen and followed and then memorize dialogues, but I invite students seriously how to pronounce English correctly according to context.

#### d. Advantages and Disadvantages Audio Lingual Method

Based on research from interview observations and documentation of VIII Grade at SMPN 1 Banyuwangi the researcher found that learning English with the ALM method, which is the researcher found advantages and disadvantages during the learning process, when learning material there are three activities technique are Question and Answer drill, Dialogue Memorization, and Repetition drill.

The teacher gave a dialogue to the students than the teacher read the dialogue and the students followed it after that the teacher ordered for memorized the dialogue.

Advantages for this activities is made the students passive to active and the same understanding with Kakunta which is this method

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<sup>79</sup> Diane Lansen- Freeman, *Techniques and principles in Language Teaching*. (2<sup>nd</sup>ed.). (Oxford : Oxford University Press , 2000), 49.

can applied to class, this method can gave a practice speaking, also this method can develops language skill that is speaking, reading and writing, this method can made students active in the class.<sup>80</sup>

ALM besides having advantages when applied in the learning process, this method also has disadvantages. The researcher found from observation, interview, and documentation is when the teacher used Audio Lingual Method there were some students who already felt bored and tired of these activities and also waste learning time, and the teacher drain the energy.

Kakunta said when using this method the teacher needed extra skills because when the teacher reads a sentence, the student must followed and repeat three times and then memorize it with the aim that students' English pronunciation is perfect, even though these activities make students bored and tired.<sup>81</sup>

## 2. Evaluation of Audio Lingual Method in Teaching Speaking

Based on research from interview observations and documentation of VIII Grade at SMPN 1 Banyuwangi the researchers found that learning English with the ALM method is used three technique are Question and Answer drill, Dialogue Memorization and Repetition drill, The explanation is as follows:

<sup>80</sup> Kebson Kakunta, "Microteaching: Audio Lingual Method", *Journal Educational Verkenning (JEV)*, 1, 1 (2020): 25-29, <https://doi.org/10.48173/jev.v1i1.27>.

<sup>81</sup> Kebson Kakunta., 25-29. <https://doi.org/10.48173/jev.v1i1.27>

a. Question and Answer Drill

Based on research from interview observations and documentation of VIII Grade, the researcher found when evaluation the material used technique Question and Answer drill.

The way the teacher evaluates students with the Question and Answer drill technique, the teacher makes a short dialogue, then the teacher reads the dialogue sentences and continues by the students, then the teacher takes adverbs and students can answer with information according to the context, After that, the teacher read the next sentence and the students followed. If they found a question sentence, the student can answered the sentence according to the context of the sentence. The activity is carried out by the contents of the dialogue provided.

The teacher purpose to learning evaluation with used this technique is can improve speaking skill and students thinking, to be active and able to respond quickly in mastering English.

In addition, the researchers also found that when evaluation learning used ALM, it was very necessary to have a technique contained in the method, with the purpose of saw the students' abilities. So the teacher need technique Question and Answer drill.

Like the understanding by Kebson Kakunta about the purpose of the Question and Answer drill technique, which is the teacher improve the speaking ability and invited the students not only to speak

English in the place but speak in front of their friends.<sup>82</sup> It can be seen that evaluation with this technique can train students' habits in speaking English with confidence.

b. Dialogue Memorization

Based on research from interview observations and documentation of VIII Grade, the researcher found when evaluation the material used technique dialogue memorization.

The way the teacher gave an evaluation with the dialogue memorization technique is a gave short dialogue about activities consists of two roles about activities then the teacher gives about three minutes to memorize, After that the teacher divides the roles according to the dialogue and the dialogue is practiced by the students.

The purpose of memorized the dialogue can train students' abilities, this understanding is the same with Putri which is, the students can train students' speaking skills, pronunciation with correctly, grammar and vocabulary.<sup>83</sup> it can be seen that dialogue

memorized can needed when evaluation learning with the ALM method and with repetition it made students not wrong to speak.

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<sup>82</sup> Nur Adila Lubis "The using of Question and Answer Drill to Improve Students speaking Mastery at Grade VIII SMPN 2 BatangAngkola, (Thesis, of Institute for Islamic Studies Padangsidempuan, 2020), 25.

<sup>83</sup> Bella Windiana Putri, The Effect of Short Dialogue Memorization on The Speaking Ability of The Second Year Students at SMP IT Al Ihsan Boarding School (*Journal University Riau*, 2017) : 5.

### c. Repetition Drill

Based on research from interview observations and documentation of VIII Grade, the researcher found when evaluation the material used technique dialogue memorization.

In this activities evaluation is different from another, in this activities before the teacher gave evaluation with repetition drill the teacher gave exercise, the exercise is related to the material being studied at that time.

Furthermore, after the students do the exercises, the teacher discusses together and after the teacher read the sentence then the students followed it, the reading of the sentence is repeated in three times.

Based on research from interview observations and documentation the researcher found evaluation with Audio Lingual Method in technique Repetition drill which is to train students' speaking, train students' fluency and reduce students' mistakes when speaking.

So the purpose of evaluation with repetition drill can train students' abilities, this understanding is the same with Mardiyah which is students can produce several sentences without making mistakes because, the teacher has been given practice with grammar and correct

sentences.<sup>84</sup> it can be seen that repetition drill is needed in learning English.

Aspects of speaking with Audio Lingual Method is the same with Suparwoto, the criteria aspect in speaking there are five aspect there are; pronunciation, vocabulary, fluency, grammar, and comprehension.<sup>85</sup>



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<sup>84</sup> Azarine Hanan Mardiyah, A Final Report Using Repetition Drill in Teaching Speaking for 4<sup>th</sup> grade Students in Ta'miryah Elementary Scholl Surabaya (Thesis, University Airlangga, 2019), 2.

<sup>85</sup> Suparwoto Spto Wahono, "Using Inquiry Based Learning to Improve Student's Speaking Skills", Journal of Language Intelligence and Culture (JLIC), 3,2 (2021): 129, <https://doi.org/10.35719/jlic.v3i2.55>

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title “ The use of Audio Lingual Method in Teaching Speaking”.

#### A. Conclusion

From the result of the research that has been discussed in chapter IV, the researcher can be conclude that;

1. The implementation of Audio Lingual Method in Teaching Speaking of VIII Grade at SMPN 1 Banyuwangi

Researcher can be conclude that the implementation of Audio Lingual Method in Teaching Speaking of VIII Grade SMPN 1 Banyuwangi is divided into goal of learning Audio-lingual method, procedure of Audio-lingual method, technique of Audio-lingual method, advantage and disadvantage Audio-lingual method. All of these activities certainly support the improvement of Audio Lingual Method in teaching speaking of VIII Grade at SMPN 1 Banyuwangi.

2. The evaluation of Audio Lingual Method in Teaching Speaking of VIII Grade at SMPN 1 Banyuwangi

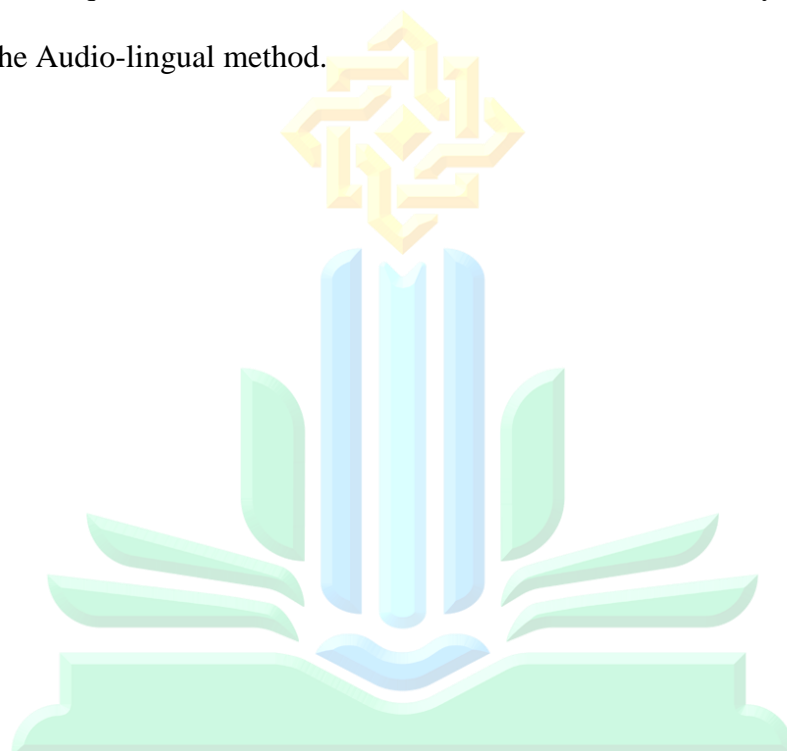
Evaluation of this Audio-lingual Method in teaching speaking of VIII Grade is using 3 techniques are Question and Answer drill, Dialog Memorization, and Repetition Drill. And the benchmark for student success lies in, if the student himself successfully responds to what we say



and is then given an exercise or Test, being able to do it can be said to be successful.

### **B. Suggestion**

For the next researcher, to conduct a more comprehensive research for the research question section, add an evaluation to see the ability of students using the Audio-lingual method.



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*Appendix 1*

**MATRIX OF RESEARCH**

<b>TITLE</b>	<b>VARIABLES</b>	<b>SUB VARIABLES</b>	<b>INDICATORS</b>	<b>DATA RESOURCES</b>	<b>RESEARCH METHODS</b>	<b>PROBLEM</b>
The use of audio lingual method in teaching speaking of VIII grade at SMPN 1 Banyuwangi	Audio Lingual Method	1. Implementation	1. Goals of ALM 2. Technique ALM 3. Procedure ALM 4. Principle ALM 5. Advantages and Disadvantage ALM 6. Evaluation ALM	<b>a. Interview</b> 1. English Teacher 2. Students of VIII Grade <b>b. Documentation</b> 1. Profile School 2. Members of VIII Grade 3. The material evaluation 4. Picture	1. Approach and Type of research a. Qualitative b. Case Study 2. Data Collection a. Observation b. Interview c. Documentation 3. Data analysis technique Mils & Huberman (Qualitative Data analysis) 4. Instrument validity a. Source Triangulation b. Triangulation Technique	1. How is the implementation of Audio Lingual Method of VIII Grade at SMPN 1 Banyuwangi? 2. How is the evaluation of Audio Lingual Method in teaching speaking of VIII Grade at SMPN 1 Banyuwangi?
	Speaking Skill	1. Types of speaking  2. Aspect Speaking  3. Function Speaking	1. Imitative 2. Intensive 3. Responsive 4. Interactive 5. Extensive 1. Pronunciation 2. Vocabulary 3. Fluency 4. Grammar 5. Comprehension 1. Talks as interaction 2. Talks as transaction 3. Talks as performance			

## **Appendix 2**

### **Interview 1**

#### **Rahmat Sudana, S.Pd**

A. *Apa tujuan anda mengajar Bahasa Inggris?*

(What is your goals in teaching English?)

B. *Tujuan saya mengajar Bahasa Inggris terutama dengan menggunakan metode Audio Lingual yaitu tidak hanya sekedar menggunakan metodenya kemudian diterapkan kepada murid akan tetapi bagaimana cara mengajak murid supaya lebih aktif di kelas dan merespon lebih cepat sehingga mereka di sekolah tidak hanya datang ke kelas kemudian duduk dan mendengarkan guru yang sedang berbicara kemudian, murid juga bisa sukses sehingga dan menguasai Bahasa Inggris dengan baik”*

(My goal in teaching English, especially by using the Audio Lingual method, is not just to use the method and then explain it to students but how to invite students to be more active in class and respond more quickly so that they at school not only come to class then sit and listen to the teacher who is talking then, the pupil can also understand what is being said so that the pupil can speak English at a normal speed.)

A. *Apa yang anda lakukan sebelum kegiatan di kelas?*

(What do you do before starting the class?)

B. *Tentunya sebelum melakukan kegiatan di kelas saya menyiapkan materi, dan setiap mengajar saya serasa mendapatkan tantangan anter sendiri bagi saya yaitu, ketika proses kegiatan belajar mengajar yaitu bagaimana mengajak semua murid*

*supaya aktif di kelas pada saat proses pembelajaran, karena tidak semua murid bisa aktif dalam pembelajaran di kelas*

(Of course, before doing activities in class, I prepared the material, then gave the material in the form of a dialogue after I read the dialogue slowly, after that the students followed, the activity was carried out repeatedly until all the dialogues were read all and the student's pronunciation was correct and in context. And every time I teach, I feel that I like its own challenge, namely, during the process of teaching and learning activities, namely how to invite all students to be active in class during the learning process, because not all students can be active in learning in class.)

A. Bagaimana cara mengatasi murid yang pasif di kelas?

( How to cope passive students in the class?)

B. *Cara saya mengatasi murid yang pasif di kelas yaitu dengan mengayomi, membesarkan hati mereka untuk terus mencoba, dan selalu memberikan sebuah apresiasi dengan berbentuk reward atau point tambahan kepada murid dengan tujuan supaya murid lebih semangat belajar dan aktif di kelas*

(The way I deal with students who are passive in class is by nurturing, encouraging them to keep trying, and always giving an appreciation in the form of rewards or additional points to students with the aim of making students more enthusiastic about learning and active in class)

A. Apakah benar menggunakan Teknik dialog memorization, repetition drill, question and answer drill, apa alasan anda menggunakan teknik tersebut?

(Is it right you use the technique memorization drill, repetition drill, question and answer drill, and what is your reason you used the technique?)

*B. Ya benar yang saya gunakan Teknik Dialog memorization, Repetition drill, dan Question and answer drill. Alasan saya menggunakan Teknik tersebut yaitu murid tidak hanya sekedar mendengarkan dan mengikuti kemudian menghafal dialog saja, akan tetapi saya mengajak murid dengan serius bagaimana melafalkan Bahasa Inggris dengan benar sesuai konteks*

(Yes, it is true that I use the Memorization DialogueTechniq, Question and Answer Drill ,Repetition drill, the reason I use this technique is that students do not just listen and follow and then memorize dialogues, but I invite students seriously how to pronounce English correctly according to context)

A. Apakah ketika menggunakan Teknik tersebut dapat berjalan mulus ketika proses pembelajaran?

(does use the technique runs smoothly during the learning process?)

*B. ketika menggunakan Teknik ini tidak sepenuhnya bisa berjalan mulus karena, ini proses belajar kendala yang terjadi yaitu murid sering terjadi kesalahan pada saat melafalkan dan rhytm terkadang kurang tepat, cara saya mengatasi permasalahan tersebut yaitu mengulangi kalimat dengan benar dan sesuai gaya Bahasa, terus mengulangi sampai murid benar-bener paham*

(When using this technique, it can not fully run smoothly because, this is the learning process of obstacles that occur, namely students often make mistakes when reciting and rhytm sometimes not quite right, the way I overcome the



problem by repeating sentences correctly based on the the style of language, keep repeating until the students really understand)

A. Apa prinsip anda ketika mengajar Bahasa Inggris ?

( What are your principles to teach English?)

B. *Prinsip saya ketika saya mengajar karena ini model drilling, sebelum saya sampaikan ke murid saya siapkan secara matang-matang supaya materi yang saya sampaikan bisa merespon dengan cepat dan mudah dipahami, dan selalu mengecek situasi dan kondisi di kelas dan kita sebagai guru harus tetap siap dengan keadaan apapun*

(My principle when I teach is because this is a repetition model, before I convey it to students, I prepare it carefully so that the material I convey can respond quickly and easily understand, and always check the situation and conditions in class and we as teachers must remain prepared for any situation)

A. Apakah ada prinsip tersendiri untuk murid?

(Is there any separate principles for students?)

B. *Prinsip saya sebagai guru selalu berusaha memotivasi murid supaya selalu semangat belajar, selalu mengajak murid dengan memperkenalkan suatu hal baru, salah satunya seperti, beberapa Teknik yang ada di yaitu: Dialog memorize, repetition drill, Question and Answer drill dan ice breaking*

( My principle as a teacher is always to try to motivate students to always be enthusiastic about learning, always invite students with positive things and introduce new things, one of which is, such as, several techniques in the name of:

Memorization dialogue, repetition drill, and ice breaking before starting the lesson.)

A. Apakah keuntungan mengajar menggunakan Metode Audio Lingual?

( what are the advantages of using the Audio Lingual Method in teaching English ?)

B. *Adavantage dari metode Lingual Audio adalah bahwa hal itu banyak berubah ketika saya menerapkan metode ini, tentu saja, pada awalnya siswa sering pasif untuk menjadi lebih aktif, dapat melatih keterampilan berbicara Bahasa Inggris siswa dan pada saat yang sama menambah wawasan siswa.*

(The adavantage of the Lingual Audio method is that it changed a lot when I applied this method, of course, initially students were often passive to become more active, could train students' English speaking skills and at the same time add to students'insights.)

A. Apakah kekurangan mengajar menggunakan Metode Audio Lingual?

(what are the disadvantages of using the Audio Lingual Method in teaching English?)

B. *Disadvantages pemborosan waktu, terkadang suasana kelas menjadi bosan, menguras tenaga antara guru dan murid*

(Disadvantages of using the Audio Lingual Method in teaching English is wasting of time, sometimes the class atmosphere becomes bored, draining energy between teachers and students)

A. Apakah benar evaluasi pembelajaran menggunakan Teknik Question and answer drill, dan apa tujuan anda menggunakan teknik tersebut?

( Is it correct to evaluate learning using the Question and answer drill technique, and what your goals when using this technique?)

B. *Ya, mbak saya memakai Question answer drill, dan tujuannya meningkatkan kemampuan berbicara pada saat di depan.*

(Yes, I using technique the Question answer Drill, the goal is to increase confidence and improve the ability to speak when in front of)

A. Bagaimana cara anda mengevaluasi murid?

(How do you evaluate the students?)

B. *cara saya mengevaluasi yaitu saya berikan contoh dengan membacakan dialog kemudian saya praktekan ke murid, saya bacakan perkalimat pertanyaan kemudian murid menjawabnya sesuai teks yang saya sediakan*

(the way I evaluating I giving an example by reading the dialogue then practice it to the students than, I reading the sentence of the questions and then the students answer them according to the text I give)

A. Apakah ada Teknik evaluasi lagi bapak?

( Is there any more evaluation Technique?)

B. *Biasanya saya mengevaluasi siswa itu menggunakan dialog activity. Biasanya siswa disuruh maju ke depan berpasangan dibagi 3 kloter dengan 34 siswa buat melakukan dialog sederhana tentang aktifitas keseharian mereka*

(usually I'm evaluation the students using dialogue activity, the students are told to come forward in pairs than divide by 3 groups with 34 students to have a simple dialogue about their dialy activity)

A. Apa tujuan anda menggunakan teknik dialog memorization ?

(what is your goals in using memorized dialogue technique?)

B. *tujuan saya menggunakan dialog yaitu untuk melatih kemampuan siswa dalam pengucapan, tata Bahasa, kosakata karena bagi saya menghafal percakapan singkat membuat siswa berlatih dengan pengulangan sehingga tidak kesalahan untuk berbicara”*

( My Purpose in using dialogue to train the students’ abilities in pronunciation, grammar, vocabulary because for me memorizing short conversations make students practice and with repetition so that is not wrong to speak)

A. Apakah menggunakan Teknik repetition drill untuk evaluasi bapak?

(Do you use the repetition drill technique for your evaluation, sir?)

B. ya saya juga menggunakan repetition drill

(yes,I using Repetition drill)

A. Apakah ada faktor penghambat ketika proses pembelajaran?

(Is there any inhibiting factors during the learning process?)

B. *Ada faktor penghambat karena, pembelajaran bahasa Inggris di jam terakhir.*

*Dan saya menemukan tantangan bagaimana cara membuat siswa kita jadi semangat serta konsentrasi karena, pada saat itu siswa mulai bosan untuk berfikir*

(There is a inhibiting factors for sure because English language learning is in the last hour. And there I found a challenge how to get myself motivated and concentrated, because at that hour students were getting tired of thinking)

A. Apakah ada faktor pendukung ketika proses pembelajaran?

( Is there any supporting factors during the learning process?)

B. *Ya tentunya juga ada faktor pendukung yaitu, murid sudah menguasai materi dengan kuat karena, tentunya sebelum saya memberikan Tes saya mereview materi yang pernah kita diskusikan*

(Of course, there is also a supporting factor, students have mastered the material strongly because, before I gave the test I reviewed the material we had discussed)

A. *Bagaimana cara mengetahui tolak ukur keberhasilan siswa ketika proses pembelajaran?*

(How to find out the indicator of student success during the learning process?)

B. *Tolak ukur keberhasilan siswa terletak pada, jika siswa itu sendiri berhasil menanggapi apa yang kita katakan dan kemudian diberi Latihan atau tes mampu mengerjakan dapat dikatakan berhasil*

(The indicator of student success lies in, if the student himself successfully responds to what we say and is then given an exercise or Test, being able to do it can be said to be successful)

## ***Interview 2***

**Akira Keanu Maulana**

A. *Apa tujuan anda belajar Bahasa Inggris?*

(What is your goal in learning English?)

B. *Tujuan saya yaitu bisa berkomunikasi bersama orang luar dengan lancar, dan prinsip saya ketika belajar Bahasa Inggris mengikuti apa yang diajarkan oleh guru, karena saya ingin mengenal lebih luas dalam Bahasa Inggris agar saya sendiri mempunyai ide yang lebih luas kedepannya*

(My goal is to be able to communicate with outsiders fluently, and my principle when learning English is to follow what is taught by the teacher, because I want to get to know more broadly in English so that I myself have a broader idea in the future)

A. Apa yang dilakukan guru sebelum memulai pembelajaran?

( What does the teacher do before starting learning?)

B. *Sebelum memulai kegiatan, guru membuka dengan doa terlebih dahulu, kemudian memulai materi dan menjelaskan dan terkadang ada permainan (ice breaking) yang telah diberikan oleh guru hingga selesai*

(Before starting the activity, the teacher opens with a prayer first, then starts the material and explains and sometimes there are games (ice breaking) that have been given by the teacher to completion)

A. Apa yang guru lakukan ketika mengevaluasi kalian?

( How does the teacher do to evaluate the students?)

B. *Cara guru mengevaluasi kita lebih tepatnya bukan untuk menyalahkan dan tidak secara langsung memberikan tugas tetapi untuk memberikan 1 sampai 2 kali penjelasan materi yang telah diajarkan. Apa yang saya rasakan ketika mengikuti evaluasi terkadang terasa sulit, namun dengan diberikan evaluasi kita bisa berpikir lebih jernih dan apa yang disampaikan berjalan dengan lancar*

(The way the teacher evaluate us is more precisely not to blame and not directly give the task but to give 1 to 2 times the explanation of the material that has been taught. What I feel when participating in the evaluation sometimes feels difficult,

but by being given an evaluation we can think more clearly and what is conveyed goes smoothly)

### ***Interview 3***

**Annisa Rachmawati Irawan**

A. Apa tujuan anda belajar Bahasa Inggris?

(What is your goal in learning English?)

B. *Tujuannya itu bisa mencari relasi agar tidak bosan dan mempermudah komunikasi ketika saat bepergian. Saya juga mempunyai prinsip, prinsip saya adalah tidak merasa cukup jika belajar di sekolah, kemudian ketika di rumah wajib belajar lagi dan merasa sangat tidak puas jika belajar dengan satu guru.*

(The goal is to be able to find relationships so that they are not bored and facilitate communication when traveling. I also have a principle, my principle is not to feel enough if studying at school, then when at home compulsory education again and feel very dissatisfied if I study with one teacher)

A. Apa yang dilakukan guru sebelum memulai pembelajaran?

(What does the teacher do before starting learning?)

B. *Sebelum memulai pelajaran kita berdoa terlebih dahulu supaya kedepannya bisa lancar, setelah itu kita semua mendengarkan dan memahami materi yang sedang diberikan oleh Mr. Dana*

(Before starting the lesson, we pray first so that in the future it can be smooth, after that we all listen and understand the material that is being given by Mr. Dana)

A. Apa yang guru lakukan ketika mengevaluasi kalian?

( How does the teacher evaluate students?)

B. *ketika guru memberikan evaluasi, yaitu guru memberikan materi terlebih dahulu, kemudian guru menjelaskan setelah itu kita diuji sehingga kita lebih tahu. Saya tidak merasa kesulitan karena saya mencoba memahami dan focus pada apa yang diajarkan*

(When the teacher gives an evaluation, it is to give material first, then the teacher explains after that we are tested so that we know better. I don't find it difficult because I try to understand and focus on what is being taught)

#### ***Interview 4***

##### ***Ni Kadek Angel***

A. Apa tujuan anda belajar Bahasa Inggris?

( What is your goal in Learning English?)

B. *tujuan saya belajar Bahasa inggris karena, saya suka dengan Bahasa inggris dan prinsip saya enjoy dengan Bahasa inggris, menikmati segalanya karena, dengan menikmati kita mudah memahami materi yang telah diberikan oleh guru*

( My goal is to learn English because, I like English and my principle is to enjoy english, enjoy everything because, by enjoying we easily understand the material that has been given by the teacher)

A. Apa yang dilakukan guru sebelum memulai pembelajaran?

( What does the teacher do before starting learning?)



B. *Sebelum memulai pelajaran kita berdoa terlebih dahulu supaya kedepannya bisa lancar, setelah itu kita semua mendengarkan dan memahami materi yang sedang diberikan oleh Mr. Dana*

(Before starting the lesson, we pray first so that in the future it can be smooth, after that we all listen and understand the material that is being given by Mr. Dana)

A. Apa yang guru lakukan ketika mengevaluasi kalian?

( How does the teacher evaluate students?)

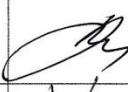




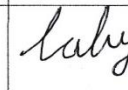
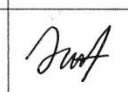
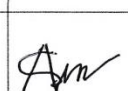
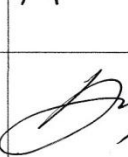
B. *cara guru mengevaluasi kita adalah mengambil materi minggu lalu kemudian diberikan Tes atau pertanyaan. Saya tidak merasa kesulitan ketika mengerjakan karena saya mencoba memahami materi yang telah diberikan oleh Mr. Dana.*

(The way guru evaluate us is to take the material last week, then be given a Test or question. I didn't find it difficult when working on it because I tried to understand the material giving by Mr. Dana)



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J E M B E R

## JOURNAL OF RESEARCH

NO	Day, Date	Activity	Note/ Informan	TTD
1.	Saturday, 23 <sup>rd</sup> of October 2021	Pre-Observation	Asking about the general description about the research object	
2.	Monday, 21 <sup>st</sup> of February 2022	Giving permission letter for observing	Received by administration room	
3.	Friday, 18 <sup>th</sup> of March 2022	Observation	Observation implementation	
4.	Thursday, 24 <sup>th</sup> of March 2022	Interviewing English teacher	Rahmat Sudana	
5.	Tuesday, 24 <sup>th</sup> of May 2022	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviewing English teacher</li> </ul>	Observation evaluation Rahmat Sudana	
6.	Tuesday, 24 <sup>th</sup> of May 2022	Interviewing students of VIII Grade	Akira Keanu Maulana	
			Ni Kadek Angel PM	
			Annisa Rachmawati	
7.	Saturday, 18 <sup>th</sup> of June 2022	Receiving a declaration of finishing observation letter from SMPN 1 Banyuwangi	Given by English Teacher	

**In additional information:** while interviewing and observing all the activity in the class with Audio Lingual Method in teaching speaking of VIII Grade.



Banyuwangi, 18<sup>th</sup> of June 2022

English teacher of VIII Grade

**Rahmat Sudana, S.Pd**



## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 1 Banyuwangi
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (delapan)/2 (dua)
Materi Pokok	: <i>Past Tense</i>
Alokasi Waktu	: 2 Pertemuan x 40 menit

### A. Kompetensi Inti:

**KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam

berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,

teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai	Mengidentifikasi fungsi sosial teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Mengidentifikasi struktur teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Mengidentifikasi unsur kebahasaan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau. Menyebutkan <i>keterangan waktu</i> yang sering digunakan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Menentukan kata kerja yang digunakan dalam teks yang menyatakan dan menanyakan tindakan /kejadian yang

dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> )	dilakukan/terjadi di waktu lampau.. Menggunakan bentuk kata kerja bantu past ( <i>did</i> ) yang digunakan dalam teks. Memilih bentuk kata kerja bantu ( <i>was,were</i> ) yang digunakan dalam kalimat nominal. Menentukan Kalimat Positif, Negatif dan interogatif dalam bentuk <i>Simple Past Tense</i>
.10Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menyebutkan kata kerja bentuk <i>Past</i> secara lisan dalam sebuah <i>word cloud</i> . Mengartikan kata kerja bentuk <i>Past</i> secara lisan yang sudah ditemukan dalam <i>word cloud</i> . Setelah mengamati contoh penggunaan teks <i>Past Tense</i> , peserta didik mampu mengidentifikasi <i>W-H Questions</i> dan <i>Yes/No questions</i> dalam bentuk <i>past tense</i> dengan benar. Melengkapi teks rumpang secara tertulis mengenai tindakan/ kejadian yang terjadi di waktu lampau. Mengecek kebenaran secara tertulis dalam teks mengenai tindakan / kejadian yang terjadi di waktu lampau. Membuat teks percakapan mengenai tindakan/ kejadian yang terjadi di waktu lampau.

### C. Tujuan Pembelajaran

1. Peserta didik mampu menentukan fungsi social, struktur teks, dan unsur kebahasaan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau sesuai konteks penggunaannya dengan tepat.
2. Peserta didik mampu menyebutkan 3 *keterangan waktu* yang sering digunakan dalam teks yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau dengan tepat.
3. Dengan diperlihatkan *word cloud*, peserta didik dapat menyebutkan kata kerja bentuk past beserta artinya secara lisan dengan tepat.
4. Setelah mengamati contoh penggunaan teks *Past Tense*, peserta didik mampu menggunakan bentuk kata kerja bantu past (*did*) yang digunakan dalam teks dengan benar.
5. Setelah mengamati contoh penggunaan teks *Past Tense*, peserta didik dapat memilih bentuk kata kerja bantu (*was,were*) yang digunakan dalam kalimat nominal dengan benar.
6. Setelah mengamati contoh penggunaan teks *Past Tense*, Peserta didik mampu membuat kalimat positif / *affirmative*, *negative*, dan *interrogative* dalam bentuk *simple past tense*.

### D. Materi Pembelajaran

#### Materi pembelajaran reguler

1. Teks lisan dan tulis yang bertujuan untuk menunjukkan tindakan/kejadian yang dilakukan/berlangsung pada saat lampau

2. Fungsi social : Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.
3. Struktur teks
4. *What did you do last week? My mother and I went shopping in the Luwes.; Who studied English in the class yesterday?; Lina bought a new hat with her mother.* dan semacamnya.
5. Unsur kebahasaan
  - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi.
  - Ejaan dan tanda baca
  - Tulisan tangan

### Topik

Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

### E. Metode, Model Dan Pendekatan Pembelajaran

1. Metode Pembelajaran : Audio Lingual, diskusi dan tanya jawab
2. Teknik Metode Pembelajaran : Dialog memorization, repetition, question drill,
3. Model Pembelajaran : Pembelajaran Saintifik, dengan sintak:
  - a. Mengamati/mengobservasi
  - b. Menanya
  - c. Mengumpulkan informasi/ Data/ mencoba
  - d. Mengasosiasi

### F. Media Dan Alat Pembelajaran

1. Work sheet
2. Papan Tulis dan spidol

### G. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VII, Jakarta, Kementerian Pendidikan dan Kebudayaan.

### Langkah-Langkah Pembelajaran

Bentuk Kegiatan	Langkah-Langkah kegiatan	Waktu
a. Kegiatan Pendahuluan	A. Guru memberi salam ( <i>greeting</i> ). B. Guru meminta siswa untuk memimpin doa sebelum memulai pembelajaran. C. Guru memeriksa kehadiran siswa.	5 menit
b. Kegiatan Inti	<b>A. Mengamati</b> -Guru meminta siswa untuk mendengarkan dan memperhatikan guru saat menjelaskan bagaimana cara melfalkan kata dengan benar. <b>B. Menanya</b> - Dengan bimbingan guru, siswa menanyakan	30 menit

	<p>kalimat-kalimat yang belum diketahui.</p> <p><b>C. Mengumpulkan informasi</b></p> <p>- Siswa, secara berpasangan, /kelompok, mempraktekkan (dialog yang diberikan guru)</p> <p><b>D. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok peserta didik menggunakan ungkapan berbahasa Inggris tentang menanyakan hari bulan tanggal atau waktu</li> <li>- Peserta didik menjawab pertanyaan guru tentang kegiatan yang dilakukan pada hari tertentu</li> </ul>	
c. Kegiatan penutupan	<ul style="list-style-type: none"> <li>-Guru memberikan motivasi kepada murid</li> <li>-Guru meminta siswa untuk membaca doa setelah belajar.</li> </ul>	5 menit

#### H. Penilaian

1. Pengetahuan : Tes Tulis dan Tes lisan
2. Afektif : Lembar observasi

## DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Husnul Hotimah  
Place, date of birth : Banyuwangi, 8<sup>th</sup> Juni 2000  
Address : Banyuwangi, Kampung ujung  
Faculty : Education and Teacher Training  
Program : English Education

States that thesis entitled “The Implementation of Audio Lingual Method in Teaching Speaking of VIII Grade at SMPN 1 Banyuwangi” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Banyuwangi, 03 Oktober 2022

I declared



**Husnul Hotimah**  
**SRN. T20186045**





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**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-2379/In.20/3.a/PP.009/02/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 Banyuwangi

Jl. Jenderal Ahmad Yani No.74, Taman Baru, Kec. Banyuwangi, Kabupaten Banyuwangi, Jawa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186045  
Nama : HUSNUL HOTIMAH  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE USE OF AUDIO LINGUAL METHOD IN TEACHING SPEAKING OF VIII GRADE AT SMPN 1 BANYUWANGI" selama 45 ( empat puluh lima ) hari di lingkungan lembaga wewenang Bapak/Ibu Supriyadi, S.Pd., M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Februari 2022

an Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI



PEMERINTAH KABUPATEN BANYUWANGI  
DINAS PENDIDIKAN

**SMP NEGERI 1 BANYUWANGI**

Jl. Jend. Ach. Yani no. 74 Kode Pos 68416 Telp./Fax (0333)421964-41224 Banyuwangi

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NPSN : 20525712

Kode Pos 68416

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini:

Nama : Rahmat Sudana, S.Pd

Jabatan : Guru Bahasa Inggris

Menerangkan bahwa:

Nama : Husnul Hotimah

NIM : T20186045

Tempat, tanggal lahir : Banyuwangi, 8 Juni 2000

Falkutas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Telah melakukan penelitian di SMPN 1 Banyuwangi di kelas 8 pada tanggal 21 February 2022- 24 Mei 2022 dengan judul "The use of Audio Lingual Method in Teaching Speaking of VIII Grade at SMPN 1 Banyuwangi".

Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya.

Banyuwangi, 18th of June 2022

Guru Bahasa Inggris Kelas 8



Rahmat Sudana, S.Pd

## APENDIX PICTURE

### Interview

#### 1. Interview with English teacher

Interview with Mr. Rahmat Sudana about 1) the implementation Audio Lingual Method consisted of a) the teacher determining the goal of learning Audio Lingual Method b) arranging the procedure of learning audio-lingual method c) applying the techniques of audio-lingual method consisted of dialogue memorization, question and answer drill and repetition drill d) advantage and disadvantage of audio-lingual method. 2) the evaluation of audio-lingual method used a) Question and answer drill b) Dialogue memorization c) Repetition drill.



#### 2. Interview with Students of VIII Grade

Interview with Akira Keanu Maulana about about 1) the implementation Audio Lingual Method consisted of a) the teacher and students determining the goal of learning Audio Lingual Method b) arranging the procedure of learning audio-lingual method c) applying the techniques of audio-lingual method consisted of dialogue memorization, question and answer drill and repetition drill d) advantage and disadvantage of audio-lingual method. 2) the evaluation of audio-lingual method used a) Question and answer drill b) Dialogue memorization c) Repetition drill.



Interview with Ni Kadek Angel about about 1) the implementation Audio Lingual Method consisted of a) the teacher and students determining the goal of learning Audio Lingual Method b) arranging the procedure of learning audio-lingual method c) applying the techniques of audio-lingual method consisted of dialogue memorization, question and and answer drill and repetition drill d) advantage and disadvantage of audio-lingual method. 2) the evaluation of audio-lingual method used a) Question and answer drill b) Dialogue memorization c) Repetition drill.



Interview with Annisa Rachmawati Irawan about about 1) the implementation Audio Lingual Method consisted of a) the teacher and students determining the goal of learning Audio Lingual Method b) arranging the procedure of learning audio-lingual method c) applying the techniques of audio-lingual method consisted of dialogue memorization, question and and answer drill and repetition drill d) advantage and disadvantage of audio-lingual method. 2) the evaluation of audio-lingual method used a) Question and answer drill b) Dialogue memorization c) Repetition drill.



## CURRICULUM VITAE



### Personal Information

Name : Husnul Hotimah  
NIM : T20186045  
Gender : Female  
Place, date of birth : Banyuwangi, 8<sup>th</sup> Juni 2000  
Address : Banyuwangi, Kampung Ujung  
Faculty : Education and Teacher Training  
Program : English Education

### Education Background

**From Education:** TK. Khadijah 30

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JEMBER

SDN 2 Tukang Kayu  
SMP Alam BIS  
MAN 1 Banyuwangi

UIN KH Ahmad Siddiq Jember